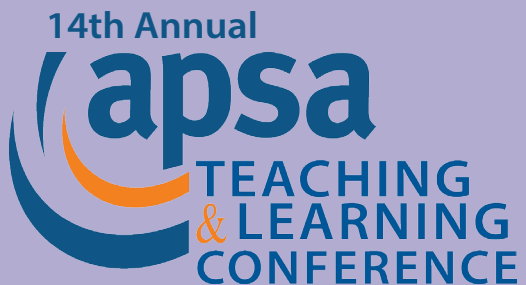


# 2017

## APSA Teaching & Learning Conference

February 10–12  
Long Beach, California



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# WELCOME TO THE 2017 APSA TEACHING AND LEARNING CONFERENCE



On behalf of the American Political Science Association, it is my pleasure to welcome you to Long Beach, California for the 14th Annual Teaching and Learning Conference. The program committee has organized a very dynamic program of sessions and workshops around the theme “The 21st Century Classroom: Creating an Engaging Environment for all Students.” The program will open with the Keynote Address by Dr. Nancy Thomas of the Tisch College of Civic Life at Tufts University. During this keynote session, APSA President David Lake of the University of California at San Diego will also offer remarks and present two prestigious awards: the 2017 CQ Press Award for Teaching Innovation and the Michael Brintnall Award.

The 2017 APSA Teaching and Learning Conference (TLC) focuses on promoting greater understanding of how to create an engaging environment for all students in the classroom. The conference is organized using a working group model which permits in-depth discussion and debate on pedagogical issues relevant to the political science discipline. This year the main track themes address issues of civic engagement, core curriculum and general education, the inclusive classroom, innovative subfield strategies, the Socratic method, and the virtually and technologically enhanced classroom. The panels and workshops will present research on best practices in political science education and how all teachers can effectively train students to think analytically, write effectively, and evaluate, consume, and generate knowledge.

We want to thank you for your participation and for supporting the American Political Science Association’s commitment to excellence in the scholarship of teaching and learning. The TLC is a central part of APSA programs supporting the practice and scholarship of teaching and learning. Moreover, APSA continues to expand this commitment: recently the *Journal of Political Science Education* became available to all APSA members; the syllabi collection on the website continues to grow; and the amount of teaching and learning programming at the Annual Meeting has substantially increased.

For over a decade, the Teaching and Learning Conference has brought together educators who use this event to generate ideas and develop techniques which stimulate conversation in the discipline about pedagogical research and innovations. We hope this year will continue that tradition, and that you will find this meeting beneficial to your development as an educator and researcher in the discipline of political science. We encourage you to share your learning at the conference with your colleagues and students. The proceedings of the meeting will also be shared discipline-wide through the track summaries featured in the July edition of *PS: Political Science & Politics*.

Thank you for your dedication to the scholarship and practice of teaching and learning. Enjoy the meeting!

*Steven Rathgeb Smith*  
Executive Director  
American Political Science Association (APSA)

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## CONFERENCE SPEAKER



### **Nancy Thomas** **Director, Democracy and Higher Education**

Dr. Nancy Thomas directs the Institute for Democracy and Higher Education at Tufts University’s Jonathan M. Tisch College of Civic Life. Her work and scholarship center on higher education’s democratic mission, college student political learning and engagement, free speech and academic freedom, and deliberative democracy on campuses and in communities. Dr. Thomas is the principal investigator for the Institute’s National Study of Learning, Voting, and Engagement and qualitative research on student political learning and engagement in democracy. She is the author of multiple book chapters, articles, and the monograph, *Educating for Deliberative Democracy*, an issue of Jossey Bass’ New Directions for Higher Education series. She is an associate editor of the *Journal of Public Deliberation* and a senior associate with Everyday

Democracy. She received her BA in government from St. Lawrence University, a JD from Case Western Reserve University School of Law, and an EdD from the Harvard Graduate School of Education.

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## 2017 Teaching & Learning Conference Program Committee

Sara Moats, Florida International University, Chair

Kevin Anderson, Eastern Illinois University

Amber Dickinson, Oklahoma State University

Benjamin Gonzalez, Highline College

Elizabeth C. Matto, Rutgers University

Chad Raymond, Salve Regina University

Boris Ricks, California State University, Northridge



# 2017 SCHEDULE AT A GLANCE

<b>Friday, February 10</b>	
8:00 AM – 5:30 PM	Registration Open
8:30 AM – 12:00 PM	Pre-Conference Short Course: “Advanced Placement Government and Politics Courses” (Room: Salon B)
12:00 PM – 5:45 PM	Exhibits Open
12:00 PM – 1:00 PM	Teaching and Learning APSA Committee Meeting Lunch (Room: Naples)
1:00 PM – 2:00 PM	Keynote Address by Nancy Thomas & Presentation of the CQ Press Award for Teaching Innovation and Michael Brintnall Award (Room: Salon A)
2:00 PM – 3:30 PM	Track Breakouts
3:30 PM – 4:15 PM	College Board Coffee Break (Room: Centennial Prefunction)
4:15 PM – 5:45 PM	Workshops
5:45 PM – 7:15 PM	Opening Reception (Room: Salon A)

<b>Saturday, February 11</b>	
7:30 AM – 8:15 AM	Pearson Coffee Break (Room: Centennial Prefunction)
7:30 AM – 5:30 PM	Registration Open
8:00 AM – 5:30 PM	Exhibits Open
8:00 AM – 9:30 AM	Track Breakouts
9:30 AM – 10:15 AM	Cengage Learning Product Demo & Coffee: “Inspiring Confidence and Achieving Results with MindTap” (Room: Salon D)
10:15 AM – 11:45 AM	Track Breakouts
11:45 AM – 1:45 PM	Lunch (Attendees on own)
1:45 PM – 3:15 PM	Workshops
3:15 PM – 3:30 PM	Break
3:30 PM – 5:00 PM	Track Breakouts
5:15 PM – 6:30 PM	Political Science Education Organized Section Meeting, Open to All (Room: Salon B)

<b>Sunday, February 12</b>	
8:00 AM – 11:00 AM	Exhibits Open
8:00 AM – 9:30 AM	Track Breakouts
9:30 AM – 9:45 AM	Break
9:45 AM – 11:15 AM	Track Summaries Working Session
11:15 AM – 11:30 AM	Adjournment & Closing Comments (Room: Salon A)

