15th Annual

APSA Teaching & Learning Conference

February 2–4, 2018

Baltimore, MD

www.apsanet.org/tlc
2018 APSA ANNUAL MEETING & EXHIBITION
BOSTON, MA
DEMOCRACY AND ITS DISCONTENTS
AUGUST 30 — SEPTEMBER 2
On behalf of the American Political Science Association, it is my pleasure to welcome you to Baltimore, Maryland for the 15th Annual Teaching and Learning Conference. The program committee has organized a very dynamic program of sessions and workshops around the theme “Teaching Politics as a Public Good: Citizenship and Civic Engagement in the Classroom.” The program will open with the Keynote Address by Professor Elizabeth Beaumont of the University of California, Santa Cruz. During this keynote session, APSA President Kathy Thelen of the Massachusetts Institute of Technology will also offer remarks and present two prestigious awards: the 2018 CQ Press Award for Teaching Innovation and the Michael Brintnall Award.

The 2018 APSA Teaching and Learning Conference focuses on promoting greater understanding of how to teach politics as a civic and public good. The conference incorporates track meetings, panels, and workshops to give participants the opportunity to engage with each other on a wide range of topics and in a variety of formats. This year the main track themes address issues of civic engagement, teaching research, writing, and information literacy, liberal arts, simulations and games, disciplinary curriculum and assessment, and the virtually and technologically enhanced classroom. Panels incorporate research on a wide variety of subjects, including diversity and inclusion, innovative subfield strategies, and the scholarship of teaching and learning, among others. Workshops will demonstrate best practices for political science education in a highly interactive format. Overall, we hope all TLC participants will learn more about how 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 teaching and learning. APSA continues to expand its commitment to teaching and learning the discipline: organizing teaching workshops at the APSA Centennial Center for Politics and Public Affairs; publishing the *Journal of Political Science Education*; maintaining a syllabi collection on the website; and increasing the amount of programming at the Annual Meeting, including a new mini-TLC conference on Saturday of the Annual Meeting.

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. 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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2018 Teaching & Learning Conference Program Committee
Elizabeth Matto, Rutgers University, Co-Chair
Lee Trepanier, Saginaw Valley State University, Co-Chair
Terry Gilmour, Midland College
Maureen Feeley, University of California, San Diego
William Jennings, University of Tennessee, Knoxville
**TABLE OF CONTENTS**

- Conference Speakers .............................................. 3
- Schedule at a Glance ............................................. 5
- Sponsors and Exhibitors ......................................... 6
- Hotel Floor Plan ................................................... 7
- Daily Schedule ..................................................... 8
- APSA Meeting Ombuds .......................................... 10
- Workshop & Panel Sessions
  - Session 1 ....................................................... 12
  - Session 2 ....................................................... 13
  - Session 3 ....................................................... 14
  - Session 4 ....................................................... 14
- Track Details
  - Civic Engagement: Foundations ......................... 17
  - Civic Engagement Education: Across Disciplines, Campus, and Communities .............. 18
  - Disciplinary Curriculum and Assessment ........ 19
  - Liberal Arts ................................................... 20
  - Simulations and Games .................................. 21
  - Teaching Research, Writing, and Information Literacy ........................................ 22
  - The Virtual Enhanced Classroom ....................... 23
Elizabeth Beaumont is Associate Professor of Politics and Director of Legal Studies at the United States Sentencing Commission. Her research focuses on constitutionalism and democracy, as well as civic engagement and education. She is particularly interested in problems of unequal citizenship, the relation between citizenship, democracy, and education, and how civic actors seek to shape rights, law, and political power and policy. She teaches and advises students in the areas of public law and legal studies, political theory, and American political and constitutional development.


From 2000-2005, Beaumont was a Research Scholar at the Carnegie Foundation for the Advancement of Teaching, where she helped lead the foundation’s work on civic education and engagement, including serving as co-Principal Investigator and Director of the national Political Engagement Project. These interdisciplinary, multi-method research projects are the basis of two co-authored books: *Educating for Democracy* (Wiley 2007) and *Educating Citizens* (Jossey-Bass 2003). The books are resource texts for the American Democracy Project, an AASCU partnership including more than 240 state college campuses, and helped inform the national report, *A Crucible Moment: College Learning and Democracy's Future* (National Task Force on Civic Learning and Democratic Engagement, 2012).

