

ALIAS NOTES

May 2007

Issue 6, Number 1

A Message from the ALIAS President

Doug Becker

University of Southern California

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Greetings from the Active Learning in International Affairs section of the ISA. It is an honor and a privilege to serve this year as the section President. I have the very good fortune of assuming the position after a year of innovation, creativity, energy, and dedication. Let me take this opportunity to thank Carolyn Shaw for her service of the past year.

Seeing this as a bit of a "state of the section" address, permit me to lay out the key areas of development for the section. They are: 1) development of the website; 2) building the relationship between the section and the regional organizations; 3) developing innovative and interesting panels and roundtables for the annual conference; 4) professional development projects with ISA; and 5) involvement in the selection of the Misty Gerner teaching award.

Development of the website

This is one area where we have had some of great successes over the last year, as the website has a wider access than ever before. Thanks to the work of our webmaster, Leanne Powner, we were able to reach out to a number of panelists and other contributors at ISA and invite them to access the site. More members than ever have passwords and we are in the process of adding more. We have added some interesting content to the site. I would like to invite all of our membership to submit short pieces describing their syllabus development, examples of small in-class active learning projects, or any other content that might help all of us develop a more active classroom.

Relationship between the section and the regional organizations

Last year we began the process of hosting active learning sessions at the regional conferences of the ISA. We found that the regional conferences were quite interested in hosting these sessions. Additionally, since the regional conferences tend to attract more graduate students than does the international conference, we are able to reach to the newest instructors in the field. I intend to continue this drive, personally holding another session at ISA-West next year with Christina Sookram. Carolyn Shaw will spearhead the ISA-Midwest session, and we have tentative volunteers for ISA-Northeast and ISA-South. If you would like to volunteer to help these sessions, or would be willing to help us publicize them, please let us know.

President's Message (continued)

ISA 48th ANNUAL CONVENTION



**CHICAGO, IL, USA, 28
FEB - 3 MARCH, 2007**

POLITICS, POLICY AND RESPONSIBLE SCHOLARSHIP

“BY DEMONSTRATING
WHAT WE DO IN THE
CLASSROOM, RATHER
THAN SIMPLY
PRESENTING A STATIC
POSTER, WE
PRESENTED OUR
MATERIAL IN A LIVELY
AND ENGAGING
MANNER. ISA'S
LEADERSHIP HAS ASKED
US TO REPLICATE THE
SESSION, AND WE ARE
EXCITED TO DO SO. “

Developing Innovative Panels

This may have been the area of greatest success over the last year. Carolyn deserves a tremendous amount of credit for laying the groundwork for one of the most innovative programs ISA has witnessed—the interactive poster session. ALIAS created an interactive poster session in which the presenters provided hands-on opportunities for viewers to engage in active learning exercises. The presentations included: teaching Marxism with legos, teaching Methods "without tears" (using cloth bags with mystery items inside), simulating human rights policy debates, using technology to link practitioners and students, using online simulations in the classroom, and presenting mixed strategies with poker chips. Special thanks to Steven Jackson, Claudia Dahlerus, Kristen Flanagan, Michelle Allendoerfer, Hyeran Jo, Leanne Powner, and David Reilly for boldly stepping forward in this new format. The session was well received and well attended and has already generated ideas for an expanded session in 2008. Any instructors (faculty or graduate students) who might like to model an innovative exercise that they use in class or demonstrate a technological tool for active learning should contact ALIAS Program Chair David Reilly.

By demonstrating what we do in the classroom, rather than simply presenting a static poster, we presented our material in a lively and engaging manner. ISA's leadership has asked us to replicate the session, and we are excited to do so. If you would like to participate, please let either Carolyn or me know. Additionally, our roundtable on Model UN was well attended and provided a great interaction on that key technique. Our collaboration with the FTGS section on active learning's impact on gender in the classroom sparked passionate discussion. I invite members to consider other innovative programs, as well as participate and support our current programs.