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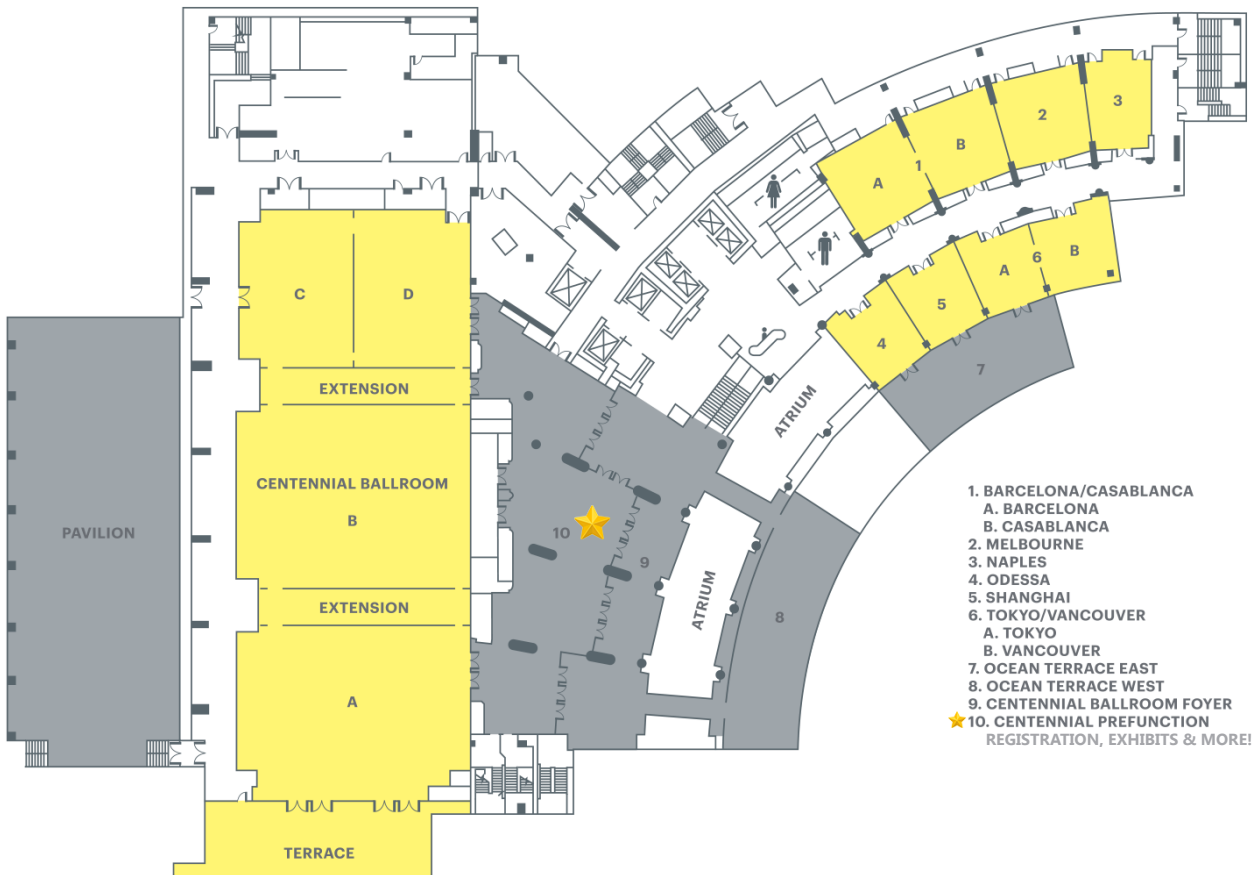
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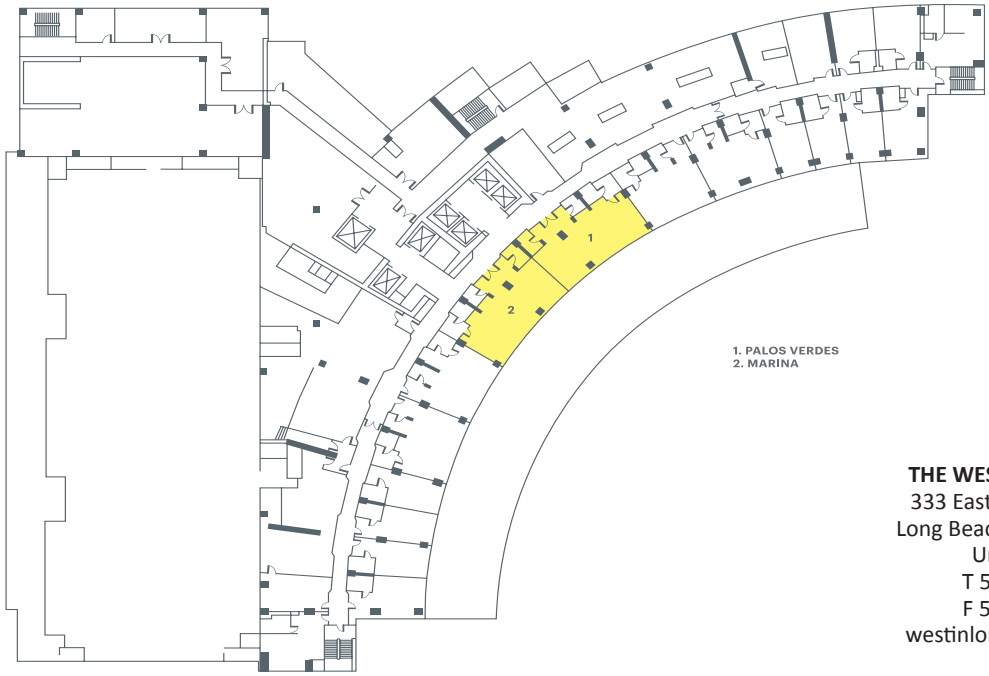
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## THIRD FLOOR LEVEL



## FOURTH FLOOR LEVEL



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# DAILY SCHEDULE

Friday, February 10	
8:00 AM – 5:30 PM	<b>Registration Open</b> (Room: Centennial Prefunction)
8:30 AM – 12:00 PM	<b>Pre-Conference Short Course</b> (Room: Salon B) “Advanced Placement Government and Politics Courses”
12:00 PM – 5:45 PM	<b>Exhibits Open</b> (Room: Centennial Prefunction)
1:00 PM – 2:00 PM	<b>Keynote Address &amp; Presentation of the CQ Press Award for Teaching Innovation and Michael Brintall Award</b> (Room: Salon A) by Nancy Thomas, Director of Democracy and Higher Education at Tufts University
2:00 PM – 3:30 PM	<b>Track Breakouts</b>  <b>Civic Engagement:</b> Election 2016: A Teachable Moment <b>Core Curriculum/General Education:</b> Keeping Students Engaged <b>The Inclusive Classroom:</b> Inclusive Environments and Teaching Techniques <b>Innovative Subfield Strategies:</b> Demonstrating the Value of the Discipline <b>Simulations and Games:</b> When Are Simulations Useful? <b>The Socratic Method:</b> The Socratic Method in Plato’s Dialogues <b>The Virtual and Technology Enhanced Classroom:</b> Increasing Student Engagement
3:30 PM – 4:15 PM	<b>College Board Coffee Break</b> (Room: Centennial Prefunction)
4:15 PM – 5:45 PM	<b>Workshops</b>  Model United Nations and Global Citizenship Meet the Editors of the <i>Journal of Political Science Education</i> High-Impact Techniques for Teaching Civil Rights Engaging Students as Active Citizens in Our Democracy Teaching Difficult Issues in the Classroom: Strategies We All Can Use Aligning Course Content and Assessment in Advanced Placement and Introductory University Government Courses Real History. Real Leaders. Real World.
5:45 PM – 7:15 PM	<b>Opening Reception</b> (Room: Salon A)
Saturday, February 11	
7:30 AM – 8:15 AM	<b>Pearson Coffee Break</b> (Room: Centennial Prefunction)
7:30 AM – 5:30 PM	<b>Registration Open</b> (Room: Centennial Function)
8:00 AM – 5:30 PM	<b>Exhibits Open</b> (Room: Centennial Prefunction)
8:00 AM – 9:30 AM	<b>Track Breakouts</b>  <b>Civic Engagement:</b> The Educational Benefits of Practicing Politics <b>Core Curriculum/General Education:</b> Strategies for Critical Thinking and Civic Engagement <b>The Inclusive Classroom:</b> Engagement, Civic Knowledge, and Inclusion <b>Innovative Subfield Strategies:</b> Interdisciplinary Collaboration and Curriculum Innovation <b>Simulations and Games:</b> What Outcomes Do Simulations Produce? <b>The Socratic Method:</b> The Teacher and Wonder in the Socratic Method <b>The Virtual and Technology Enhanced Classroom:</b> Innovative Teaching Tools
9:30 AM – 10:15 AM	<b>Cengage Learning Product Demo &amp; Coffee Break, “Inspiring Confidence and Achieving Results with MindTap”</b> (Room: Salon D)
10:15 AM – 11:45 AM	<b>Track Breakouts</b>  <b>Civic Engagement:</b> Civic Engagement Education Beyond the Classroom <b>Core Curriculum/General Education:</b> Research, Methods, and Course Design <b>The Inclusive Classroom:</b> Race and Difference <b>Innovative Subfield Strategies:</b> Teaching Community Engagement and Deliberation <b>Simulations and Games:</b> Institutional Opportunities and Constraints <b>The Socratic Method:</b> The Socratic Method in Cultural Context <b>The Virtual and Technology Enhanced Classroom:</b> Active Learning
11:45 AM – 1:45 PM	<b>Lunch</b> (Attendees on own)

See Track and Workshop pages for room assignments.