Professor Beaumont’s scholarship has been recognized by a Fellowship at the Edmund J. Safra Ethics Center at Harvard University (2015-2016), and by a McKnight Land-Grant Junior Professorship (2008-2010), the University of Minnesota’s highest research award for junior faculty. Her research has also been supported by a number of grants and fellowships, including awards from the Ford Foundation, the Hewlett Foundation, the CIRCLE Foundation, and the Carnegie Corporation.

She previously served on the advisory board of the New Civics Initiative at the Spencer Foundation, and is a member of the editorial board for *Constitutional Studies*.
Plenary Session: *Teaching Civic Engagement Across the Disciplines*

Political science should be the lead discipline to promote high quality civic engagement education across the curriculum at all levels of education. As we usher in the “Year of Civic Engagement,” the co-editors of the newly published APSA text *Teaching Civic Engagement Across the Disciplines* will discuss the progress that’s been made in addressing the national need to teach civic engagement and map out the path forward as we take action to educate students to be effective citizens and civic leaders.

**Elizabeth Bennion**

Elizabeth Bennion is a professor of political science at Indiana University South Bend (IUSB). In addition to teaching American Politics courses, Bennion is the founding director of IUSB’s American Democracy Project and host of WNIT’s live weekly television program *Politically Speaking*. In these capacities she moderates political discussions, public issue forums, and candidate debates for local, state, and national candidates. Bennion has won numerous (national, state, and local) awards for her teaching and service, and has published widely in academic books, journals, and newsletters. Her teaching, research, and service promote civic education and engagement.

**Elizabeth Matto**

Elizabeth C. Matto is an associate research professor at the Eagleton Institute of Politics and the director of the Institute’s Center for Youth Political Participation (CYPP). She earned her doctorate in American Politics at George Washington University and, prior to her work at Eagleton, taught a variety of courses at Princeton University, Temple University, and George Washington University. As director of CYPP, Matto leads research as well as educational and public service efforts designed to encourage and support the political learning of high school and college students and civic action among young adults.

**Alison Rios Millett McCartney**

Alison Rios Millett McCartney is a professor of political science and faculty director of the Honors College at Towson University outside of Baltimore, Maryland. She contributed to and coedited another volume on this topic, *Teaching Civic Engagement: From Student to Active Citizen*, with Elizabeth Bennion and Dick Simpson in 2013 and has published other work connecting civic engagement education and international relations in the *Journal of Political Science Education*. McCartney is also very involved in undergraduate research and teaching international negotiation simulations.

**Dick Simpson**

Dick Simpson has uniquely combined a distinguished academic career with public service in government. He is a former Chicago alderman and candidate for US Congress. He has published widely, been an outstanding teacher, and affected public policy. He began his academic career at the University of Illinois at Chicago (UIC) in 1967 where he has taught for 50 years. At UIC, he received the highest awards given for teaching including the American Political Science Association (APSA) and Pi Sigma Alpha National Award for Outstanding Teaching.
## Schedule at a Glance

### Friday, February 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30 AM – 6:00 PM</td>
<td>Registration Open</td>
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<tr>
<td>9:00 AM – 12:00 PM</td>
<td>College Board Short Course: Advanced Placement Government and Politics Courses (U.S. and Comparative)</td>
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<tr>
<td>12:00 PM – 7:30 PM</td>
<td>Exhibits Open</td>
</tr>
<tr>
<td>12:00 PM – 1:00 PM</td>
<td>Track Moderators Meeting (open to track moderators only)</td>
</tr>
<tr>
<td>1:00 PM – 2:00 PM</td>
<td>Keynote Address by Elizabeth Beaumont &amp; Presentation of the CQ Press Award for Teaching Innovation by Kathleen Thelen, APSA President</td>
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<tr>
<td>2:15 PM – 3:45 PM</td>
<td>Panel &amp; Workshop Session #1</td>
</tr>
<tr>
<td>3:45 PM – 4:30 PM</td>
<td>College Board Coffee Break</td>
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<tr>
<td>4:30 PM – 6:00 PM</td>
<td>Panel &amp; Workshop Session #2</td>
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<tr>
<td>6:00 PM – 7:30 PM</td>
<td>Opening Reception</td>
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</tbody>
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### Saturday, February 3