Professional Development Projects with ISA

I call your attention to Carolyn's message below about a program seeking to replicate one of APSA's programs in integrating scholars with similar interests into a larger discussion group. It sounds to me like an excellent idea to help with new members to ISA and to ALIAS. Additionally, I would like to see the section develop a mentoring relationship with graduate students so that we can help to develop stronger teachers. When I have served as a discussant on panels, I like to remind those in attendance about how we are not taught how to teach as graduate students. I would like to see ALIAS work to mentor graduate students through the difficult task of learning to teach.

Misty Gerner Teaching Award

ISA this year has established an award to recognize excellence in teaching. ISA President Jack Levy approached the section, and invited our participation in the selection. I am pleased to announce that I have recommended Mary Pettenger to serve on this committee.

I look forward to working with all of you this upcoming year and seeing progress on a wide array of fronts.

Special Report of the Past President

Carolyn Shaw
Wichita State University

Call for Participants interested in an Active Learning Working Group

I am submitting a workshop grant proposal to create three Working Groups for ISA 2008. These Working Groups are modeled after those used at the APSA conference and are designed to promote investigation and professional collaboration on specific areas of interest. One of the proposed groups will be for the ALIAS section to be focused on the Scholarship of Teaching and Learning (perhaps with a more specific focus on developing assessment tools). Participants will attend a workshop together on the first day of the conference, will attend 3-5 section sponsored panels, and will meet several times throughout the course of the conference to discuss panel presentations and their own ideas about active learning. If the grant proposal is funded, participants will receive funding to cover one night at the hotel to offset the expense of coming on Tuesday for the special workshop. If you are interested in this great networking opportunity or would like more information, please contact: carolyn.shaw@wichita.edu.

Compendium Project - ALIAS Update

The ISA Compendium Project is moving forward with the topic lists for almost every section being approved at the annual conference. This project will provide a comprehensive state-of-the-field series to be released in 2009. The list of topics to be covered by the ALIAS section includes: Active learning (as a concept), Simulations / Role Play, Computer Simulations, Case studies, Model UN / EU, Experiential Learning, Collaborative Learning, Technology (blogs, wikis, forums, Bb/WebCT, etc), Use of Media (films, political novels, etc), and Civic Engagement. Carolyn Shaw is serving as the Section Editor for ALIAS and is currently seeking authors to write on these topic areas. The essays are to be approximately 10,000 words each, allowing authors to provide a thorough literature review of each topic. These essays will be peer reviewed and will be widely circulated in the university library system. If you are interested in authoring (or co-authoring) an essay on the topics listed above (or if you would like to recommend an author), please contact carolyn.shaw@wichita.edu.

THE LIST OF TOPICS TO BE COVERED BY THE ALIAS SECTION INCLUDES: ACTIVE LEARNING (AS A CONCEPT), SIMULATIONS / ROLE PLAY, COMPUTER SIMULATIONS, CASE STUDIES, MODEL UN / EU, EXPERIENTIAL LEARNING, COLLABORATIVE LEARNING, TECHNOLOGY (BLOGS, WIKIS, FORUMS, BB/WEBCT, ETC), USE OF MEDIA (FILMS, POLITICAL NOVELS, ETC), AND CIVIC ENGAGEMENT.

ISA 49th ANNUAL CONVENTION



SAN FRANCISCO, CA, USA,
MARCH 26-29, 2008

BRIDGING MULTIPLE DIVIDES

“ . . . FOR MANY
POLITICAL SCIENTISTS,
TEACHING CONSUMES A
DISPROPORTIONATE
AMOUNT OF AVAILABLE
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MOST PRODUCTIVE
UNDER THESE
CIRCUMSTANCES? THE
ANSWER MAY BE TO
INTEGRATE TEACHING
AND RESEARCH, OR TO
ENGAGE IN “RESEARCH
OF TEACHING.”