1:45 PM – 3:15 PM	<p><b>Workshops</b></p> <p>Teaching about Ethnicity, Ethnic Discrimination, Mobilization and Conflict            The Campuses Respond: Using Findings from the National Survey of Student Leaders (NSSL) to Improve Political Socialization in Student Organizations            Games Without Frontiers: Reacting to the Past in the Political Science Classroom            Opportunities for Political Learning: How to Facilitate Difficult Conversations in the Classroom            Designing and Using a Semester-Length Role-Play Simulation            Teaching Race &amp; Ethnicity in the Classroom            An Alternative Method for Constructing Debates            Global Learning Experience</p>
3:15 PM – 3:30 PM	<b>Break</b>
3:30 PM – 5:00 PM	<p><b>Track Breakouts</b></p> <p><b>Civic Engagement:</b> Embedding Civic Engagement Education in Campus Life  <b>Core Curriculum/General Education:</b> Content Evaluation, Grading, and Learning Outcomes Assessment  <b>The Inclusive Classroom:</b> Cultural and International Diversity  <b>Innovative Subfield Strategies:</b> An International Curriculum and Perspective  <b>Simulations and Games:</b> Game and Post-Game Design Strategies  <b>The Socratic Method:</b> The Socratic Method in the Classroom  <b>The Virtual and Technology Enhanced Classroom:</b> Improving Classroom Participation</p>
5:15 PM – 6:30 PM	<b>Political Science Education Organized Section Meeting, Open to all</b> (Room: Salon B)
<b>Sunday, February 12</b>	
8:00 AM – 11:00 AM	<b>Exhibits Open</b> (Room: Centennial Prefunction)
8:00 AM – 9:30 AM	<p><b>Track Breakouts</b></p> <p><b>Civic Engagement:</b> Community-Based Learning &amp; Research  <b>Core Curriculum/General Education:</b> Literacy Thresholds and Writing Assignments  <b>The Inclusive Classroom:</b> Developing an International Education  <b>Innovative Subfield Strategies:</b> Subfield Games and Simulations  <b>Simulations and Games:</b> How Can Simulations Teach Content and Skills?  <b>The Socratic Method:</b> Open Session for Track Summary  <b>The Virtual and Technology Enhanced Classroom:</b> Virtual Discourse</p>
9:30 AM – 9:45 AM	<b>Break</b>
9:45 AM – 11:15 AM	<b>Track Summaries Working Session</b>
11:15 AM – 11:30 AM	<b>Adjournment &amp; Closing Comments</b> (Room: Salon A)





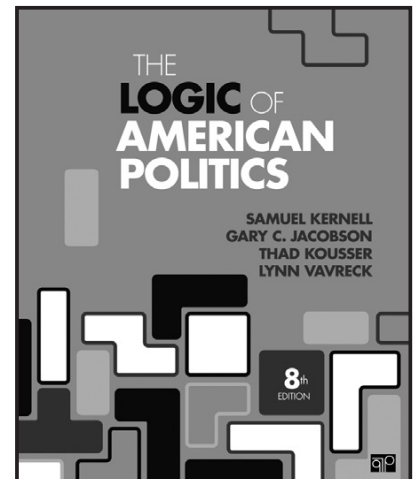
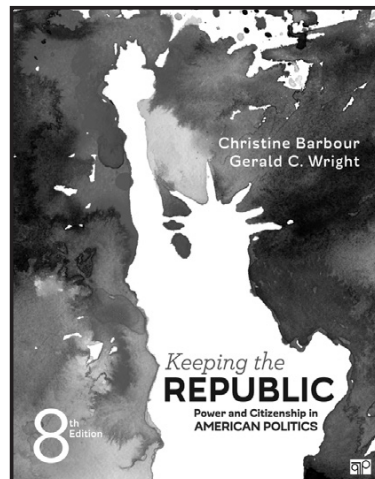
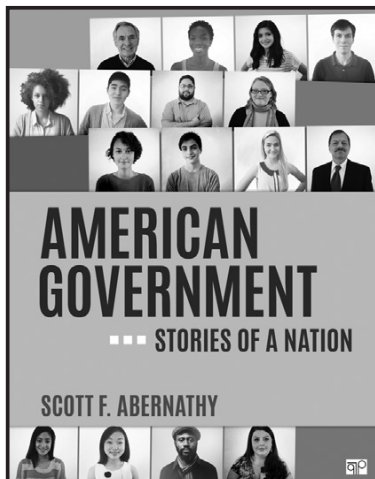
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# Track: Civic Engagement Across the Disciplines and Across the Campus

**Moderator: Elizabeth C. Matto, Rutgers University**  
**Room: Salon B**

## Friday, February 10, 2:00 PM

Election 2016: A Teachable Moment

### ***Civics Across Campus: Stockton's Election 2016 Program and Civic Learning Outside the Classroom***

Claire Abernathy, Stockton University  
 Jennifer Forestal, Stockton University

### ***The Effects of Campus-Wide Civic Engagement Initiatives during the 2016 Presidential Election***

Mary Anderson, University of Tampa  
 Liv Coleman, University of Tampa  
 Juliane Mora, University of Tampa

## Saturday, February 11, 8:00 AM

The Educational Benefits of Practicing Politics

### ***Vote Oswego: Developing and Assessing the Campaign-as-Course Model***

Allison Rank, SUNY, Oswego

### ***Fostering Civic Engagement of College Students through Mandatory Participation in Political Campaigns***

Brooke Mascagni, Texas A&M University-Kingsville

### ***Do Early Simulations Work? Gauging the Effect of Simulations in Gateway Political Science Courses at Community Colleges***

Darrell Lovell, Lone Star College University Park  
 Cassandra Khatri, Lone Star College University Park

### ***Using Creative Assignments to Help Students Integrate Their Learning in a Campaigns and Elections Class***

Jeffrey L. Bernstein, Eastern Michigan University  
 Austin N. Deljevic, Eastern Michigan University  
 Emily K. Kindred, Eastern Michigan University  
 Elizabeth M. Krochmalny, Eastern Michigan University  
 Annie Somerville, Eastern Michigan University

## Saturday, February 11, 10:15 AM

Civic Engagement Education Beyond the Classroom

### ***Left to Their Own Devices: A Student-Centered Approach to Civic Engagement***

Julia Marin Hellwege, University of South Dakota

### ***Students as Consultants: Using Service Learning in Public Administration Classes for Substantive Experience***

Jayne Neiman, University of Northern Iowa

### ***Learning by Doing: Student Evaluations of Internship Experiences***

Clinton Jenkins, George Washington University  
 Susan Wiley, George Washington University

**Exhibitor Participant:** Valerie Hartman, Cengage Learning

## Saturday, February 11, 3:30 PM

Embedding Civic Engagement Education in Campus Life

### ***The Long-Term Impact of Courses in Civic Engagement***

Alison Rios Millett McCartney, Towson University  
 Elizabeth C. Matto, Rutgers University

### ***Politically Themed Residential Learning Communities as Incubators of Political Engagement***

John McTague, Towson University

### ***Building Long-Term Campus and Community Partnerships for Civic Engagement: Lessons Learned from a University-Sponsored Citizenship and Democracy Week***

John Forren, Miami University Hamilton

### ***Simmons World Challenge as a Model for Student-Driven Civic Engagement***

Benjamin Cole, Simmons College

## Sunday, February 12, 8:00 AM

Community-Based Learning & Research

### ***Civic Engagement through Community-Based Research: Undergraduate and Graduate Collaboration on the 2016 Little Rock Congregations Study***

Rebecca Glazier, University of Arkansas  
 Warigia Bowman, University of Arkansas

### ***Teaching Politics in the City: How Can Educators Effectively Use the City Outside the Classroom as a Teaching Tool?***

Jennifer Mueller, Marymount Manhattan College  
 Jessica Blatt, Marymount Manhattan College

### ***An Experiment of Community-Based Learning Effects on Civic Participation***

In Tae Yoo, Yonsei University  
 Taedong Lee, Yonsei University  
 Jungbae An, Yonsei University  
 Hyodong Sohn, Yonsei University

### **Track Discussants:**

Elisa Acosta, Loyola Marymount University  
 Brooke Thomas Allen, Macomb Community College  
 Tiffany L. Bohm, Lake Michigan College  
 Jeff Borg, Front Range Community College  
 Jeremy Bowling, The College of Wooster  
 Robert Brandon, Fair Elections Legal Network  
 Brad T. Clark, Fort Lewis College  
 Margaret M. Commins, Queens University of Charlotte  
 Chris Eichbaum, Victoria University  
 Richard J. Ellis, Willamette University  
 Emily Erdmann, Blinn College  
 Maureen Feeley, University of California, San Diego  
 Shawn Paul Healy, McCormick Foundation  
 John Ishiyama, University of North Texas

Matthew L. Layton, Ohio University  
 Mary A. McHugh, Merrimack College  
 Jennifer Anne Mueller, Marymount Manhattan College  
 Leah A. Murray, Weber State University  
 Sierra Powell, Mount San Antonio College  
 Katherine Robiadek, University of Wisconsin-Madison, Center for Leadership and Involvement  
 Anne Pitsch Santiago, University of Portland  
 Melissa Shaffer-O'Connell, Lake Superior State University  
 Alison K. Staudinger, University of Wisconsin, Green Bay  
 J. Cherie Strachan, Central Michigan University  
 Nancy Thomas, Tufts University  
 Janet Tran, Ronald Reagan Presidential Foundation and Institute

