

Track: Civic Engagement Across the Disciplines and Across the Campus

Moderator: Dick Simpson, University of Illinois at Chicago
Room: Salons A-B

Friday, February 12, 2:00 PM

High School and College Civic Engagement Programs

Effectiveness of Public Achievement and Peer-Led Team Learning Models of Civic Engagement Curriculum at Lone Star College – Kingwood

Carly Mayes-Jones, Lone Star College
 Kingwood and John Theis, Lone Star College

Closing the Civic Achievement Gap

Shawn Healy, Robert R. McCormick Foundation

Saturday, February 13, 8:00 AM

Deliberative Pedagogy

Civic Engagement Across the Disciplines: Experiential Learning Proficiencies in Community-based Learning

Deborah Halperin, Illinois Wesleyan University
 James Simeone, Illinois Wesleyan University

Solving the Citizenship Challenge: The Role of Higher Education in Revitalizing Deliberative Civil Society

J. Cherie Strachan, Central Michigan University

Saturday, February 13, 10:15 AM

Different Approaches to Value Learning, Personal Narratives, and Service Learning

The Impact of Personal Narratives on Student Engagement in Social Justice Education

Ari Kohen, University of Nebraska-Lincoln
 Connor Prickett, University of Nebraska-Lincoln

Impacts of POL 101 Responsible Citizenship at the University of Mary

Chad Litton, University of Mary
 Mark Springer, University of Mary

The Long Term Impact of Experiential Learning Activities Offered in a Political Science Department – A Survey of Political Science Alumni

Mary McHugh, Merrimack College
 Russell Mayer, Merrimack College

Saturday, February 13, 3:30 PM

Internships

Do Internships Meet the Goals of Your Program? A Study of Applying Traditional Course Objectives to an Internship Program

Sally A. Anderson, California State University, Chico
 Mahalley D. Allen, California State University, Chico

Letters to Successors

Jennifer Pahre, University of Illinois

Internships: Civic Engagement, Disciplinary Education, or Resume Building? Or Should that Be “and?”

John Berg, Suffolk University

Sunday, February 14, 8:00 AM

Minority Students, Work in Poverty Areas, and Mystery Citizen Internships

Service-Learning as a Tool for Increasing Political Efficacy: A Pilot Study

Leda Barnett, Our Lady of the Lake University

International Political Economy as a Vehicle for Service Learning

Susan Allen, University of Mississippi

Teaching Politics Through Experiential Learning and the ‘Mystery Citizen’ Approach

Roberto Espindola, University of Bradford, UK

Track Discussants:

Elizabeth Bennion, Indiana University
 Peter Burns, Soka University of America
 Maureen Feeley, University of California, San Diego
 Rick Foster, Pikes Peak Community College
 Andrea Herrmann, Coastal Carolina Community College
 Matthew Herrmann, Craven Community College
 Erika Herrera
 Joseph Howard, University of Central Arkansas
 Christian Lindke, University of California, Riverside
 Elizabeth Matto, Rutgers University
 Alison McCartney, Towson University
 Michael Nordquist, The College of New Jersey
 Mary Pettenger, Western Oregon University
 Susan Roll, California State University, Chico
 Rachel Santos, Indiana University, South Bend’s Political Science Club
 Andrew Seligsohn, Campus Compact
 Dick Simpson, University of Illinois, Chicago
 Hamish Telford, University of the Fraser Valley
 Russell Terry, Oregon Secretary of State
 Ashley Woodiwiss, Erskine College

Track: Core Curriculum/General Education

Moderator: Audrey Haynes, University of Georgia

Room: Salon I

Friday, February 12, 2:00 PM

Tools of the Trade: Determining the Efficacy of Multiple Choice Questions, Practice Tests, and Open Source Books in Political Science Instruction

Multiple Choice Questions (MCQ) and Testing

Ray Mikell, Jackson State University

Investigating The Efficacy of Practice Tests

Audrey Haynes, University of Georgia

Denise Domezi, University of Georgia

Stacey Neuharth- Pritchett, University of Georgia

Adopting an Open Content Textbook in Introduction to American Government

Christopher Lawrence, Middle Georgia State University

Julie Lester, Middle Georgia State University

Saturday, February 13, 8:00 AM

Keeping Students Invested in Instruction

Adapting to New Teaching Styles and Measuring Success

Terry Gilmour, Midland College

How to Lose a Class in Ten Days: The Link between Pedagogy and Student Retention

Eric French, Oklahoma State University

Brendon Westler, Indiana University

Saturday, February 13, 10:15 AM

How to Integrate Critical Thinking into the Curriculum: Research, Debates, Critical Thinking Capstones