Message from the Vice-President / Program Chair

David Reilly
Niagara University

As the 2008 ALIAS program chair, I look forward to testing the boundaries of a traditional conference presentation format. ISA is encouraging section leaders to develop new and creative panel formats such as debates, “town hall meetings,” discussions with increased audience participation, and novel use of technology. Who better to engage in innovative and active approaches than the members of ALIAS? Please consider submitting an innovative panel proposal. Our teaching techniques are on the cutting edge; our presentations can be as well.

With this in mind, we hope to expand on last year’s successful active poster session by having contributors present on best practices, ready-to-use techniques, and through demonstrations of active learning techniques. The 2008 session should be even more interactive with contributions anticipated from presses and exhibitors publishing and producing active learning tools.

Many of you reading this newsletter do not need to be convinced of the merits of active learning approaches. You know that an engaged class can be more satisfying (and challenging!) to work with. But for many political scientists, teaching consumes a disproportionate amount of available time. How can we be most productive under these circumstances? The answer may be to integrate teaching and research, or to engage in “research of teaching.” Many publications are looking for good research on pedagogy, and in particular for methodologically sound analyses of various teaching strategies and approaches.

With this in mind, I would encourage the submission of papers that apply sound analytical approaches to understanding the effects of active learning techniques. There will be at least one panel on how these techniques affect student learning outcomes. I would also welcome proposals on assessing critical thinking skills. I hope that the assessment of active learning approaches can become a theme in all of our panels.

The ALIAS program chairs from the past two years (Carolyn Shaw and Douglas Becker) have been extremely effective in developing panels that examine the use of active learning techniques in specific issue areas. We will look this year to continue co-sponsorship of these panels with various non-pedagogical sections of the ISA. I encourage submissions on topics such as *Innovative Approaches to Integrating Technology in the Classroom*, and *Civic Engagement and International Relations*. In keeping with the theme of the conference, *Bridging Multiple Divides*, I hope to create a panel or roundtable on “Approaches to Active Learning from Around the World” (see the description below under Panel Proposals). Presenters would introduce strategies for active engagement from outside of the United States and explore how cultural differences affect academic approaches to active learning. If you have had experience introducing active learning techniques into overseas classrooms, or on any of the other topics listed above, I welcome your input and your submissions.

Message from the Vice-President (continued)

The ALIAS section has been growing steadily and I look forward to working with you to identify new ways that we can apply active learning techniques and expand our membership. To view the entire *Call for Papers*, including the Guidelines for Participants at ISA Annual Conventions please go to <<http://www.isanet.org/sanfran2008/>>.

**DEADLINE FOR SUBMISSION OF PROPOSALS:
1 JUNE 2007.**

2008 Panel Proposals

The ALIAS section has received the following panel proposals from its members. If you would like to present a paper on one of these panels, please contact the organizer as quickly as possible so they can organize the panel before the June 1st deadline.

“Active Learning in other countries”

Panel Organizer: David Reilly (dreilly@niagara.edu)

Presenters will introduce strategies for active engagement from outside of the United States and explore how cultural differences affect academic approaches to active learning. Proposals are sought from teachers outside of the U.S. who have attempted to integrate simulations, role-playing, debates, service learning, experiential learning, civic engagement, or other forms of active learning into their classrooms.

“Bridge Building and Creative Teaching in IR”

Panel Organizer: Brian Ripley, Mercyhurst College (bripley@mercyhurst.edu)

This panel reflects the convention theme of “bridging multiple divides” by exploring creative responses to potentially challenging teaching situations, especially involving interdisciplinary courses. Papers could involve topics such as: creating a viable interdisciplinary course (perhaps with team-teaching as an additional challenge), working with a senior capstone course that draws majors from different fields, creating a coherent identity for a multi-disciplinary international studies major, or even the practical challenge of teaching introductory courses with a mix of majors and non-majors. The emphasis should be on creative pedagogy: identifying good solutions for overcoming these divides when teaching international affairs.