# Track: Core Curriculum/General Education

**Moderator: Anthony Kamas, University of Southern California**

**Room: Tokyo/Vancouver**

## Friday, February 10, 2:00 PM

Keeping Students Engaged

***Explaining the Value of Political Science***

Michael Lyons, Utah State University

***Perceptions of Instructor Engagement***

Amber Dickinson, Oklahoma State University

***Class Format and Student Attitudes toward Political Participation***

Sara Rinfret, University of Montana

Michelle Pautz, University of Dayton

## Saturday, February 11, 8:00 AM

Strategies for Critical Thinking and Civic Engagement

***Who, When and How: Strategies for Assessing Civic Knowledge, Critical Reasoning, and Oral Communication Competencies in the Political Science Classroom***

Stephanie Slocum-Schaffer, Sheperd University

***To Know or Not to Know Redux: Knowledge, Ideology, and Citizen Engagement in American Government Courses***

Erin Richards, Cascadia College

Terry Gilmour, Midland College

Daniel Smith, Northwest Missouri State University

***Teaching Critical Thinking: Lessons from the Classroom & Lessons from Studying Citizens in the Public Sphere***

Dauida Alperin, University of Wisconsin, River Falls

## Saturday, February 11, 10:15 AM

Research, Methods, and Course Design

***Research Methods as Practical Skills: How Introductory Methods Courses Can Make the Practical Case for Studying Political Science***

Craig Parsons, University of Oregon

***Innovation in Course Design: A Case Study***

Gregory Dixon, University of West Georgia

***Balancing Scholarly Output with Classroom Teaching***

Jaira Harrington, Wake Forest University

## Saturday, February 11, 3:30 PM

Content Evaluation, Grading, and Learning Outcomes Assessment

***'When are we ever going to have to use this?': Discussing Programmatic Learning Objectives in the Classroom***

Caleb Miller, University of California, Santa Barbara

Maggie Safronova, University of California, Santa Barbara

Colin Kuehl, University of California, Santa Barbara

## Sunday, February 12, 8:00 AM

Literacy Thresholds and Writing Assignments

***Journal Writing and Reading Outcomes***

Tracy Steffy, Kingsborough Community College, CUNY

Maria Bartolomeo-Maida, Kingsborough Community College, CUNY

**Track Discussants:**

Millie D. Black, Collin College

Cathy Brigham, The College Board

Marilyn C. Buresh, Lake Region State College

Rachel Bzostek, Collin College

Zara Elizabeth Crockett, Soomo Learning

Terri Desai, Glendale Community College

Giancarlo A. Gonzalez, University of Tennessee, Knoxville

Alejandro Lomeli, Long Beach Community College

Shane Nordyke, University of South Dakota

Leigh-Anne Regenold, Tarrant County College

James Szymalak, University of Wisconsin-La Crosse

Delbert William Tinkler, The College Board

**Exhibitor Participants:**

Jennifer Horan, The College Board

Stephen Meinhold, The College Board

Spencer Richardson-Jones, W. W. Norton



# Track: The Inclusive Classroom

**Moderator: Janni Aragon, University of Victoria**

**Room: Melbourne**

## Friday, February 10, 2:00 PM

Inclusive Environments and Teaching Techniques

***Fostering Inclusive Classrooms: Approaches to Managing Diversity in the Classroom***

Mitchell Sellers, Temple University

***A Pedagogy of Inclusion: Universal Design for Learning in the Political Science College Classroom***

Erika Cornelius Smith, Nichols College

## Saturday, February 11, 8:00 AM

Engagement, Civic Knowledge, and Inclusion

***Teaching Community Organizing and the Practice of Democracy***

Jyl Josephson, Rutgers University

***Incorporation of the Town Hall Meeting in American Government courses at CSU Chico***

Michael Huston, California State University, Chico

***Why Don't Women Rule the World? Engaging and Preparing College Women for Political Leadership***

Candice Ortals, Pepperdine University

Lori Poloni-Staudinger, Northern Arizona University

J. Cherie Strachan, Central Michigan University

Shannon Jenkins, University of Massachusetts, Dartmouth

***Working with Content Warnings: Concrete Strategies for Encouraging Engagement and Discussion***

Sofia Fenner, Bryn Mawr College

## Saturday, February 11, 10:15 AM

Race and Difference

***Race and Social Justice at a Predominately White Institution***

Kelly Clancy, Nebraska Wesleyan University

Kelly Bauer, Nebraska Wesleyan University

***From Stratification to Unification: Engaging Minority Narratives in the Political Science Classroom***

Allison Critcher, University of Tennessee

***Where are the Black (and Brown) Lives that Matter? Talking About Race and Class in Homogenous Classrooms***

Joanna Tice-Jen, The Graduate Center, CUNY

## Saturday, February 11, 3:30 PM

Cultural and International Diversity

***Creating Learning Environments for Native Hawaiian and Indigenous Students***

Lorinda Riley, University of Hawaii, West Oahu

## Sunday, February 12, 8:00 AM

Developing an International Education

***Inclusive Classroom and Teaching Techniques***

John Willerton, University of Arizona

Mikhail Beznosov, University of West Georgia

### Track Discussants:

Besir Ceka, Davidson College

Allison Dillard Critcher, University of Tennessee

Barbara J. Junisbai, Nazarbayev University

Nina T. Kasniunas, Goucher College

Matt Lindstrom, Saint John's University

Fred M. Monardi, College of Southern Nevada

Robert Nyenhuis, Cal Poly Pomona

Andrew O'Geen, Davidson College

Holly Oberle, Asian University for Women

Sarah Romano, University of Northern Colorado

Oindrila Roy, Cottey College

Kendralyn Webber, Saddleback College

### Exhibitor Participant:

Mat Buntin, University of Toronto Press

Alyssa Neumann, Cambridge University Press



# Track: Innovative Subfield Strategies

**Moderator: Bobbi Gentry, Bridgewater College**

**Room: Salon C**

## Friday, February 10, 2:00 PM

Demonstrating the Value of the Discipline

***What Can I Do with This Class? Building Employment-Related Skills in International Relations Courses***

Bidisha Biswas, Western Washington University

***Teaching in the Moment: A Comparative Study of Strategies for Addressing Current Events and Political Crises in the Classroom***

Ruxandra Paul, Amherst College

***"We the Teachers"—Innovative Course Assessment Strategy for Political Science***

Wendy Chen, George Mason University

## Saturday, February 11, 8:00 AM

Interdisciplinary Collaboration and Curriculum Innovation

***Smaller Departments/Bigger Impacts***

Allyson Lowe, Carlow University

Sandi DiMola, Carlow University

***Beyond the Campus: Extending Your Influence Through K-12 Lesson Plans***

Ari Kohen, University of Nebraska, Lincoln

Andre Sólo

***Testing the Impact of Curriculum Scaffolding on Research Literacy, Undergraduate Engagement, and Achievement***

Nina Rathbun, University of Southern California

***Teaching American Government in Communities of Practice: A Non-Traditional Approach at California State University, Chico***

Mahalley Allen, California State University, Chico

Ellie Ertle, California State University, Chico

Eileen Morris, California State University, Chico

## Saturday, February 11, 10:15 AM

Teaching Community Engagement and Deliberation

***Political Decision-Making, Deliberative institutions: A Case Study***

Theodore Chadjipadelis, Aristotle University of Thessaloniki

Maria Tolika, Aristotle University of Thessaloniki

***Using a Community Engaged Learning Model to Teach Public Policy***

Sandi DiMola, Carlow University

Jessica Ruffin, Carlow University

***Bringing Contemplative Practices to a Political Science Classroom: How to Cope and How to Act?***

Parakh Hoon, South Puget Sound Community College

## Saturday, February 11, 3:30 PM

An International Curriculum and Perspective

***Engaging in the Globalized World: International Studies Curriculum Design***

Bobbi Gentry, Bridgewater College

***Teaching Qualitative Research Methods in Brazil***

Elize Fonesca, Sao Paulo Business School

***American Politics in Comparative Perspective***

Lori Poloni-Staudinger, Northern Arizona University

## Sunday, February 12, 8:00 AM

Subfield Games and Simulations

***Teaching Public Budgeting in an Age of Austerity Using Role Play Simulation***

Daniel Mallinson, Stockton University

***War and Negotiation in Two Dimensions***

Jeff Carnegie, New York University

***Games, Movies, and Zombies: Making IR Fun for Everyone***

Shawna Brandle, Kingsborough Community College, CUNY

### Track Discussants:

Megan Becker, University of Southern California

Mitchell Brown, Auburn University

Anthony Caito, Corban University

Katelyn Finley, University of California, Irvine

Leah Hannaford, Seattle Pacific University

Alexander B. Hogan, Soomo Learning

Mark L. Johnson, Minnesota State Community and Technical College

Kristoffer Michael Rees, Indiana University East

Erin Victoria Kay Rowland, University of Tennessee, Knoxville

Renee B. Van Vechten, University of Redlands

Everett Albert Vieira III, Temple University

Yu Yan, University of Tennessee, Knoxville



# Track: Simulations and Games

**Moderator: Chad Raymond, Salve Regina University**

**Room: Barcelona/Casablanca**

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## Friday, February 10, 2:00 PM

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When Are Simulations Useful?