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<thead>
<tr>
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<tbody>
<tr>
<td>7:30 AM – 8:30 AM</td>
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<td>8:00 AM – 9:30 AM</td>
<td>Track Breakouts</td>
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<td>Break</td>
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<td>Break</td>
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<td>Track Breakouts</td>
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<tr>
<td>5:30 PM – 6:30 PM</td>
<td>Political Science Education Organized Section Meeting, Open to All</td>
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### Sunday, February 4

<table>
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<th>Time</th>
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<tbody>
<tr>
<td>7:30 AM – 8:30 AM</td>
<td>Coffee Break</td>
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<tr>
<td>8:00 AM – 11:00 AM</td>
<td>Exhibits Open</td>
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<tr>
<td>8:00 AM – 9:00 AM</td>
<td>Track Summaries Session</td>
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<tr>
<td>9:00 AM – 10:30 AM</td>
<td>Panel &amp; Workshop Session #3</td>
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<tr>
<td>10:30 AM – 10:45 AM</td>
<td>Break</td>
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<tr>
<td>10:45 AM – 12:15 PM</td>
<td>Panel &amp; Workshop Session #4</td>
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<tr>
<td>12:15 PM – 12:45 PM</td>
<td>Adjournment &amp; Closing Comments</td>
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Thank You to Our 2018 Sponsors & Exhibitors!

**The College Board**  
*Gold Sponsor of Friday Afternoon Coffee Break*  
250 Vesey Street, New York, NY 10281  
aphighered@collegeboard.org  
The College Board is a mission-driven, not-for-profit organization. Each year, the organization connects more than seven million students to college success and opportunity through programs and services including the SAT and the Advanced Placement Program. Founded in 1900, the membership association is today made up of over 6,000 of the world’s leading educational institutions.

**SAGE/CQ Press**  
*Gold Sponsor of the CQ Award*  
2600 Virginia Avenue, NW, Suite 600, Washington, DC 20037  |  Phone: (800) 818-7243  
www.cqpress.com  
CQ Press, an imprint of SAGE Publications, is known for its objectivity, breadth, depth of coverage, and high standards of journalistic and editorial excellence.

**Cambridge University Press**  
1 Liberty Plaza, New York, NY 10006  |  Phone: (212) 337-5000  |  [www.cambridge.org/academic](http://www.cambridge.org/academic)  
Cambridge University Press dates from 1534 and is part of the University of Cambridge. Our mission is to unlock people’s potential with the best learning and research solutions by combining state-of-the-art content with the highest standards of scholarship, writing and production. Visit our stand for 20% off all titles on display.

**ICONS Project**  
8400 Baltimore Ave, Suite 250, College Park, MD 20740  |  Phone: (301) 405-4172  |  [www.icons-umd.edu/education](http://www.icons-umd.edu/education)  
CONS provides online role-play simulations and active learning for political science courses. More than 20 simulation topics are available.

**National Issues Forums Institute (NIFI)**  
100 Commons Road, Dayton, OH  |  Phone: 1-800-247-6553  |  [www.nifi.org](http://www.nifi.org)  
For 35 years, National Issues Forums Institute (NIFI) has been working with the Kettering Foundation to encourage and stimulate civic engagement. As a research foundation, Kettering each year identifies major issues facing our citizens, does research about the issue and the options that might be considered to address it.