“Teaching Research Methods”

Panel Organizer: Leanne Powner, lpowner@umich.edu

Participants are being sought for a roundtable on teaching research methods, both in research-methods-targeted courses and when integrated into the substantive curriculum. Users and teachers of any methodology - interpretive, quantitative, etc. - are welcome and encouraged to participate.

“Assessing Active Learning”

Panel Organizer: Mary Pettenger, pettengm@wou.edu

As active learning gains more prominence in our classrooms, educators are seeking greater measurement of its effectiveness. This panel will illustrate the varying techniques and methodology that have been employed to assess and document active learning in classrooms. Qualitative and quantitative approaches are acceptable as well as assessment tools for all types of active learning including simulations, games, films, etc. This panel may also serve as a launching point for a future project on assessment techniques.

To view the entire *Call for Papers*, including the Guidelines for Participants at ISA Annual Conventions please go to <<http://www.isanet.org/sanfran2008/>>.

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ALIAS Web Archive Announcements

Leanne Powner, University of Michigan
Christina Sookram, University of Waterloo

Good News! Remember that awkward system for logging into the web archive, with the emails to the webmaster and the anonymous login and all that? Well, we have good news! All current ALIAS members are now authorized users of the ALIAS Web Archive site. What does this mean? All you have to do now to use the site under your own name is to create a “Friend” log-in on the University of Michigan system, and you’ll automatically be shown and allowed into the Archive site with full user privileges. You can join a discussion on panel and roundtable proposals for the 2008 meeting, start a discussion of your own on textbooks or any other topic, post and share syllabi, or share or browse class activities and useful links.

“ALL CURRENT
ALIAS MEMBERS
ARE NOW
AUTHORIZED USERS
OF THE ALIAS WEB
ARCHIVE SITE.”

To get started: Go to <http://www.isanet.org/alias>, and click on the link for “Accessing the Web Archive.” Click on the link to access the login page, and then under “Need a Login?” select “Create one now!” Follow the easy steps to create your Friend account.

FAQ:

1. Have multiple email addresses? You must use the same email address that you use for other ISA activity, like receiving this newsletter. This is the address (user name) we authorized into the site. If you don’t know what address to use, email the web team (alias.isa@gmail.com).
2. Not seeing any ALIAS content when you log in? Click on the “ALIAS Web Archive” tab right under the top banner.
3. Spam? Not possible. There is no email list associated with this site, nor will your email address be accessible to others. At most you’ll receive very rare administrative emails from the University of Michigan web team if the site is undergoing major maintenance or the like.

The Spring 2007 Feature Collections: Multilateralism and IOs, and Foreign Policy

The ALIAS Web Archive is pleased to announce a new initiative to collect syllabi and other materials around thematic topics for sharing with other members. Syllabi, class activities, paper assignments, brief comments on simulations or texts/resources you’ve used, or any other pedagogically relevant commentary is welcome. To share your materials or thoughts, please email them to the ALIAS Website team, Leanne Powner and Christina Sookram, at alias.isa@gmail.com. We’ll feature a new topic or two every issue.

This spring’s topics are:

Multilateralism and/or International Organizations: Study of specific institutions like the UN or EU, the comparative study of international organizations or institu-

ALIAS Archive Announcements (continued)

tions, international institutions generally, the use of MUN or similar simulations in the classroom, or any related topic.

Foreign Policy: US, comparative, or of any other country or region (EU, former Soviet Union, China, etc.). Specialized topics, including media and foreign policy, domestic sources of foreign policy, foreign economic policy, etc., are also welcome.

Brief email comments about anything related to these topics are also welcome. We'll compile these responses into "Best Practices" documents and post them on the site. Some useful points to comment on might be:

- What textbook do you use? In a sentence or two, what do you like about it?
- In a couple sentences, what do you do to get American students to step outside their US-centric worldview?
- What reading do you use that engages students the best? What do they like about it?
- If a colleague were teaching this course for the first time, what one thing would you advise him/her to do or not do? In a sentence or two, why?