***Digital Dilemmas in Political Simulations and Games***

Nicholas Vaccaro, Doane University

***Bet Out the Vote: Prediction Markets as a Tool to Promote Undergraduate Political Engagement***

Lukas Berg, United States Military Academy

John Chambers, United States Military Academy

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## Saturday, February 11, 8:00 AM

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What Outcomes Do Simulations Produce?

***Simulations and Student Engagement: The Good, the Bad, the Ugly***

Michelle Allendoerfer, George Washington University

***Effects of Student Simulation Design and Community Engagement on Global Empathy***

Chad Raymond, Salve Regina University

***Use of Active Learning Techniques and Feelings of Student Educational Efficacy and Excitement***

Petra Hendrickson, Michigan State University

***Knowledge Surveys as a Potential Assessment Tool of Simulation Course Outcomes***

Patricia Stapleton, Worcester Polytechnic Institute

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## Saturday, February 11, 10:15 AM

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Institutional Opportunities and Constraints

***Short and Sweet: Illustrative Short Exercises & Games to Illustrate IR & Comparative Theory***

Victor Asal, University at Albany, SUNY

***Policymaker: A Flexible Platform for Authoring and Implementing Role-Playing Simulations in the Classroom***

Elisabeth Gerber, University of Michigan

***Ethics through Earthquakes: Using University Administration as a Resource for Simulation Exercises***

John Parrish, Loyola Marymount University

Devra Schwartz, Loyola Marymount University

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## Saturday, February 11, 3:30 PM

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Game and Post-Game Design Strategies

***Decoding the Debrief: A Comparative Analysis of Three Models for Debriefing Simulations***

Erin Baumann, Harvard University

John Fitz Gibbon, Boston College

***The Room Where It Happens: A Modular Approach to Simulating Political Summits***

Michael Cornfield, George Washington University

***Coaching Moot Court: Practices and Experiences***

Edward Kammerer, Occidental College

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## Sunday, February 12, 8:00 AM

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How Can Simulations Teach Content and Skills?

***An Exercise in Bureaucracy***

Justin Ervin, Gateway Community and Technical College

***Zombies as a Tool for Teaching Public Policy Decision Making***

Samantha Howe, Ohio Northern University

**Track Discussants:**

Ruth Alminas, Fort Lewis College

Paul Banks, Cengage Learning

Erik Charles Beuck, University of Tennessee, Knoxville

Ralph Christian Sanchez Angeles

Burak Demir, University of Tennessee, Knoxville

Richard P. Farkas, DePaul University

Jared A. Farley, The New Mexico Military Institute

Botond Feledy Pazmany, Peter Catholic University

Erika Herrera, Lone Star College

Nattawan Junboonta, Rutgers University

Brian E. Klunk, University of the Pacific

Wendy Muse Sinek, University of California, Berkeley

Joseph W. Roberts, Roger Williams University

Simon Rotzer, University of Tennessee, Knoxville

Antje V. Schwennicke, Virginia Wesleyan College

Michael W. Trevathan, University of Nevada, Las Vegas

**Exhibitor Participants:**

Sally Beeson, Routledge

Paul Banks, Cengage Learning

Brad Potthoff, Cengage Learning

Katherine Worboys Izsak, ICONS Project

# Track: The Socratic Method

**Moderator:** Lee Trepanier, Saginaw Valley State University

**Room:** Marina

## Friday, February 10, 2:00 PM

The Socratic Method in Plato's Dialogues

***Skepticism, Recollection, and the Socratic Method***

Ann Ward, University of Regina

***Poetic Questions: The Role of the Poetry in the Socratic Method***

Marlene K. Sokolon, Concordia Université

***The Socratic Method: Guiding Eros Towards Wisdom in Alcibiades I***

Vanessa Jansche, University of St. Gallen

## Saturday, February 11, 8:00 AM

The Teacher and Wonder in the Socratic Method

***The Courage to Recover Student Centered Learning: Plato's Laches***

Jordon Barkalow, Bridgewater State University

***The Socratic Method and Anamnesis in Plato and Kant***

Steven McGuire, Villanova University

***One of These Things is Not Like the Other: The Socratic Method and John Dewey's Discovery Learning***

David W. Livingstone, Vancouver Island University

## Saturday, February 11, 10:15 AM

The Socratic Method in Cultural Context

***The Americanization of the Socratic Method***

Andrew Bibby, Utah Valley University

***Is the Socratic Method Culturally Imperialistic?***

Rebecca LeMoine, Florida Atlantic University

***Against the Socratic Method***

William Sokoloff, University of Texas, Rio Grande Valley

## Saturday, February 11, 3:30 PM

The Socratic Method in the Classroom

***Perilous Dialectics: The Continuing Hazards of the "Socratic Method" in Contemporary Universities***

Paul Corey, Humber College

***"No Guru, No Method, No Teacher": Socrates and Education***

Sean Steel, Calgary Board of Education

***The Search for Standards and Ideal Types in the Socratic Classroom***

Ramona Grey, University of Montana

## Sunday, February 12, 8:00 AM

Open Session for Track Summary

### Track Discussants:

Michael Dichio, Fort Lewis College

Judith Hurtado-Ortiz

Daniel William Kuthy, Brescia University

Christopher Lassen, University of Tennessee, Knoxville

Erika K. Masaki, University of Nevada, Las Vegas

Carlos A. Suárez Carrasquillo, University of Florida

Jeanie Thies, Lindenwood University



# Track: The Virtual and Technology Enhanced Classroom

**Moderator: Sara Moats, Florida International University**

**Room: Salon D**

## Friday, February 10, 2:00 PM

Increasing Student Engagement

***Challenges to Teaching Engagement in Online Learning: Notes from the Virtual Classroom***

Morris Bidjerano, Walden University

***Teaching Civics in the Digital Age: The Use of Traditional and Innovative Pedagogies***

Diana Owen, Georgetown University

***GrowingVoters.org: Using Technology-Based Learning Experiences to Inculcate Civic Participation Toward Greater Youth Voter Turnout***

Jo-Anne Hart, Lesley University

## Saturday, February 11, 3:30 PM

Improving Classroom Participation

***Using Video Messaging to Enhance Reading Compliance, Critical Thinking, and Class Participation***

Anthony Chergosky, University of North Carolina at Chapel Hill

***Using Blogs in the Political Theory Classroom***

Aidan Kestigian, Carnegie Mellon University

***Producing Political Knowledge: Students as Bloggers, Students as Podcasters in the Political Science Classroom***

John McMahan, Beloit College

## Sunday, February 12, 8:00 AM

Virtual Discourse

***Not Too Hot, Not Too Cold, Just Right***

Sheikh T. Drammeh, University of West Georgia

## Saturday, February 11, 8:00 AM

Innovative Teaching Tools

***Corrective Feedback as Catalyst for Critical Thinking and Deeper Learning: A Pilot Study***

Ray S. Mikell, Jackson State University

***Modular Approaches to Teaching Writing and Reinforcing Academic Integrity in the Discipline***

Colin Brown, Harvard University

George Soroka, Harvard University

***Podcasting and the Public Voice***

Chera LaForge, Indiana University East

## Saturday, February 11, 10:15 AM

Active Learning

***Beyond Polls: Using Science and Student Data to Stimulate Active Learning***

Eric Loepp, University of Wisconsin-Whitewater

***Integrating Team-based Learning in Active Learning Classroom***

Sovathana Sokhom, California State University, Dominguez Hills

### Track Discussants:

Murrell L. Brooks, Virginia Wesleyan College

Jake Campbell, Claremont Graduate University

Leslie Caughell, Virginia Wesleyan College

Paul Armstrong DeBell, Fort Lewis College

Frank Franz, James Madison High School

William A. Gibson, Virginia Wesleyan College

David Green, Nagoya University

Barbara Headrick, Minnesota State University-Moorhead

Ranson Paul Lege, University of Nagoya

Christy Lesko, Cengage Learning

Vesna Marcina, Orange Coast College

Jennifer Miller, University of Southern California

Hayoun Jessie Ryou, University of Tennessee, Knoxville

Timothy P. Schultz, U.S. Naval War College

Steven N. Tran, Houston Community College System

Charlotte M. Williams, Pasadena City College

### Exhibitor Participants:

Jeremy Intal, Pearson

Jeff Marshall, Pearson



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Theda Skocpol  
Victor S. Thomas Professor of  
Government and Sociology,  
Harvard University

# WORKSHOPS

Workshops provide a forum for interactive presentations on pedagogical topics. They are designed to create an intensive learning environment for attendees to experience outside the tracks. All workshops are open to all attendees.