**W.W. Norton**  
500 5th Avenue #6, New York, NY 10110  |  Phone: (212) 354-5500  |  [www.books.wwnorton.com](http://www.books.wwnorton.com)  
The oldest and largest publishing house owned wholly by its employees, W. W. Norton, Inc. publishes about 400 trade, college, and professional titles each year.
HOTEL FLOOR PLAN

SECOND FLOOR LEVEL

Key

Room 1: Severn Gallery
Room 2: Severn Room
Room 2A: Severn Room I
Room 2B: Severn Room II
Room 2C: Severn Room III
Room 3: Camden Gallery
Room 4: Camden Room
Room 4A: Camden Room I
Room 4B: Camden Room II
Room 5: Harborview Gallery
Room 6: Harborview Ballroom
Room 6A: Harborview Ballroom I
Room 6B: Harborview Ballroom II
Room 7: Board Room
Room 8: Sassafras
Room 9: Loch Raven Gallery
Room 10: Loch Raven Room
Room 10A: Loch Raven Room I
Room 10B: Loch Raven Room II

THIRD FLOOR LEVEL

Key

Room 1: Potomac Gallery
Room 2: Potomac Room
Room 3: Patapsco
Room 4: Chesapeake Gallery
Room 5: Chesapeake Ballroom
Room 5A: Chesapeake Ballroom I
Room 5B: Chesapeake Ballroom II
Room 5C: Chesapeake Ballroom III

SHERATON INNER HARBOR HOTEL
300 South Charles Street.
Baltimore, MD 21201
United States
T (410) 962-8300
www.sheratoninnerharbor.com
## DAILY SCHEDULE

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<tr>
<td>2:15 PM – 3:45 PM</td>
<td>Workshops &amp; Panels Session #1</td>
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<td></td>
<td>Workshop: Playing Games with Comparative Politics</td>
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<td>Workshop: Engaging with Data Rescue: Connecting to Efforts to Save Government Produced Data</td>
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<td>Workshop: Assessing and Shaping Campus Climates for Political Learning</td>
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<td>Workshop: How to Ramp Up Student Voting for 2018 and Beyond</td>
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<td>Panel: Diversity &amp; Citizenship</td>
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<td>Panel: Innovative Subfield Strategies: Public Policy Debates</td>
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<td>Panel: Scholarship of Teaching &amp; Learning</td>
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<tr>
<td>3:45 PM – 4:30 PM</td>
<td>College Board Sponsored Coffee Break, Room: Chesapeake Gallery</td>
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<tr>
<td>4:30 PM – 6:00 PM</td>
<td>Workshops &amp; Panels Session #2</td>
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<td>Workshop: From Data Consumers to Data Producers: Using Crowdsourcing Tools in and Out of the Classroom</td>
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<td>Workshop: Why and How To Formally Train the Political Science Teaching Assistant</td>
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<td>Workshop: Role-playing Simulations with PolicyMaker</td>
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<td>Workshop: Teaching Introductory Courses in Political Science: Big Ideas</td>
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<td>Panel: Innovative Subfield Strategies: IR/Foreign Policy</td>
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<td>Panel: Teaching Millennials</td>
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<tr>
<td>6:00 PM – 7:30 PM</td>
<td>Opening Reception, Room: Chesapeake I &amp; Chesapeake Gallery</td>
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<td>8:00 AM – 9:30 AM</td>
<td>Track Breakouts</td>
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<td>Civic Engagement: Foundations: Civic Engagement Education Curriculum</td>
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<td>Civic Engagement Education: Across Disciplines, Campus, and Communities: Civic Engagement Education Across the Curriculum</td>
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<td>Disciplinary Curriculum and Assessment: Introducing Students to the Political Science Classroom</td>
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<td>Liberal Arts: Liberal Education and Citizenship</td>
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<td>Simulations and Games: When Are Simulations Useful?</td>
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<td>Teaching Research, Writing, and Information Literacy: Teaching Students How to Write</td>
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<td>The Virtual and Technology Enhanced Classroom: Student Engagement in Online Courses</td>
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<td>Break</td>
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<td>Track Breakouts</td>
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<td>Civic Engagement: Foundations: Implementing &amp; Designing Civic Engagement Education Initiatives</td>
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<td></td>
<td>Civic Engagement Education: Across Disciplines, Campus, and Communities: Civic Engagement Education on Campus</td>
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<td>Disciplinary Curriculum and Assessment: Curriculum Design</td>
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<td>Liberal Arts: Historical Reflections on Politics and Liberal Education</td>
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<td>Simulations and Games: What Outcomes Do Simulations Produce?</td>
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<td>Teaching Research, Writing, and Information Literacy: Research Methods Curriculum Design</td>
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<td>The Virtual and Technology Enhanced Classroom: Assessment Technological Tools and Online Learning</td>
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<tr>
<td>12:00 PM – 1:00 PM</td>
<td>Plenary Session: Teaching Civic Engagement Across the Disciplines, by book editors Elizabeth C. Matto, Alison Rios Millett McCartney, Elizabeth A. Bennion, and Dick Simpson, Room: Chesapeake I</td>
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See track, workshop, and panel pages for room assignments.
### DAILY SCHEDULE