Minutes of the 2007 ALIAS Business Meeting

The meeting began at 7:30 a.m. on Friday, March 2, 2007.

President Carolyn Shaw opened the meeting with a report on the section. The section is doing well with membership growing from 142 to 160. The section wants to continue to grow its membership. ALIAS lowered student memberships to \$1 this year to encourage students to join for the benefits and networking. The finances of the section remain steady with \$3000 maintained as a foundation and around \$600 a year in membership dues.

President Shaw reported on several activities in ISA. The ISA Compendium project is an effort to describe the literature within international relations. The ALIAS section topics have been approved and Shaw is inviting contributors to write 10,000 word essays for each topic. The Compendium will be offered online, in hard copy and in soft back by section. Bob Denmark would like to have a portion in each section on teaching in that area. ALIAS may have the privilege of having the first essay posted as a model for other sections. President Shaw will continue to serve the section as the ALIAS Compendium coordinator. President Shaw also reported on other ISA activities including its growth, the addition of a fifth journal International Political Sociology, revision of the Workshop Grant process and professional development grants, and a summary of the Committee on the Status of Women Caucus report. In addition, a new Misty Gerner teaching award is being established to honor "innovative teaching in International Studies."

Vice President Douglas Becker presented a report on the panel allocations for the 2007 conference. ALIAS was allotted 10 panels this year, with co-sponsorship there were 18 panels on the program. The theme was the greatest benefit to co-sponsored ALIAS panels. Becker also encouraged the use of roundtables to talk about pedagogy as the participants may participate in the roundtable and present a research paper on a panel. Two of the ALIAS roundtables were triple sponsored. One new event highlighted by Vice President Becker was the Interactive Poster Session which went quite well and will be replicated again next year.

Minutes of the 2007 ALIAS Business Meeting

Vice President Becker also discussed the outreach to ISA Regional Workshops this year with panels being held at Northwest, Northeast and Midwest ISA on classroom teaching. There are plans to continue these Workshops in 2007-8 and to add South as well. Discussion amongst the attendees suggested that those who presented in ALIAS panels be encouraged to join as well as using the web archive as another resource for building interest. Becker suggested that when you submit a paper or panel that you always list two sections as this information is sent to both program chairs and encourages co-sponsorship. In addition, proposing full panel proposals makes it easier for the program chair to find a spot for the panel.

Web Administrator Leanne Powner presented a report on the ALIAS web archive which is hosted by the University of Michigan. The archive includes working papers, syllabi, active learning activities, a discussion forum and additional capabilities. The archive is designed for members to share and find new active learning resources. Once you register with the archive you will only receive 3-4 membership related emails a year, or if ALIAS chooses, you may receive additional announcements. You may browse the archive as a guest but it is not publicly searchable. It is also user friendly.

The next agenda item was elections for the 2007-8 year. Dr. David Reilly, Niagara University, was nominated and elected unanimously for Vice President. Two at-large members were nominated, Dr. Loren Cass, College of the Holy Cross, and Dr. Darin van Tassel, Georgia Southern University. Both were elected unanimously. Christina Sookram was nominated and elected unanimously as Web Co-administrator.

New business item discussed was a potential Workshop grant proposal coordinate by Carolyn Shaw similar to the APSA short day courses on "how to teach human rights" and other possible issues.

Attendees also submitted suggestions for panels and participants for 2008 including the Interactive Poster Session, Teaching Research Methods, Teaching Roundtables, Active Learning in other Regions, and Assessing Active Learning.

The meeting adjourned at 8:25 a.m.

Respectfully submitted,
Mary Pettenger
Western Oregon University

Announcements

APSA Teaching and Learning Conference

The ALIAS section would like to spread the word to our members that the APSA sponsors a Teaching and Learning Conference each year. This conference provides excellent opportunities for professors and graduate students to exchange innovative teaching ideas and engage in dialogue on the Scholarship of Teaching and Learning. For more information on the most recent conference held in February 2007: <http://www.apsanet.org/section_236.cfm>.

