

ALIAS Notes

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From the ALIAS President

Marcelo Valença

Hope this message finds you well and you all had enjoyed a happy new year!

I'm glad to report that ALIAS continues to grow. Our membership increased by 7%, from 352 members in 2015 to 376 in 2016. We are now the 14th largest section (out of 31) in ISA. Our finances are also stable and we were able to sponsor panels and workshops in the ISA Midwest, ISA West, and ISA Northeast 2016 conferences.

On behalf of the ALIAS Executive Board, I strongly encourage every ALIAS member to attend our business meeting during the 2017 ISA Conference. This year's meeting will be on Friday, February 24th, at 7am. We have exciting news to share with you all on the section's future plans and possibilities. We will also hold elections for several of the ALIAS board positions, including VP/Program Chair for 2017-2018.

This was an amazing year. I learnt a lot as ALIAS president and I hope I met the expectations of our members. Many people contributed for ALIAS development and I would like to thank them all, especially our VP/Program Chair Mary Jane Parmentier and Carolyn Shaw, ALIAS current secretary, for her work on this edition of the newsletter.

In 2017 ALIAS will sponsor/co-sponsor several panels, including a simulation on the Syrian Crisis. Mary Jane put up an amazing program for the forthcoming meeting and I am glad to have worked with her. I am also glad to announce that ALIAS will offer career courses on active teaching and learning for the first time at the 2017 ISA conference.

I look forward to seeing all of you during the conference and especially at the business meeting in Baltimore on Friday morning, February 14th, from 7:00am-8:00 am (did I mention that breakfast will be served?)!

Don't Miss the 2017 ALIAS Business Meeting: Friday, Feb 24 @ 7:00 am (breakfast provided)

ALIAS-sponsored (or co-sponsored) panels for ISA 2017

Mary Jane Parmentier, Vice President/2016 Program Chair

ALIAS has a record total of 44 panels on the program this year, with 7 sponsored solely by ALIAS, and 37 co-sponsored with 17 different ISA sections, including Global Development, International Education, the Online Media Caucus, Science, Technology & Art in IR, Religion & IR, Environmental Studies, Human Rights, International Political Sociology, Peace Studies, Intelligence Studies, Historical International Relations, Theory, Comparative Interdisciplinary Studies, the Committee on the Status of Representation & Diversity, Feminist Theory & Gender Studies, and the conference theme, Understanding Change in World Politics. This year's program is characterized by significant cross-sponsorship with a diversity of ISA's sections, perhaps indicative of a rising interest in teaching and higher education, as well as an awareness of ALIAS and its activities and focus. As well, one can see the growing global nature of ISA and ALIAS, with many sessions focused on curriculum and higher education of international studies in different regions of the world.

Panels:

- Innovations in the Assessment of Active Learning
- Interdisciplinary and Faculty/Student Collaborations in Teaching and Research
- Simulations, Role-Playing and Games: Uses and Outcomes
- Pedagogy for Transformative Learning and Global Engagement
- Knowledge, Power, Politics and Identity in the IS Curriculum and Research
- Skill Building in International Studies Courses: Critical Thinking, Communication and Intercultural Competencies
- Dance, Film Aesthetics and Humor: Engaging the Humanities for Innovative Pedagogy in IS
- Imperatives and Challenges of Global Education
- Ethical International Engagement in Experiential Learning and Study Abroad: Opportunities and Challenges
- Intelligence Simulations: Theory and Practice
- Higher Education and Globalization
- Learning IR from the Margins: Overcoming the Western Dominance

- Empirical Change and its Relationship to Theoretical and Pedagogical Change in IR
- Knowing and Thinking the International through Shifting Contexts
- Decolonizing the (Neoliberal) IR Curriculum
- Revamping the Historicization of IR
- Understanding Global Changes through the Lens of Education
- Taking Global Voices Seriously in IR – Parts I and II, Theory and Practice
- IR Education as Public Diplomacy
- Internationalizing Campuses and Curricula