Incorporation of Undergraduate Research Across the Curriculum

Mark Johnson, Minnesota State Community & Technical College

Teaching Critical Thinking in the Capstone Course for Political Science Students

Fletcher McClellan, Elizabethtown College

Structured Debates as Teaching Tools

Kelly Clancy, Nebraska Wesleyan University

Saturday, February 13, 3:30 PM

New Approaches to Old Material

Teaching Introduction to American Government through a Comparative Global Framework for a Diverse Student Base

Adam Luedtke, City University of New York

Douglas Byrd, Portland Community College

Teaching Constitutional Law to a Broad Audience: Challenges and Opportunities

Daniel Bennett, Eastern Kentucky University

Sunday, February 14, 8:00 AM

Creative Responses to Instructional Challenges: Some Examples of "How To" Implement a QEP, Teach Under Duress, and Bridge the Gap from High School to College Instruction

Implementing a Writing-Based Quality Enhancement Plan in American Government

Gregory Dixon, University of West Georgia

Sheikh Drammeh, University of West Georgia

Assessing Summer Bridge Programs

Gina Woodall, Arizona State University

Track Discussants:

John Akins, University of Tennessee, Knoxville

Robert Amyot, Hastings College

Phillip Ardoin, Appalachian University

John Blakeman, University of Wisconsin, Stevens Point

Marilyn Buresh, Lake Region State College

Alison Craig, Ohio State University

Gina DePaola, Mount San Antonio College or Mt. SAC

Terri Desai, Glendale Community College

David Dixon, California State University, Dominguez Hills

Bryan Dubin, Oakland Community College

Cathy Hanks, University of Nevada, Las Vegas

Richard Herrera, Arizona State University

Robert Mayer, Loyola University

Ian McDonald, Lewis & Clark College

Eddie Meaders, University of North Texas

Stephen Meinhold, University of North Carolina, Wilmington

Nicholas Morgan, Collin College

Giovanny Pleites-Hernandez, University of Tennessee, Knoxville

Amy Pritchett, College of the Sequoias

Daryl Rice, University of Arkansas, Little Rock

Erin Richards, Cascadia College

Sue Skipworth, University of Mississippi

James Szymalak, University of Wisconsin, La Crosse

Bill Tinkler, The College Board

Everett Vieira, Temple University

Thomas Walker, Emory University

Stephen Wenham, Palgrave Macmillan

Track: Integrating Technology into the Classroom

Moderator: Chera LaForge, Indiana University East

Room: Salons G-H

Friday, February 12, 2:00 PM

Using Blogs and Websites

Incorporating Website Design into the Political Science Classroom

Leslie Caughell, Virginia Wesleyan College

Peer-reviewed Academic Blogs as a Senior Capstone

Joice Chang, Humboldt State University

Why Blog? Reflections on the Use of Blogs for and by Students and Educators in Political Science and the General Arts

Robert Crawford, University of British Columbia

Saturday, February 13, 8:00 AM

Social Media and Political Engagement

Twitter and Engagement in Civic Dialogue and Public Policy

Jennie Sweet-Cushman, Chatham University

Using Twitter in Political Science Classes to Increase Class Engagement and Promote and Sustain Political Engagement

Gina Woodall, Arizona State University

Tara Lennon, Arizona State University

Saturday, February 13, 10:15 AM

Collaborating and Technology

Digitized Collaboration and Student Engagement: Using Digital Argument Mapping to Foster Critical Thinking

Jeannie Grusendorf, Georgia State University

The Law Firms Project: Creating a (More) Dynamic Legal Simulation Experience

Daniel Smith, Northwest Missouri State University

Project Duverger 2.0: Collaborating with Digital Product Development Professionals to Create a Comparative Elections App

Philip Howe, Adrian College

Saturday, February 13, 3:30 PM

Open-source and Free Technology

Keeping Your Options Open: A Review of Open-Source and Free Technologies for Teaching Political Science

Mara Blake, University of Michigan

Catherine Morse, University of Michigan

Two Ravens

Vito D'Orazio, University of Texas at Dallas

James Honaker, Harvard University

Podcasting in Political Science

Swati Srivastava, Northwestern University

Sunday, February 14, 8:00 AM

Classroom Response Systems

Introducing Clickers to Graduate Students of Comparative Politics and Public Policy