Frontiers Conferences

ALIAS members may be interested in a November 2007 conference at Florida International University, organized by Mary Ann von Glinow. The conference is focused on conflict, security and international business. It offers opportunities for scholars in international political economy and security studies to interact with scholars in international business. See the Call for Papers at: <<http://aib.msu.edu/events/frontiersconference.asp>>.

Publications

International Studies Perspectives accepting submissions on pedagogy

The Editorial Board of International Studies Perspectives (ISP) is encouraging submissions on pedagogy to be considered for publication. If you have recently prepared a paper for an ALIAS panel at ISA, or have other scholarly work on pedagogy, please consider submitting it to ISP. For more information: <http://www.ispj.pdx.edu/>.

Journal of International Business Studies

Lorraine Eden has been selected as the next Editor in Chief of the Journal of International Business Studies (JIBS). JIBS is the #1 journal in the field of international business, published by the Academy of International Business (AIB). The Journal attracts about 700 manuscript submissions a year. ALIAS members doing research that crosses over into international business are encouraged to submit manuscripts to the Journal.

Contemporary Cases in U.S. Foreign Policy

Those using case study approaches in class may be interested to know that the third edition of 'Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade,' Ralph G. Carter (ed.) will be forthcoming from CQ Press this fall. It should thus be ready for spring 2008 course adoptions. New case studies in this edition include Iran nuclear negotiations, immigration reform, National Security Agency eavesdropping on U.S. citizens, port security, and trade subsidies declared illegal by the WTO.

Section Information and Officers

The Active Learning in International Affairs Section of the International Studies Association was founded in 1995. Section officers for 2007-8 are:

President: Douglas Becker, University of Southern California, dfbecker@usc.edu

Vice-President/Program Chair: David Reilly, Niagara University, dreilly@niagara.edu

Secretary: Mary Pettenger, Western Oregon University, pettengm@wou.edu

Webmanagers: Leanne Powner, University of Michigan, lpowner@umich.edu

Christina Sookram, University of Waterloo, csookram@cigionline.org

Member-at-large: Darin Van Tassell, Georgia Southern University, dvantass@georgiasouthern.edu

Member-at-large: Loren Cass, College of the Holy Cross, lcass@holycross.edu

Compendium Project: Carolyn Shaw, Wichita State University, carolyn.shaw@wichita.edu

Ex-Officio Members:

Kent Kille, The College of Wooster

Matthew Krain, The College of Wooster

John Boehrer, University of Washington

Mark Boyer, University of Connecticut

Charles Dolgas, Georgetown University

Vicki Golich, California State University, San Marcos

Newly Elected Officers

Dr. David Reilly, Niagara University, 2008 Program Chair. The major focus of David Reilly's research has been how ideas and information flow across borders. His research has addressed democratization, human rights, cooperation and conflict. Dave ensures an active learning environment in his classroom through the use of role-playing simulations, the integration of service learning components, and lots of discussion. He encourages students to develop their own opinions about world events, and to support those views through theory and real world evidence. He pedagogy publications include articles in PS: Political Science & Politics, and Simulation and Gaming. He has presented on active learning strategies at the *APSA Teaching and Learning* conference, the *International Studies Association* annual conference, and the *Northeast Political Science Association* conference.

Dr. Loren Cass, College of the Holy Cross, Member-at-Large. Loren Cass's primary teaching and research interests are in the field of international relations with a focus on global and comparative environmental politics, international political economy, and European integration. He is the author of *The Failures of American and European Climate Policy: International Norms, Domestic Politics, and Unachievable Commitments* (SUNY Press, 2006). He is a regular presenter and discussant at the ISA national and ISA Northeastern conferences. He has presented papers as part of an ISA - ALIAS panel and at the APSA Teaching and Learning Conference.