<table>
<thead>
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<th>Time</th>
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<td><strong>Track Breakouts</strong>&lt;br&gt;<strong>Civic Engagement: Foundations</strong>: Assessing Outcomes &amp; Impacts of Civic Engagement Education&lt;br&gt;<strong>Civic Engagement Education: Across Disciplines, Campus, and Communities</strong>: Evaluating Service Learning Outcomes&lt;br&gt;<strong>Disciplinary Curriculum and Assessment</strong>: Training and Mentoring&lt;br&gt;<strong>Liberal Arts</strong>: Contemporary Reflections on Politics and Liberal Education&lt;br&gt;<strong>Simulations and Games</strong>: How Can Simulations Teach Content and Skills?&lt;br&gt;<strong>Teaching Research, Writing, and Information Literacy</strong>: Teaching Research Methods&lt;br&gt;<strong>The Virtual and Technology Enhanced Classroom</strong>: Innovative Teaching Tools</td>
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<tr>
<td>3:30 PM – 3:45 PM</td>
<td>Break</td>
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<tr>
<td>3:45 PM – 5:15 PM</td>
<td><strong>Track Breakouts</strong>&lt;br&gt;<strong>Civic Engagement: Foundations</strong>: Community-Based Learning &amp; Research&lt;br&gt;<strong>Civic Engagement Education: Across Disciplines, Campus, and Communities</strong>: Strategies for Critical Thinking and Civic Engagement&lt;br&gt;<strong>Disciplinary Curriculum and Assessment</strong>: Assessment of Students &amp; Teachers&lt;br&gt;<strong>Liberal Arts</strong>: Contemporary Concerns in the Politics of Liberal Education&lt;br&gt;<strong>Simulations and Games</strong>: Game and Post-Game Design Strategies&lt;br&gt;<strong>Teaching Research, Writing, and Information Literacy</strong>: Teaching Information Literacy&lt;br&gt;<strong>The Virtual and Technology Enhanced Classroom</strong>: Civic Engagement Using Online &amp; Technological Tools</td>
</tr>
<tr>
<td>5:30 PM – 6:30 PM</td>
<td><strong>Political Science Education Organized Section Meeting</strong>, Open to all, Room: Harborview</td>
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#### Sunday, February 4

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 AM – 8:30 AM</td>
<td><strong>Coffee Break</strong>, Room: Chesapeake Gallery</td>
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<tr>
<td>8:00 AM – 11:00 AM</td>
<td><strong>Exhibits Open</strong>, Room: Chesapeake Gallery</td>
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<tr>
<td>8:00 AM – 9:00 AM</td>
<td><strong>Track Summaries Session</strong>, Room: Chesapeake II</td>
</tr>
<tr>
<td>10:30 AM – 10:45 AM</td>
<td>Break</td>
</tr>
<tr>
<td>12:15 AM – 12:45 PM</td>
<td><strong>Adjournment &amp; Closing Comments</strong>, Room: Chesapeake II</td>
</tr>
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</table>
The APSA Ombuds will be available during the APSA Teaching and Learning Conference on February 2-4, 2018, to speak with any meeting attendee on a variety of topics including, but not limited to, consultation with any meeting attendees who believe that they have experienced any form of harassment, or have concerns about violations of the sexual harassment provisions of the APSA anti-harassment policy while onsite at the 2018 APSA Teaching and Learning Conference. The ombuds were also available during the 2017 Annual Meeting. To learn more about the APSA Ombuds, visit www.apsanet.org/ombuds.