Jennifer Curtin, University of Auckland

The Effect of Classroom Response Systems on Student Achievement in an Introductory American Government Course

Anthony Chergosky, University of North Carolina at Chapel Hill

Jason Roberts, University of North Carolina at Chapel Hill

Track Discussants:

Janni Aragon, University of Victoria

Gabrielle Bardall, Université de Montreal

David Burbach, Naval War College

Shawn Easley, Cuyahoga Community College

Frank Franz, James Madison High School

Milica Golubovic, Cengage Learning

Nicholas Hernandez, California State University, Fresno

Elizabeth Isemann, Southeast Community College

Gary Malecha, University of Portland

Fred Monardi, College of Southern Nevada

Ashley Parker, Oregon State University

William Pierros, Concordia University Chicago

Daryl Rice, University of Arkansas, Little Rock

Mark Rom, Georgetown University

Anjali Sahay, Gannon University

Sovathana Sokhom, CSUDH

Shinya Ueno, Kumamoto University

Yamil Velez, Wesleyan University

Track: Online Learning

Moderator: Sara Moats, Florida International University

Room: Medford

Friday, February 12, 2:00 PM

The Online Surge: Retention & Program Success

Considerations for Online Course Authors and Instructors for Educating Millennials

Jerome Sibayan, US Army War College

Who are the Online Learners in Political Science?

Kerstin Hamann, University of Central Florida

Philip H. Pollock, University of Central Florida

Bruce M. Wilson, University of Central Florida

Why Should Educators Combine Online and Experiential Learning, as an Alternative to Traditional Classroom Learning?

Audrey Neville, University of Illinois at Urbana-Champaign

Robert Pahre, University of Illinois at Urbana-Champaign

Saturday, February 13, 8:00 AM

Increasing Student Engagement & Communication in the Online Learning Environment

How to Best Communicate with Students in an Online Course Setting

Amber Dickinson, Oklahoma State University

Rapport-building Teaching Strategies to Improve Online Retention and Grades

Rebecca Glazier, University of Arkansas at Little Rock

Using YouTube for Courses with Diverse Students

Steven Rothman, Ritsumeikan Asia Pacific University

Saturday, February 13, 10:15 AM

Innovative Online Tools

Online Innovation Among Politics and IR Teachers in Australia

Mat Hardy, Deakin University

The Creation and Use of Individualistic Online Assignments to Reduce Cheating and Increase Student Engagement

Richard Tanksley, North Idaho College

Long-term Student Feedback of an Online Middle East Politics Simulation

Sally Totman, Deakin University

Mat Hardy, Deakin University

Saturday, February 13, 3:30 PM

The Flipped Classroom: Student Performance & Success

The 'Inverted' Classroom: Bringing Face-to-Face and Online into Harmony

Matthew Crosston, Bellevue University

Flip This: Measuring the Effectiveness of a Flipped-Hybrid Classroom on Student Success

Craig Douglas Albert, Georgia Regents University

Stacie Pettit, Georgia Regents University

Christopher Terry, Georgia Regents University

Teaching Critical Thinking in a GE Class: A Flipped Model

Paul Rama, Brigham Young University at Hawaii

Troy Smith, Brigham Young University at Hawaii

Sunday, February 14, 8:00 AM

Track Review and Summary Preparation

Track Discussants:

John Ackerman

Aubree Calvin, Tarrant County College

Khalil Dokhanchi, University of Wisconsin, Superior

Bradley Dyke, Hawkeye Community College

Brian Fletcher

Gwendolyn Hall, American Public University System

Mert Kartal, University of Wisconsin, Stevens Point

Sara Moats, Florida International University

Claudia Moura, Santa Rosa Junior College

Leniece Smith, Jackson State University

Troy Smith, Brigham Young University, Hawaii Campus

Jean Gabriel Starika-Jolivet, Ashford University

Christine Sylvester, Binghamton University

Sherri Wallace, University of Louisville

Tina Zappile, Stockton University

Track: Simulations and Games: Applications

Moderator: Sarah Hampson, University of Washington, Tacoma

Room 1: Salon D

Friday, February 12, 2:00 PM

Simulating Democratic Processes I

Teaching How Electoral Systems Change Political Outcomes Using a Role-Playing Simulation Game

Yuki Yanai, Kobe University
Jaehyun Song, Kobe University

The Tiebout Sorting Model: Illustrating the Complexities of Federalism

Jack Reilly, New College of Florida

Saturday, February 13, 8:00 AM

Pedagogical Implications of Simulations

Enhancing Critical Thinking in International and Professionally Oriented Academic Programs

Mark Hamilton, Inter-American Defense College

Examining Active Learning Techniques: When are Simulations Effective?