Dr. Darin Van Tassell, Georgia Southern University, Member-at-Large. Darin Van Tassell's major academic focus is upon IR theory and the relationships between sport and international affairs. He has published several articles on US foreign policy, contemporary global economic patterns, and the impact of sports on international relations. He is the co-author of the forthcoming textbook Introduction to International Studies: An Orientation to the World. He has received several university wide teaching and mentoring awards. He is currently the President-elect of the ISA-South.

Christina Sookram, Graduate Studies Office at the University of Waterloo, Webpage Co-Administrator. Christina Sookram has recently served as an IGLOO Network Community Service Specialist at The Centre for International Governance Innovation (CIGI) in Waterloo, Ontario, Canada. IGLOO is an online network that facilitates knowledge exchange between individuals and organizations studying, working or advising on global issues. Christina has assisted organizations such as the Academic Council on the United Nations System, the University of Waterloo-Wilfrid Laurier University Joint Ph.D. Program in Global Governance and CIGI's research project on emerging economies; BRICSAM, design, build and attract users to their websites.

Classroom Exercise

Following on the success of the exercise included in last year's newsletter, we are pleased to offer two short classroom exercises from Dr. Darin H. Van Tassell, Georgia Southern University, dvantass@georgiasouthern.edu.

The Spaceship and the Lifeboat Simulation

I have used the following simulation on several occasions in our Global Issues and Introduction to International Studies classes. Again, the principles which are taught and emphasized vary, but include sovereignty, cooperation and the nature of the anarchic international system, the need/desire to protect vital resources, and the role of diplomacy in conflictual situations. But the two role-playing scenarios included here provide examples of two potentially conflictual themes that permeate almost all events today. That is, cooperation is often seen as being done for altruistic and moral purposes, as in the case of the "Lifeboat" scenario. However, when analyzed it becomes apparent that self-preservation and the preservation of those willing to look out for themselves often overrides these loftier principles. In like manner, the "Spaceship" scenario demonstrates that while cooperation may be the ideal, in the "real" world sheer survival is more often the overriding factor when individuals are confronted with life and death scenarios. Students often find in these simulations that the moral world that they have constructed is not as black and white as they may have assumed. Instead, they realize that there are many shades of gray in their decision making processes. Many students comment after this simulation that they never could have believed that they could act in such a "selfish" and self-interested manner. It is rare, indeed, when we find a student, or a group of students, which admit that they will pursue the altruistic path and take their chances with the consequences. It is much easier, they contend, to act amorally and ensure their preservation. Like many international actors, student reactions to the two scenarios constructed below often can be explained by the lowest common denominator – sheer survival. In this way, the simulations serve as informative templates to discuss with students the actions and behavior of international actors and those individuals that may occupy positions of power.

A NATION AMONG NATIONS

In this class, we have frequently referred to the idea of living in an interdependent world. How does the belief in national sovereignty fit into this new context? We've long been proud of our independence as a nation. Does something happen to that interdependence as the world continues to shrink into a global village?

We are proud also of our accomplishments as a nation, for we have achieved a higher standard of living than any society in history. Hard work, good luck, inventive skills, and a wealth of resources have combined to make our life-style the pacesetter for the planet.

Can we afford that affluence in today's world? We have six percent of the world's population, and some estimates indicate that we account for nearly forty percent of the resources consumed each year. At the same time, half the world is poor. Many people die of starvation every year, and millions have their physical and mental growth stunted by malnutrition. Should we be sharing our affluence? Or is it up to each segment of society to look after its own needs?

Two Parables: The Spaceship and the Lifeboat

For this roundtable, we will divide the class into two groups. One will concentrate on the Spaceship parable; the other, on the Lifeboat.

Classroom Exercise (continued)

These are deep and troubling questions, and all members of this planet are, and should be, involved in providing answers. Even if we refuse to face the issue, we are really giving an answer. But, let us here try to face it, and see what kind of conclusions you feel most comfortable with.