## Friday, February 10

4:15 PM–5:45 PM

### Model United Nations and Global Citizenship

**Nattawan Junboonta, Rutgers University**

Room: Tokyo/Vancouver

Model United Nations Programs have been around since the 1950s teaching and exposing young adults to the concept of global citizenship; however, very little research combines Model United Nations stimulation with global and multicultural citizenship education. This workshop will demonstrate how a Model UN stimulation in the classroom, using UN4MUN approach, can facilitate global citizenship education through knowledge constructing, perspective taking, consensus building, and diplomatic decision-making. Model UN stimulations encourage participants to think about political, social and economic issues from national and international perspectives and promote global and multicultural citizenship education through 1) exposure to diversity 2) exposure to new perspectives 3) fostering empathy and 4) the broadening knowledge of national and international issues. UN4MUN was launched in 2013 by the United Nations Department of Public Information (UNDPI) with the goal of creating a more authentic Model UN procedure and experience. UN4MUN differs from the traditional parliamentary procedure by three key characteristics: 1) The leadership structure allows for a more cooperative relations between delegates; 2) The flow of debate is simpler with formal-informal replacing moderated caucus and informal-informal in place of un-moderated caucus; and 3) The procedure encourages collaboration, cooperation, consensus-building, diplomatic skills and negotiation skills rather than the more competitive conventional procedure. The goal of this workshop is to offer practical advice on how to connect Model UN stimulations and global citizenship education through UN4MUN procedure.

### Meet the Editors of the *Journal of Political Science Education*

**Victor Asal, University at Albany, SUNY**

**Mitchell Brown, Auburn University**

**Shane Nordyke, University of South Dakota**

**Joseph Roberts, Roger Williams University**

**J. Cherie Strachan, Central Michigan University**

**Mark Johnson, Minnesota State Community and Technical College**

Room: Salon B

The *Journal of Political Science Education* primary outlet for pedagogical research in political science. This roundtable will provide participants at the Teaching and Learning Conference an opportunity to hear from the editorial team about the editorial and peer review process, and how scholarship in teaching is evaluated and published in political science. The editorial team will provide a short presentation about how teaching assignments, simulations, civic learning exercises, and other classroom innovations can be presented to meet the standards of evidence typically required by peer-reviewers. They will also discuss the impact of the addition of *JPSE* into the APSA roster of

journals, in promoting excellence in teaching and pedagogy. Much of the session will be dedicated to a question and answer and open discussion session between participants and the editorial team about editorial standards and how to elevate the visibility of peer-reviewed scholarship about political science pedagogy.

### High-Impact Techniques for Teaching Civil Rights

**Leigh-Ann Regenold, Tarrant County College**

Room: Melbourne

It is our contention that student learning of cultural inclusivity and civil rights issues is directly enhanced through integration of multiple learning styles. We have developed several interactive teaching techniques demonstrating our approach. It is our intention to engage participants in a variety of learning styles using two activities that are designed to require direct student engagement. These activities are used in relation to teaching civil rights and voting in an introductory classroom setting. The initial activity, called "The Decking Order," requires participation based upon hidden identifiers. The expected outcome is a discussion of the emotional and cultural awareness of hierarchical systems in government. The follow-up activity, called "Stand Up-Sit Down," requires participants to explore the ramifications of historic discrimination as it relates to obstacles to the ballot, such as legal restrictions and cultural norms. The expected outcome of this technique is a visual and physiological experience that demonstrates the struggle against hierarchical privileges in voting and civil rights. These activities include a reflection of significant and societal changes over time, from the founding to today.

### Engaging Students as Active Citizens in Our Democracy

**Clarissa Unger, Young Invincibles**

Room: Barcelona/Casablanca

Colleges and universities are leaders in cultivating generations of informed, engaged citizens needed for democracy to thrive. The Higher Education Act of 1965 even requires colleges and universities to distribute voter registration forms to students; but, instructions and guidance are vague. With around 20.2 million college students in the United States, institutes of higher education have a responsibility to help their students overcome the institutional and psychological obstacles that new voters often face. Recognizing the importance getting college students more engaged in our democratic processes, Young Invincibles and FELN's Campus Vote Project came together with a diverse group of student, local, state, and national organizations to launch the Students Learn Students Vote (SLSV) Coalition. The Students Learn Students Vote (SLSV) Coalition was formed to increase student voter engagement through data-driven approaches, as there did not previously exist any hard data on what actually works to get students to register and vote. The SLSV Coalition created a set of guidelines - the SLSV Checklist - to help campuses feel confident pursuing democratic engagement work to benefit their students. The Checklist provides a more measurable and manageable experience for institutions to lead, assess, engage, and plan how they can make democratic engagement central to the student experience by involving the entire university. This interactive session will present lessons learned across several types of campuses that implemented the SLSV Checklist, and facilitate a discussion with participants about how the example programs could be implemented on their campuses. Examples of areas covered will include promising practices in assisting students to register to vote, providing voter education resources, and encouraging turnout.

### Teaching Difficult Issues in the Classroom: Strategies We All Can Use

**Nina Kasniunas, Goucher College**

Room: Salon C

Many of us have been encountering challenging conversations in the classroom whether they center around Donald Trump or racism. Even though the election is over, we will continue to face difficult topics because of the nature of politics. In this workshop I will demonstrate

## WORKSHOP DETAILS

a couple of strategies to use in the classroom either to create a safe environment for all students or to handle hot moments when they arise. I will also be inviting participants to share challenges they face and how they were able to handle them. There are many pedagogical tools that can be employed to deeply engage students on difficult topics in a safe environment. The goal of this workshop is to have us all leaving the conference more confident in our teaching abilities when it comes to difficult issues.

### **Aligning Course Content and Assessment in Advanced Placement and Introductory University Government Courses**

**Stephen Meinhold, University of North Carolina Wilmington**

**Jennifer Horan, University of North Carolina Wilmington**

**Bill Tinkler, The College Board**

**Cathy Brigham, The College Board**

Room: Salon D

Over 325,000 high school students annually take the College Board Advanced Placement (AP) United States Government and Politics and/or the Comparative Government and Politics course and exam. The curriculum frameworks for these courses and the assessment protocols have undergone significant revision. Workshop presenters will review how the AP curriculum is developed, the process used for validating high school instruction, and the course assessment protocols (AP exam). AP course credit and placement are of substantial interest across the discipline because of increased pressure/mandates to accept AP course credit, but also because of growing awareness around the large number of students who have their first and only, or first of more political science experience in a high school classroom. The topics are especially important because of upcoming changes to the AP curriculum. Workshop participants will learn how the curriculum framework is developed, the content of the current course guides and how the assessment protocols are developed and administered. Learning objectives for each course will be examined.

*Workshop Goals/Outcomes:*

- Knowledge of the United States Government and Politics and Comparative Politics and Government College Board Advanced Placement (AP) program curriculum framework and assessment protocols, including the specific content, learning objectives and assessment strategies common to all AP Government courses.
- Understanding of the AP program, including level of higher education faculty involvement, curriculum development, and assessment strategies.
- Encounter assessment strategies including multiple choice and essay item development along with scoring rubrics.
- Learn about research on AP Government student performance and success.

Workshop participants will have a hands-on experience reviewing the United States and Comparative Government and Politics AP curriculum frameworks. Participants will also review and discuss examples of assessment protocols used for determining student performance on the AP test.