Conrad King, Capilano University

Saturday, February 13, 10:15 AM

Using Simulations for Diverse Populations

Bringing Obergefell to All Levels of the Undergraduate Classroom

Daniel Tagliarina, Lycoming College
Sarah Hampson, University of Washington Tacoma

Using Simulations in Undergraduate Public Law Courses to Speak to Varied Constituencies

Matthew Woessner, Penn State University, Harrisburg
Kathleen Winters, St. Thomas University

Storytelling as Pedagogy: A Method for Fostering Empathy and Enhancing Team-based Learning

Sandy McKeown, University of South Dakota

Saturday, February 13, 3:30 PM

Simulating Democratic Processes II

Campaign Budget Activity

Gayle Alberda, Drake University

Party Systems Simulation

Edward Burmila, Bradley University

Using the Median Voter Theorem

Sohei Shigemura, Kobe University
Daisuke Hakiia, Kobe University

Sunday, February 14, 8:00 AM

Considerations of Space and Time

Extended Simulations

Joel Moore, Monash University Malaysia

Track: Simulations and Games: Evaluation

Moderator: Chad Raymond, Salve Regina University
Room 2: Salon C

Friday, February 12, 2:00 PM

How Design Affects Practice

Teaching Simulation Game Design
 Simon Usherwood, University of Surrey

Who's Afraid of the Big Bad Methods? Positivist and Interpretive Game Play

Amanda Rosen, Webster University
 Nina Kollars, Franklin and Marshall College

Saturday, February 13, 8:00 AM

Modeling Inequality

Identity and Comparative Politics: The Design, Assessment, and Reflections on a New Comparative Politics Simulation

Michelle Allendoerfer, George Washington University

The Running Game: Modeling Diversity of Inequality in the Classroom

Victor Asal, University at Albany
 Josh Caldon, University at Albany
 Andrew Vitek, University at Albany
 Susan Bitter, University at Albany

Simulating Lesser-Known Sustainability in East and Central Africa

Nancy Wright, Long Island University

Saturday, February 13, 10:15 AM

Modeling International Environments

Scaling Up Simulations for Large, Multi-section Courses

Gretchen Knudson Gee, Northern Arizona University

Assessing Experiential Learning at the Washington Model Organization of American States (WMOAS)

Andrew Schlewitz, Grand Valley State University

Saturday, February 13, 3:30 PM

Effectiveness of Crisis Simulations

Using Contemporary Crises to Teach

Erin Baumann, Harvard University
 John FitzGibbon, Boston College

Teaching the Arab-Israeli Conflict through Simulation

Joseph Roberts, Roger Williams University

Sunday, February 14, 8:00 AM

Experimental Challenges

Effects of an Interactive Video Simulation on Global Empathy

Chad Raymond, Salve Regina University
 Sally Gomaa, Salve Regina University

Active Learning Is Not a Drug: Limitations, Pitfalls, and Costs in the Experimental Assessment of Simulations

Nicholas Vaccaro, Doane College

Track Discussants:

Ralph Christian Angeles
 David Benson, Lower Columbia College
 David Cooper, U.S. Naval War College
 Logan Dancey, Wesleyan University
 Barry Driscoll, Grinnell College
 Tao Dumas, The College of New Jersey
 Ryan Emenaker, College of the Redwoods
 David Fisk, University of California San Diego
 Benjamin Gonzalez O'Brien, Highline College
 Robert Harbaugh, College of Western Idaho
 Kousuke Kimura, Kobe University
 Justin Kinney, University of Tennessee
 Shoko Kiyohara
 Shinsuke Nishino
 Nourah Shuaibi, University of Tennessee
 Bryan Tellalian, Reedley College
 Keisuke Tani
 George Waller, University of Wisconsin-Fox Valley
 Steve Wallis, Capella University; Meaningful Evidence, LLC
 Adam Wunische

Track: Teaching Democratic Theory Today

Moderator: Thomas C. Ellington, Wesleyan College

Room: Salem

Friday, February 12, 2:00 PM

Overcoming Classroom Obstacles: The Relevance of Democratic Theory in Today's World

Engaging Jewish and Arab Students in Political Theoretic Discussion around Historic Events and Anniversaries in Israeli College Classrooms