The Role of the APSA Meetings Ombuds is to:

- confidentially hear and discuss your concerns with you,
- provide you with valuable guidance and resources for understanding what constitutes sexual harassment and other forms of harassment,
- provide information on, and help explain, options for reporting sexual harassment to APSA,
- outline other avenues and information for pursuing such a complaint,
- offer support and guidance even if you elect to pursue no complaint procedures or reporting whatsoever.

Meet the 2018 Teaching & Learning Conference Ombuds

Carol Mershon, PhD, is the Hugh S. and Winifred Cumming Chair in Politics at the University of Virginia. Mershon has served as Interim Co-PI/Program Director for UVA CHARGE, the NSF ADVANCE program at UVA, and continues to serve on the UVA CHARGE Internal Advisory Board. A member of the Steering Committee of the Directors of Diversity and Inclusion in UVA Arts & Sciences, Mershon helped spearhead the creation of the pilot UVA Arts & Sciences Faculty Guides program, designed to handle concerns about, e.g., harassment, conflicts of interest, and equity. In her most recent NSF-funded project, with Denise Walsh, Mershon has developed strategies for diversifying leadership and addressing bias in political science and academe more broadly.

Contact apsaombuds@gmail.com with any questions or concerns.
The CQ Press Award for Teaching Innovation seeks to honor a wide range of new directions in teaching. For example, one year, a professor might be chosen because of an innovative course syllabus, and in another year, a professor may be honored for using a new multimedia approach to reaching students. The only limits on what will be recognized are the imagination and creativity of those teaching political science.

2018 Winner: Eric Loepp, Assistant Professor Political Science at the University of Wisconsin, Whitewater

Dr. Loepp is recognized for his work creating what he calls a “data-driven classroom.” In his data-driven classroom, Dr. Loepp uses students as a subject pool to generate a large bank of data via surveys at the beginning of the course and integrates the results into class throughout the term to illustrate how data is generated and analyzed. As a colleague noted in his nomination letter, this approach allows the instructor to “generate greater student interest in political science as well as to give students firsthand experience in the conduct of social scientific research.”

MICHAEL BRINTNALL TEACHING & LEARNING AWARD

The Michael Brintnall Teaching and Learning Award supports attendance at the annual APSA Teaching and Learning Conference. The fund is named in honor of former APSA Executive Director Michael Brintnall, who played an integral role in founding the conference more than a decade ago. The award covers the costs of conference registration and a one-year complimentary APSA membership.

2018 Winner: Janet Reilly, Sarah Lawrence College
WORKSHOPS & PANELS

Workshops provide participants with hands-on experience in the use of practical instructional methods that they can take with them to their home institutions. All attendees will be asked to select a track when registering and will be expected to attend each session in the selected track. Panel and workshop attendance is not determined by track, and these sessions are open to any conference attendee.

Friday, February 2

Session #1: 2:15 PM – 3:45 PM

Workshop: Playing Games with Comparative Politics
Victor Asal, University at Albany, SUNY
Room: Potomac

This workshop will focus on a series of games and exercises that can be used in introductory classes on comparative politics. These exercises and games are designed to allow the students to be “lab rats in their own experiments” so they can apply their own experiences to evaluating the assumptions and arguments of different theories of comparative politics. We plan to teach participants how to use the button game, the ball toss for extra credit game, the prisoner’s dilemma game and the ideology Island game. The workshop will be fully participatory in nature with all the participants engaging in the games.

Workshop: Engaging with Data Rescue: Connecting to Efforts to Save Government Produced Data
Mara Blake, Johns Hopkins University
Room: Severn I

Changes in government policy in 2017 sparked concern among researchers across disciplines that data produced and made available by the United States federal government may be at risk for discontinued maintenance or access. In response, many efforts sprang up around the country to collect and preserve this government data on which many rely for their teaching and research. The workshop will provide an overview of these “Data Rescue” efforts and offer strategies for Political Science instructors and students to get involved. Issues around social and political data will be particularly highlighted.