Two Parables: The Spaceship and the Lifeboat

For this roundtable, we will divide the class into two groups. One will concentrate on the Spaceship parable; the other, on the Lifeboat. Read through the information assigned to your group. Meet together and decide what you think about the ideas presented. Do you think the parable represents an accurate description of the world today? If not, what do you think is distorted or exaggerated? What do you find that *does* seem accurate? What do you think Americans should do about the problems raised?

The World as a Spaceship

Just for a moment, imagine that you are a first-class passenger on a huge spaceship with thousands of passengers traveling through space at a speed of 66,000 miles per hour. You discover that the craft's environment system is faulty. Passengers in some sections are actually dying because poisonous gases are seeping into their oxygen supply. Furthermore, you learn that there is a serious shortage of provisions—food resources are rapidly diminishing and the water supply, thought previously to be more than adequate, is rapidly becoming polluted due to fouling from breakdowns in the craft's waste-recycling and propulsion systems.

To complicate matters, in the economy sections, where passengers are crowded together under the most difficult conditions, it is reported that many are seriously ill. The ship's medical officers are able to help only a fraction of the sick because medicines are in short supply.

Mutinies have been reported, and some of the crew and passengers are engaged in serious conflict in one of the compartments. It is hoped that this conflict is being contained successfully, but there is widespread fear as to what may happen if it cannot be resolved and if it spreads beyond that compartment.

The spacecraft has been designed with an overall destruct system, the controls of which have been carefully guarded. Unfortunately, an increasing number of technologists have gained access to the destruct system, and all of the crew and passengers are now uneasy because of evidences of mental instability in some of those gaining such access.

We could go on, but the point is, What would you do if put in such a position? Should those of you in the first-class section share your supplies of food with those who are suffering? Are there ways to get the passengers in all compartments to work together to reduce the dangers to the oxygen and water supplies?

Your assignment is to prepare a report to Mission Control. Use the report to present your plan of action for dealing with the spacecraft's problems.

Now that you have "imagined" this situation, are you ready to face reality? You are on such a spaceship right now—Spaceship Earth.

Classroom Exercise (continued)

The World in Lifeboat Terms

Picture yourself in this situation.

You were on a luxury ship cruising the islands of the South Pacific. A sudden and devastating storm struck. The ship was blown miles off its course and then began to founder.

The passengers panicked. Some leaped blindly into the dark, wild seas. Others ran directionless, not knowing what to do. You and a few others had enough sense to throw some provisions into a lifeboat and lower it over the side.

During the night, the storm subsides and you finally have a chance to take stock. There are only _____ (however many are in the group) of you in the boat, so you are far from overcrowded. Food stocks and fresh water look more than adequate-provided you are rescued within a reasonable time. Some of your group also had the foresight to bring a tool chest-a treasure that will have great value if you land on some uncharted island. And you have two revolvers with plenty of ammunition. All told, you've done pretty well, and your prospects seem good.

Then, through the grey dawn mists you discover you are not alone. Three other boats appear, each crammed with people. You recognize some of the faces that had looked so helpless the previous night.

The three boats, it turns out, have very little food or water. They are without tools or weapons. Many are injured and not likely to survive. The people in these three boats ask you for some of your supplies.

Your group faces a dilemma. You want to survive. If you give up any of your supplies, you reduce your own chances. To some in your lifeboat, it seems the newcomers did not do enough to help themselves. In addition, they ask, is it wise to waste valuable food and water on those who are likely to die of their injuries?

What will you do in this survival situation? Will you share any of your supplies? If so, how much? You are _____ in number. The other boats contain about _____ (5 x the other boat!) people overall. What will you do if they try to take your supplies by force? Would it be wiser to give help to some, but not to those who seem to have little chance for survival?

Your assignment is to make decision as a group. Talk over your options and try to come to a unanimous decision.

Next, relate this situation to world conditions. Does one society have an obligation to help others in need? Or should each human group be primarily concerned with its own survival or well-being.