Tamar Arieli, Tel Hai College

Saturday, February 13, 8:00 AM

Pedagogy: Innovatively Teaching Democratic Theory

Coalitional Pedagogy

Christine Keating, Ohio State University

Zein Murib, University of Minnesota

Liza Taylor, UCLA

Saturday, February 13, 10:15 AM

Democratic Theory: Current Trends & Topics

Borrowing Lessons from Art History in East Asia and China Coursework

Howard Sanborn, Virginia Military Institute

Devolution in the Pluralist Classroom

Kerri Ryer, San Francisco State University

Teaching Machiavelli to Saudis: What Subjects of a Contemporary Monarchy See in The Prince

Khristina Haddad, Moravian College

Saturday, February 13, 3:30 PM

Democratic Theory Comes Alive: Community Engagement

Exploring Democratic Theory in a Community-based Learning Project

Alison Staudinger, University of Wisconsin-Green Bay

Sunday, February 14, 8:00 AM

Open Session for Track Summary

Track Discussants:

Max Beauregard, Houston Community College

Evan Crawford, University of Wisconsin, Madison

Thomas C. Ellington, Wesleyan College

Jennifer Hochschild, Harvard University

Jack Riley, Coastal Carolina University

Mayia Shulga, Lone Star College

Track: Teaching How to Teach

Moderator: Michelle D. Deardorff, University of Tennessee at Chattanooga

Room: Eugene

Friday, February 12, 2:00 PM

The Necessity of Critical Thinking: Incorporation, Application, and Necessity in the Classroom

Deconstruction and Reevaluation of Terms

Robert Forbis, Texas Tech University

What's Wrong with the Title of This Class?: Promoting Critical Reflection on Complex and Contested Matters

Andrew Wender, University of Victoria

Integrative Propositional Analysis (IPA) to Enhance Understanding of Course Material

Bernadette Wright, Meaningful Evidence, LLC

Steven Wallis, Cappella University

Saturday, February 13, 8:00 AM

Formalizing Pedagogy as a Subfield in Political Science

Pedagogy as a Graduate Subfield

Lee Trepanier, Saginaw Value State

Saturday, February 13, 10:15 AM

Assessing the Apprenticeship Role of Graduate Students

Graduate Student Apprentices: Are Teaching Assistantships Effective "On The Job" Training?

Colin Kuehl, UC Santa Barbara

Caleb Miller, UC Santa Barbara

Jake Eschenburg, UC Santa Barbara

Mentoring and Teaching Graduate Students How to Teach

Janni Aragon, University of Victoria

Saturday, February 13, 3:30 PM

Exploring New and Old Models of Teaching

The Learning Partners Model for Political Science: Arguments and Evidence

Terrie Groth, University of Brasilia

Ronda Talley, Western Kentucky University

Improving Peer-Review Techniques to Improve the Educational Value of Research Paper Projects

Joshua Dean, California State Polytechnic University, Pomona

Team-Based Learning in the Political Science Classroom

Stephanie Holmsten, University of Texas- Austin

Sunday, February 14, 8:00 AM

Taking the Leap: Using "Radical" New Ideas to Teach

Using Hunger Games to Teach Classic IR Concepts and Alternative Theories

Rhonda Callaway, Sam Houston State University

Julie Harrelson-Stephens, Stephen F. Austin State University

Formalizing How We Teach Critical Thinking and Writing Skills

Levente Szentkiraly, University of Colorado-Boulder

Track Discussants:

Colin Brown, Harvard University

Amy Cox, Arcadia University

Michelle Deardorff, University of Tennessee at Chattanooga

John Ishiyama, University of North Texas

David Jones, University at Albany SUNY

Richard Pacelle, University of Tennessee

Brittany Pavolik, Indiana University of Pennsylvania

Jenny Ramirez

Charles Seidel

C. Edward Watson, University of Georgia

Track: Teaching Research Literacy

Moderator: TBD

Room: Pearl

Friday, February 12, 2:00 PM

Research Ethics and Social Scientific Thinking

Thinking Like a Social Scientist

Craig Parsons, University of Oregon

Saturday, February 13, 8:00 AM

Using Videos to Teach Research Literacy

The Birth of a Bright Idea, Part I: The First in a Series of Video Modules for Use in Teaching Undergraduate Research Methods

David Chambers, Indiana University of Pennsylvania
Rachel Sternfeld, Indiana University of Pennsylvania
Brittany Pavolik, Indiana University of Pennsylvania

Saturday, February 13, 10:15 AM

Hands-on Methods for Teaching Research Methods

Data Inquiry Lab: An Interdisciplinary Resource for Teaching Quantitative Data

Whitt Kilburn, Grand Valley State University

Experiential Assignments for Teaching Data Literacy in International Political Economy Courses