Workshop: How to Ramp Up Student Voting for 2018 and Beyond
Edie Goldenberg, University of Michigan
Anjelica Smith, Democracy Works, Inc.
Room: Chesapeake III

According to the National Study on Learning, Voting, and Engagement (NSLVE), 48.3% of students voted in 2016, up three percentage points from 2012. Even so, young people still vote at lower rates than the general population. Looking to 2018, educators are well positioned to ensure that student registration and voting rates continue on an upward trend. The University of Michigan and Democracy Works, a nonpartisan, nonprofit organization, seek to explore how faculty can be more involved in voter engagement on campus. This workshop is part of a larger voter engagement initiative at University of Michigan called Turn Up Turnout, with the goal of increasing voter registration and voter turnout among 18-24 year olds in midterm and local elections.

Workshop: Assessing and Shaping Campus Climates for Political Learning
Nancy Thomas, Tufts University
Nina Kasniunas, Goucher College
Abe Goldberg, James Madison University
Room: Chesapeake I

This session will draw from research at the Institute for Democracy & Higher Education where researchers have been studying climates for political learning, both in and beyond the classroom. We will begin with a brief overview of the process starting with the conceptual framework for examining campus climate and ending with select findings and specific interventions. Presenters include political scientists from two of the campuses selected for the study. They will talk about their experiences with the process, whether any changes emerged from it, and what findings might shape the work of political science professors, who stood out in the research as campus change agents. Participants will have an opportunity to discuss and consider how they might use the data, and what they can do to change the learning environment on their campuses.

Panel: Diversity & Citizenship
Chair: Elizabeth Matto, Rutgers University
Room: Loch Raven

Vernacular Citizenship: Ethnographic Political Theory and Community Service Learning
Ken Betsalel, University of North Carolina, Asheville
Heidi J. Kelley, University of North Carolina, Asheville

Developing Citizenship Skills through Service-Learning in a Political Science Course on Systemic Racism
John McTague, Towson University

Educating for a Participatory Democracy in Latin American and Latino Studies
Catherine Bartch, University of Pennsylvania

Panel: Innovative Subfield Strategies: Public Policy Debates
Chair: Dick Simpson, University of Illinois, Chicago
Room: Camden

Debating the Issues and Finding a Middle Ground
Sara Rinfret, University of Montana

Pedagogically Addressing the Foreign Adversary in Today’s Political Science Classroom
John Willerton, University of Arizona
Mikhail Beznosov, University of West Georgia

Cultivating Project-Based Learning Opportunities in Political Science: A Deliberative Dialogue Issue Guide as a Course Project
Claire Abernathy, Stockton University
Panel: Scholarship of Teaching & Learning
Chair: Elizabeth Bennion, Indiana University, South Bend
Room: Harborview

Does Peer Feedback Encourage Students to Self-Evaluate?
Andrew Owen, University of British Columbia

Who's Listening? Measuring Faculty Engagement with SoTL Scholarship in Political Science
Thomas Doleys, Kennesaw State University

Political Science as a Taught Discipline: Uncovering a Century of Debate on What, How and Why it Should be Studied
John Craig, Leeds Beckett University

Session #2: 4:30 PM – 6:00 PM

Workshop: From Data Consumers to Data Producers: Using Crowdsourcing Tools in and Out of the Classroom
Megan Becker, University of Southern California
Room: Harbortview

In an increasingly data-driven world, calls for improving students' data literacy are coming from a variety of stakeholders. The focus has largely been on making students better consumers of data, but because of shifts in the global economy, our students are more likely than ever to also be producers of data. How can we introduce them to that role? In this workshop I discuss a strategy: crowd-sourcing projects, either within courses or as part of other co-curricular activities, which can provide an avenue for students to get their feet wet as data producers and allow them to gain confidence and develop skills in a low-stakes setting. This workshop will cover several of examples of how crowd-sourcing projects might be introduced in a variety of contexts.