Roundtables:

- Change and Online Communities: Best Practices, Blended Learning and Emerging Trends
 - Integrating Teaching and Research: Strategies Towards Becoming a Whole Professor
 - Death to Zombies! Has Pop Culture Gone too Far in IR?
 - Moving to Administration: A Practical Guide and Insider's Tips
 - Negotiating Networks: Multi-Constituency Exercises as Teaching, Training and Research Tools in IR
 - Crossing Borders to Learn: Change, Opportunity, and Challenge
 - Teaching Religion in International Studies: Trends and Challenges
 - Creative and Innovative Approaches to Teaching the Sustainable Development Goals
 - Teaching Human Rights: Challenges and Best Practices
 - Changing Approaches to Education: The Rise of Simulation Teaching in IS
 - Ethical/Transformative Teaching in IS: From 'the Other' to the Self
 - From Information Transfer to Relational Reflection: Useful Interventions into our Teaching
 - Roundtable on Innovative Teaching of Global Environmental Governance and Policy
 - ISA Crypto Party
 - Encryption, Online Surveillance, and Censorship in Academia
 - Higher Education meets Neoliberalism: International Perspectives on Transformation & Contestation in Global Academia
 - Re-thinking IR Pedagogy in an Era of Globalization and Disruption
 - Ethics of Translation, Storytelling, and Embodiment
 - History of IR Theory: Cumulating Knowledge or Events-Based Leaps
 - Teaching Environmental Peace-Building
 - Teaching Critical Thinking!? Strategies, Tools and Methods
 - The IS Curriculum: Towards the Development of a Common Core
 - Working across Places of Practice
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***NEW* for ISA This Year: Creative Teaching and Course Design Workshop**

ISA is pleased to announce a new professional development opportunity taking place at the annual convention in 2017. This full-day teaching workshop will be held on the Tuesday before the annual conference and is open to all ISA members. Participants will choose one of four topics to attend in the morning, and a second topic out of the four for the afternoon. Topics include: Simulations on Political Violence, Online Curriculum Design and Instruction, Designing Your Own Simulations, and Teaching the World with Authentic Writing Assignments. Sessions will be interactive with hands-on exercises, debriefing and discussion. The workshop format is structured so that participants contribute to the creation of new course materials for use in their own classes. Cost: \$25 for graduate students/Post-docs and \$50 for faculty (lunch included). Registration information linked to the ISA conference registration page.

Proposal Before Governing Council for an ISA Teaching and Learning Conference

The Long Range Planning Committee, under the leadership of Victor Asal, is proposing an ISA Teaching and Learning conference pilot project to be undertaken in the Fall 2017 in cooperation with the ISA-Midwest regional conference. The hope is that this pilot will provide an additional opportunity for faculty who might have limited funding to attend a conference with both intensive pedagogical engagement as well as the opportunity to present their research on a panel. Jeff Lantis has been appointed the Chair of the planning committee for this project and will be providing an update following the Governing Council meeting to the ALIAS membership at the business meeting in Baltimore on Friday morning (7:00 am).

Compendium Editorship Opportunity

The ISA Compendium continues to evolve with a shift to a new publisher for the online content. The publisher continues to seek new online submissions and updates to previous essays from our section, but Victor Asal needs to give up his current position as section editor due to his new JPSE responsibilities. If you are interested in learning more about this opportunity, contact Victor Asal at vasal@albany.edu.

Report: Teaching Diplomacy in the 21st Century

J Simon Rofe, Convenor, BLT Co-convenor

Thanks to the support of BISA, and hosted by SOAS, University of London in the newly opened Paul Webley Wing of Senate House, scholars from across the country convened on 11th November for a colloquium entitled 'Teaching Diplomacy in the 21st Century'.

The age-old value of diplomacy was given room for reflection as the colloquium began with a pause for reflection at 1100 for the Armistice.