Nina Rathbun, University of Southern California
Iva Bozovic, University of Southern California

Research Studio Workshop

Spencer Brayton, Blackburn College
Laura Wiedlocher, Blackburn College

Saturday, February 13, 3:30 PM

Innovative Methods of Teaching Research Literacy

Roundtable: Teaching Quantitative Research Literacy

Kent Freeze, Carleton College
Amelia Hoover, Drexel University
Leanne Powner, Christopher Newport University
Benjamin Smith, University of Florida

Integrating Technology to Teach Research Methods

Anne Santiago, University of Portland
Gary Malecha, University of Portland

Sunday, February 14, 8:00 AM

Teaching and Measuring Research Literacy

Innovative Tools to Measure Information Literacy

Christi Siver, College of Saint Benedict/St. John's University
Claire Haeg, College of Saint Benedict/St. John's University

Using Information Literacy as a Framework for Research Skills Acquisition

Shane Nordyke, University of South Dakota
Ed Gerrish, University of South Dakota

Track Discussants:

Anneliese Darow, Blackburn College
Kent Freeze, Carleton College
Paul Gronke, Reed College
Alexandra Infanzon, University of Tennessee, Knoxville
Matthew Platt, Morehouse College
Chandler Robinson, Blackburn College
Jeanie Thies, Lindenwood University
Joshua Thompson, Arizona State University

Track: The Inclusive Classroom

Moderator: Renee Van Vechten, University of Redlands
Room: Columbia

Friday, February 12, 2:00 PM

Gender and Difference

Dissecting Elections: Gender, Politics, and the Iowa Caucuses

Carly Foster, Luther College

Pedagogical and Practical Treatment of Difference in Undergraduate Political Science Courses

Jennifer Joines, University of Alabama

Gendered Representation in Political Science Textbooks

Daniel Mueller, Washington State University

Saturday, February 13, 8:00 AM

Introducing Diversity in Teaching

Crossing the Border: How to Include the Mexican-American Border in the Teaching of Comparative Politics

Juli Minoves-Triquell, University of La Verne, California

Reexamining Survey Courses on American Government in the Wake of Trayvon Martin, Michael Brown, Eric Garner, Freddie Gray, and Sandra Bland

Nina Kasniunas, Goucher College

Saturday, February 13, 10:15 AM

Non-Traditional Students and Dialogic Listening

Same Behavior, Different Reasons: Integrating Non-Traditional Undergraduate Students into the Classroom

Wendy Muse Sinek, University of California, Berkeley

The Politically Engaged Classroom

Nancy Thomas, Tufts University

Saturday, February 13, 3:30 PM

Pedagogy, Inequality, and Nonviolent Resistance

Engaging Non-Violent Resistance Movements: Teaching Special Operations Forces the Place and Power of Cultural Competency

Spencer Meredith, College of International Security Affairs/National Defense University a

Dynamics of an Inclusive Classroom

Lindsey Smith, University of Alabama

Class in the Classroom: Developing Student-Centered Discussions of Inequality, Poverty, and the "American Dream"

Joanna Tice, The Graduate Center, CUNY

Sunday, February 14, 8:00 AM

Race, Invisibility, and Student Scholarship

The Caspian Project: Turning Analytical Thinking into Published Student Scholarship

Matthew Crosston, Bellevue University

Narrative, Visibility, and Invisibility in American Government Textbooks

Scott Abernathy, University of Minnesota

Track Discussants:

David Blaney, Macalester College

Juan Carlos Huerta, Texas A&M University, Corpus Christi

Nathan Combes, University of California, San Diego

Royal Cravens, University of Tennessee, Knoxville

Allison Critcher, University of Tennessee, Knoxville

Matthew Crosston, Bellevue University

Shirin Deylami, Western Washington University

Kemi Fuentes-George

Angela Gapa, St. Lawrence University

Frederick Hemker, Long Beach City College

Amnah Ibraheem, University of Tennessee

William Jennings, University of Tennessee

Jonneke Koomen, Willamette University

Rebecca Lubbers, St. Clair County Community College

Amatzya Mezahav, Flathead Valley Community College

Darrah McCracken, Willamette University

Sheila Nair, Northern Arizona University

Boris Ricks, California State University, Northridge

Sara Parker, Chabot College

Eric Selbin, Southwestern University

Kerri Stephens

Tressa Tabares, American River College

Renee Van Vechten, University of Redlands