### **Real History. Real Leaders. Real World.**

**Janet Tran, Ronald Reagan Presidential Foundation and Institute**

Room: Marina

When designing Leadership and the American Presidency (LTAP), the Ronald Reagan Presidential Foundation and Institute aimed to launch a unique experiential and accredited course in Washington, DC that teaches leadership through the lens of the a hallmark Presidential Leadership Journey. The Ronald Reagan Presidential Foundation and Institute will share how background in informal learning, museum education, K-12 teaching and learning informed the development

of Leadership and the American Presidency (LTAP). Through shared findings from pilot to launch in the Summer and Fall, findings on student engagement will be revealed to participants. Participants are introduced to LTAP's hallmark Presidential Leadership Journey and then are asked to identify their assets and development on Presidential Leadership Journey. Participants will reflect on how their students may self-actualize on this journey. Subsequently, they will look at the content they would like their students to learn and intentionally align it with the student development process to truly make content more engaging. While technological tools of the 21st century are important to an engaging environment, learning objectives that honor the student experience are equally important. How did the creators of LTAP ensure that all student voices were heard and honored in the process? Presenters will share data from evaluation points during the pilot and relevant findings. Look to ways to solicit feedback, class participation, quantitative and qualitative measures. Look to metrics that highlight student success and show opportunities for growth. Participants will also look at lessons or activities that need "updates" and plan to accordingly from a toolkit of ideas and resources utilized by LTAP. Participants engage in an actual course activity to understand the difference between an experiential course that exists alongside an internship as compared to an internship seminar. Participants will also look at the evolution of thematic course content as changed by student evaluation, feedback and observation. In an interactive fashion, participants will utilize crowdsourcing tools to upvote improvements that can be made to particular learning experiences.

## **Saturday, February 11**

**1:45 PM–3:15 PM**

### **Teaching about Ethnicity, Ethnic Discrimination, Mobilization and Conflict**

**Victor Asal, University at Albany, SUNY**

Room: Salon C

There has been a growing body of literature that has identified simulations as successful tools for teaching students about political science. This workshop will focus on several simulations and games that allow the students to be "lab rats" in their own experiments related to identity, ethnicity, oppression and conflict. The workshop will focus on providing exercises and tools educators can use to teach their students about how identity and ethnicity relate to oppression and conflict. It will focus on exercises and games that allow students to identify how their identity shapes their views and the link between ethnic discrimination and mobilization- all participants will participate in all games.

### **The Campuses Respond: Using Findings from the National Survey of Student Leaders (NSSL) to Improve Political Socialization in Student Organizations**

**J. Cherie Strachan, Central Michigan University**

**Katherine Robiadek, University of Wisconsin-Madison**

**Melissa Shaffer-O'Connor, Lake Superior State University**

**Leah Murray, Weber State University**

**Daniel E. Smith, Northwest Missouri State University**

**Mary McHugh, Merrimack College**

**Alison Rios Millett McCartney, Towson University**

**Maureen Feeley, University of California, San Diego**

Room: Salon B

Political science's pedagogy and substantive expertise are becoming increasingly relevant to the outcomes prioritized by academia overall. Failure to participate in the civic-democratic engagement movement represents a lost opportunity to situate our discipline at the center of a liberal arts education. It also would mean that those who lack our discipline's expertise will assume responsibility not only for defining but also for teaching and assessing engaged citizenship, democratic

decision making, and effective political leadership. In short, political science's teacher-scholars should be actively involved in developing, assessing, and promoting well-documented best practices for civic and democratic engagement. Doing so requires that we extend our assessment and teaching-learning scholarship beyond not only our own programs but also our own campuses. New resources in the discipline are advancing this work. The National Survey of Student Leaders (NSSL) is an example of how political science insights can be used to assess political socialization in the campus version of civil society—that is, student life. The NSSL is the inaugural and ongoing project of the Consortium for Inter-Campus Scholarship of Teaching and Learning (SoTL) Research (CISR), which was founded to facilitate member-initiated, multi-campus research projects designed to identify and promote best practices for civic and democratic engagement. Despite social scientists' awareness of the importance of associational life, few have studied the structure of campus civil society. The NSSL is the first attempt to rely on political science expertise to systematically assess the quality of learning experiences provided by student organizations. The NSSL serves numerous purposes, but one of the most important is to enhance the learning that takes place in student life. Participants received an in-depth campus report, which established a baseline assessment of each institution's civic infrastructure and offered suggestions for improvement. This workshop brings together several participants in the first wave of the NSSL, with the goal of sharing their experiences working with student affairs on their own campuses and their successes/failures in making desired improvements in students' political socialization and civic engagement.

### **Games without Frontiers: Reacting to the Past in the Political Science Classroom**

**Brian Klunk, University of the Pacific**

**Joseph Roberts, Roger Williams University**

Room: Barcelona/Casablanca

Reacting to the Past (RTTP) consists of elaborate games, set in the past, in which students are assigned roles informed by classic texts in the history of ideas. Class sessions are run entirely by students; instructors advise and guide students and grade their oral and written work. It seeks to draw students into the past, promote engagement with big ideas, and improve intellectual and academic skills. Reacting to the Past was honored with the 2004 Theodore Hesburgh Award (TIAA-CREF) for outstanding innovation in higher education. The pedagogy has been featured in recent works on pedagogy including *Teaching Naked* (Bowen, 2012) and *Small Teaching* (Lang, 2016). Accumulating assessment studies provide evidence of the effectiveness of Reacting to the Past pedagogy in stimulating student engagement, promoting student solidarity, and other desirable outcomes. While Reacting to the Past has been adopted in a number of political science courses (and some games have been written by political scientists), the pedagogy is better known and more widely used among historians than political scientists. However, the pedagogy has great potential for political science courses. The workshop will introduce participants to Reacting to the Past pedagogy by playing a "microgame" set in 1791 revolutionary France. Using excerpted texts from Rousseau and Burke as the intellectual basis for gameplay, workshop participants will take on a variety of roles including members of the Catholic clergy, the Feuillant Club, the Jacobin Club, and crowd members from the Parisian street. Following gameplay, the workshop organizers will lead a discussion and present materials to show how the French Revolution game would be scaled up for classroom use. Other questions related to teaching and learning will also be discussed. These will include the presentation of assessment results demonstrating the effectiveness of Reacting to the Past pedagogy in promoting a number of learning objectives and outcomes; discussion from experienced "Reactors" to address possible concerns about how to adapt existing courses to use Reacting to the Past pedagogy, presentation of resources currently available to support Reacting instructors, and examples of "ready-to-play" games and games-in-development that would be suitable for various political science courses.

### **Opportunities for Political Learning: How to Facilitate Difficult Conversations in the Classroom**

**Nancy Thomas, Tufts University**

Room: Salon D

Academic and expressive freedom continue to be the subjects of institutional policies, debates, media reports, legislative attention, watchdog oversight, and anxiety among educators. The dilemma is this: to fulfill their research, teaching, and civic missions effectively, American colleges and university must provide all students with opportunities to study, deliberate, and assume responsibility for the most difficult and politically charged issues facing communities, the nation, and the world. At the same time, hate speech and repeated, offensive language directed at people because of their gender, race, or other legally protected status can create toxic and discriminatory learning environments that cannot be ignored by institutional leaders. The 2016 presidential election was particularly divisive and difficult, and because of their expertise, political science professors are often on the front-line of this challenge. For the past two years, we have been studying colleges and universities with high (and low) levels of political and electoral engagement. We have found patterns among these campuses regarding how they manage academic and expressive freedom and a welcoming campus climate. During this workshop, we will briefly share these research findings. We then will spend the majority of the workshop introducing an important tool for managing political conversations in the classroom. This tool is a workshop designed to teach faculty members how to facilitate and manage contentious, emotional, and difficult dialogue in the classroom while capitalizing on important learning moments. Participants will experience a variety of exercises designed to provide a fundamental understanding of how to facilitate political discussions in the classroom productively and inclusively. They will learn how to establish ground rules, how to work with different types of participants, and how to introduce pedagogical exercises that promote robust but difficult dialogue in the classroom. Afterwards, participants will have access to the full workshop that they can take to their individual institutions and share with other faculty members.

### **Designing and Using a Semester-Length Role-Play Simulation**

**Katherina Warboys-Izsak, University of Maryland, College Park**

Room: Tokyo/Vancouver

Role-play simulations, which require students take on the positions of various stakeholders and play through a hypothetical scenario, have become increasingly popular in social science courses. Individual professors design specific exercises for their classes, or employ off-the-shelf simulations that are flexible across many curricula. However, deploying a semester-long simulation that ties traditional curricular components together, (e.g., lectures, scholarly literature) throughout the entire course presents a unique challenge. The ICONS Project, an educational simulation group, and the education division of the National Consortium for the Study of Terrorism and Responses to Terrorism (START), at the University of Maryland, College Park, partnered to create exactly this kind of experience. In collaboration, the teams designed a multi-part simulation for a course, *States of Emergency*, which introduces students to emergency preparedness, management, and response. The students participate in the life cycle of a terrorist attack from pre-attack intelligence analysis, through emergency response on several levels during the attack itself, and into the multiple components of emergency response and policy building that take place in the weeks after the attack. In this workshop, the facilitators will work with participants using the *States of Emergency* curriculum as a teaching case for an integrated simulation-based lecture course, highlighting START and ICONS' lessons learned along the way for both design and deployment of the course. By the end of the workshop, participants will have completed the initial steps in creating a potential design for a multi-part simulation exercise to support a course they currently teach or anticipate designing.