The colloquium then began with colleagues sharing their experiences of teaching Diplomacy in UK and international Universities. Under the aegis of the title 'Practice of Diplomatic Teaching', John Young (Nottingham), Angus Lockyer (SOAS), Martin Brown (Richmond), and then Tom Mills (Lancaster), Rogelia Pastor-Castro (Strathclyde), Katharina Hone (Diplo Foundation). Over the lunch break the attendees were joined by Abdul Minty, Permanent Representative of South Africa to the United Nations Office at Geneva; Deputy Director General South African Department of International Relations; Director-General of the International Atomic Energy Agency (IAEA), and Honorary Secretary – British Anti-Apartheid Movement, London: 1962 -1995. The day was rounded off Reflections and Roundup: 'Diplomacy through the Years' Martin Garrett (FCO) and everyone.

One participant's comments at the end of the day reflected the overall feedback for the day: 'it was great to have the opportunity to have a discussion about our teaching practice; with the TEF on the near horizon teaching is going to assume ever growing importance and to share good practice can only be a good thing. When is the next one?!'

Accolades

Wooster Professors Lead International Studies Teaching Workshop in Colombia

Three former Presidents of ALIAS, Kent Kille, Matthew Krain, and Jeffrey Lantis, recently led a successful workshop on active teaching and learning in international studies at the Universidad del Rosario in Bogota, Colombia. Their three-day workshop in October 2016 was sponsored by the Centro de Estudios Políticos e Internacionales (CEPI) for professional faculty development at the university. It featured modules on a range of active teaching and learning techniques for international studies classrooms that are designed to engage students in active and experiential learning practices. Workshop sessions included simulations, case teaching, structured debates, teaching with visual media (such as film) and alternative texts. The directors advanced a systematic framework for teaching with purpose—focused on Educational Objectives, Exploration of Exercises, Procedures for Implementation, and Assessment (EEPA). Participants also had the opportunity to engage in and experience different applications, and the directors focused on detailing effective methods for debriefing and assessment. Our workshop ended with sessions focused on syllabus development and publishing in the scholarship on active teaching and learning.

The workshop directors are all Professors of Political Science and members of The College of Wooster's Global & International Studies Program. In 2010, they were co-recipients of International Studies Association's (ISA) Deborah Gerner Innovative Teaching Award, recognizing their ongoing efforts to develop, test, and disseminate innovative ways of teaching international studies. The directors also received an ISA Catalytic Workshop Grant to promote cross-national collaborative teaching which culminated in part in the 2015 publication of "Active Teaching and Learning in Cross-National Perspective" in *International Studies Perspectives*. They are excited to share news of this successful workshop with their colleagues in Bogota. Expect to see professors of international relations from universities in Colombia begin to connect to ISA, the ALIAS section, and other professional opportunities for active teaching and learning!

Accolades:

Lambach, Daniel; Kärger, Caroline; Goerres, Achim (2016): Inverting the Large Lecture Class: Active Learning in an Introductory International Relations Course. In: European Political Science, Online First.

<http://link.springer.com/article/10.1057/s41304-016-0078-3>

R. William Ayres, “Naïve Scientists and Conflict Analysis: Learning Through Case Studies,” *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, 9:1, Spring 2016, pp. 29-49

Yenn Lee & J. Simon Rofo (2016): Paragogy and flipped assessment: experience of designing and running a MOOC on research methods, *Open Learning: The Journal of Open, Distance and e-Learning*

Whitney Grespin, a PhD student and Graduate Teaching Assistant in the Defence Studies Department, has been named as one of the Foreign Policy Initiative's Future Leaders as part of their 2016-17 Future Leaders Programme. The purpose of the Programme is to cultivate the next generation of foreign policy leaders in Washington, D.C. Future Leaders participate in monthly discussions with influential foreign policy experts, authors and practitioners in Washington, D.C. Whitney holds a PhD Studentship position in the Department. Her academic work focuses on the use of civilian contractors to deliver foreign military training

ISA 2018 Convention: April 4-7 in San Francisco

2016-17 ALIAS Section Officers

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