## Teaching Race & Ethnicity in the Classroom

**Kendralyn Webber, Saddleback College**

Room: Melbourne

Race and ethnic biases can often be the elephant in the room, or better yet, the classroom. Students are, of course, aware and interested in these issues but sometimes don't feel comfortable enough to speak explicitly about them in the classroom setting. I've found that the best way to mitigate this is by directly addressing the issue rather than tiptoeing around it. I use a 30 minute interactive exercise that requires students to order themselves by ethnicity and then determine which groups have the least to most "power" in society. Discussions about racism and institutional oppression emerge and provide a great transition into more substantive topic. This activity was originally designed to introduce the civil rights segment of an American Government course but is applicable to a wide variety of Political Science courses and subjects.

## An Alternative Method for Constructing Debates

**Wendy Muse-Sinek, University of California, Berkeley**

Room: Marina

Like most Political Science instructors, I've used in-class debates as a learning tool. And like most, I've noticed that the standard debate model, in which a few students actually debate while the rest of the class asks questions, leaves many students without an active role. In this workshop, I will share a method for constructing debates that I have developed that gives every student a way to participate through a variety of roles. By giving every student a way to engage with the debate, regardless of their level of experience or comfort with traditional debating models, not only can all students participate, but subsequent exam essays tend to be of higher quality than before I started using this method. During the workshop, participants will learn how to use the method by participating in a mini-debate themselves, as well as some ideas for adapting the basic structure to different class sizes (10-75 students) and time constraints (30-90 minutes). I'll also provide each attendee with a debate scoring spreadsheet I created that automatically calculates percent change in aggregate public opinion.

## Global Learning Experience

**Richard Farkas, DePaul University**

Room: Shanghai

Our Global Learning Experience umbrella program at DePaul encourages periodic, live structured conversations between our students and those at foreign universities studying similar subjects. My political science course has utilized this format for three years now. The specific feature emerged from these discussions. It became clear that the Croatian educational system growing out of the relatively new democracy in Croatia has no civic education program for school-age children. Our partners at the University of Dubrovnik agreed to work with us to design a computer "game" that could be used throughout the Croatian system to promote civic education. DePaul Political Science students and DePaul Game Design students (Computers and Digital Media) collaborate with the Dubrovnik students studying Media, Culture and Society in the creation of this game. During the Spring, Summer and Fall "pre-production" work will be concluded and the game will be "pre-tested." The project continues with design refinements and ultimate production through the rest of the academic year. The engagement of our students in this process has been recognized at DePaul as both innovative and substantially enhancing the level of sophistication of our students given the demands of game design. The purpose of this workshop is to share our experience and underline the service that this could represent to the long-term development of a civic culture in a fledgling democracy.



  
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## Reading Accountability

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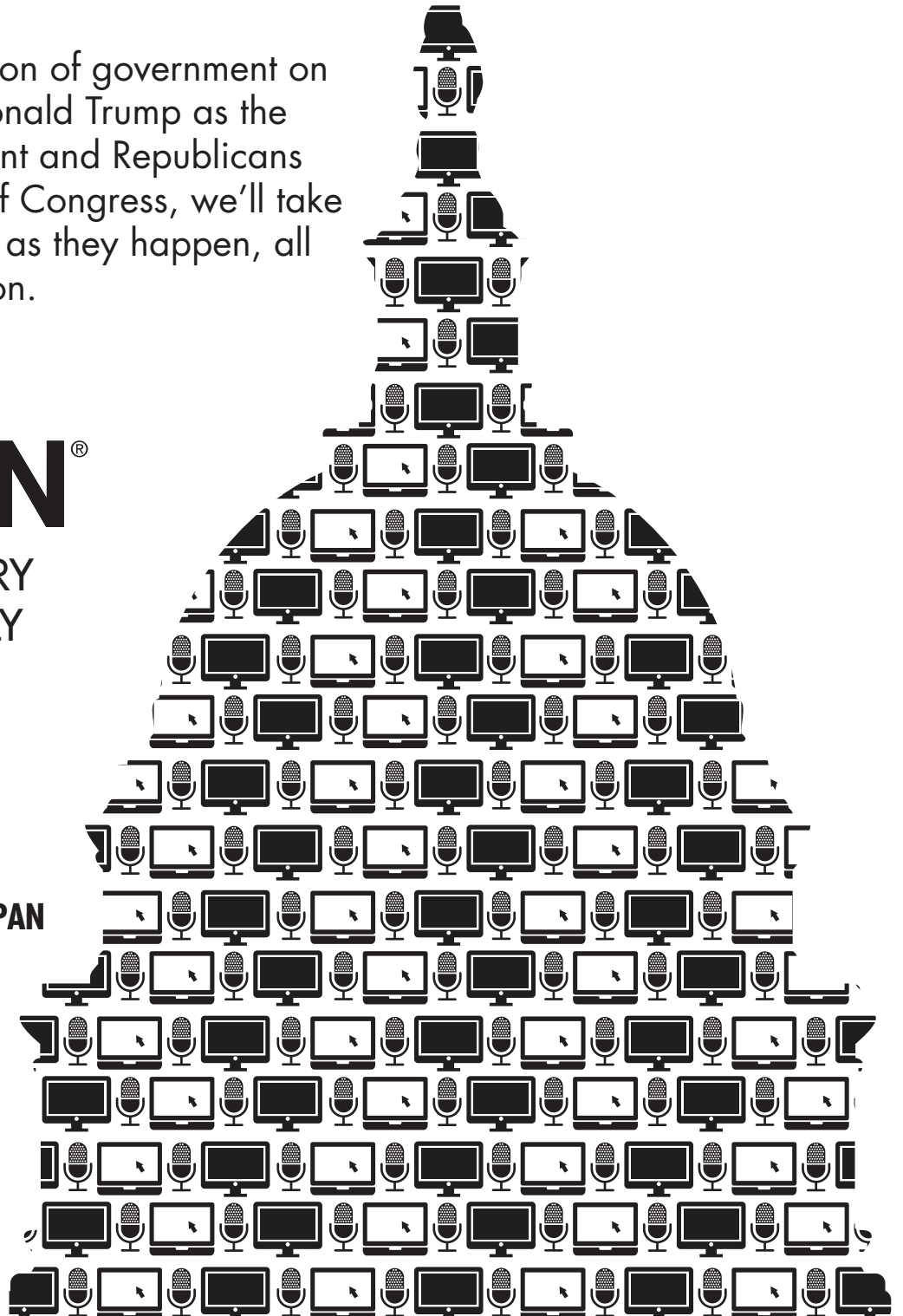
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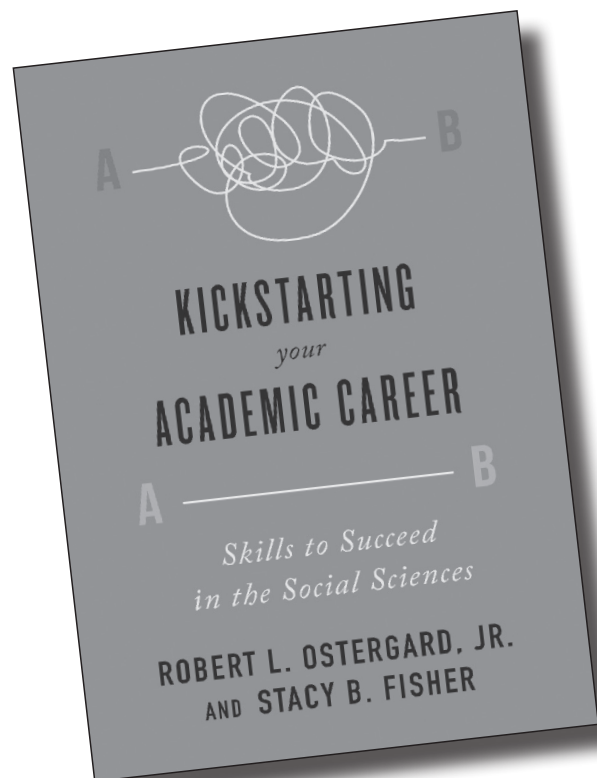
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