Workshop: Why and How To Formally Train the Political Science Teaching Assistant
Amber Dickinson, Oklahoma State University
Eric French, Oklahoma State University
Room: Loch Raven

The purpose of this workshop is to provide a tutorial on designing and implementing a formal training session for Political Science teaching assistants. Over the past several years, we have developed a formal training program at Oklahoma State University for all graduate and undergraduate teaching assistants who lead discussion classes and supplemental teaching workshops, and created specialized roles for highly-experienced TAs. In this workshop, we will walk participants through the process of implementing similar training programs at their own institutions.

Workshop: Role-playing Simulations with PolicyMaker
Elisabeth Gerber, University of Michigan
Room: Potomac

This workshop will provide participants with a research/literature-based framework for designing classroom-based role-playing simulations. The framework begins with learning objectives, offers various simulation types/designs that help learners achieve those objectives, and provides guidance on debrief and assessment strategies. We will then provide an adapted demo of the PolicyMaker software platform to demonstrate its authoring functionality. Workshop participants will then take part in a simple role-playing simulation on a political science topic that can be adapted for their own classrooms, using the PolicyMaker platform. This will help demonstrate the platform's participant functionality. Finally, there will be opportunity for debrief, discussion and Q&A.

Workshop: Teaching Introductory Courses in Political Science: Big Ideas
Stephen Meinhold, University of North Carolina, Wilmington
Jennifer Horan, University of North Carolina, Wilmington
Room: Severn I

This workshop will feature a discussion of teaching the introductory courses in political science (American Government and Comparative Government) using 'big ideas.' Big ideas are key topics around which learning objectives are organized. Discussion includes philosophical approaches to organizing the introductory courses in political science and a review of curricular changes to AP curriculum frameworks that structure the teaching of nearly 400,000 students every academic year.

Panel: Innovative Subfield Strategies: IR/Foreign Policy
Chair: Maureen Feeley, University of California, San Diego
Room: Chesapeake III

Experiencing IR: Project-Based Learning in Introductory International Relations
Christina Sciabarra, Bellevue College

Flipping the Classroom for Foreign Policy Analysis
Joseph Roberts, Roger Williams University

Bringing the Classroom to Washington, DC and Washington, DC to the Classroom: The Integration of Pedagogy and Policy
Bidisha Biswas, Western Washington University

Think Globally, Act Locally: Designing a New Course on Social Movements and Activism
Amy Risley, Rhodes College

Panel: Teaching Millennials
Chair: Terry Gilmour, Midland College
Room: Camden

Thanks Obama? Millennials Survey Millennials about Political Predispositions
Laura Wilson, University of Indianapolis

The Emergence of the Young Outsiders: The Changing Ideology of Millennials
Patricia Crouse, University of New Haven
Michael S. Ferguson, Post University

Civic Education and Academic Engagement: Identifying the Impacts of a University-Wide Political Engagement Campaign
Alasdair Blair, De Montfort University
Mark Charlton, De Montfort University
**Sunday, February 4**

**Session #3: 9:00 AM – 10:30 AM**

**Workshop: [Wicked] Problems Without Passports, Collaboration Across Continents**  
Katy Crossley-Frollick, Denison University  
Room: Potomac  
The term “wicked problems” was first introduced in 1973 by Horst Rittel and Melvin Webber, professors of urban planning and design at the University of California, Berkeley. It refers to the relationship between social problems and the apparent chronic failure of public institutions to remedy them. This workshop discusses two pedagogical innovations implemented for a recently developed seminar entitled “Wicked Problems.” The first innovation is the utilization of a web/cloud-based collaborative visualization tool called Dabategraph, to debate, explore, analyze and design possible solutions to wicked problems. The second innovative element of the seminar involved a week-long, off-campus study experience in Belgium and the Netherlands.

**Workshop: Teaching Effectively With Data**  
Eric Loepp, University of Wisconsin, Whitewater  
Room: Loch Raven  
This workshop builds on a paper presented at the 2017 TLC conference that introduced the concept of the data-driven classroom. The data-driven classroom is one in which students serve as a subject pool and instructors collect data that is then integrated throughout the course, either as supplements to traditional lectures or as the basis for student activities. This workshop will assist participants in developing data-based teaching strategies in their own classroom, with an emphasis on applying some of the basic concepts introduced at the previous conference to particular classroom settings.

**Workshop: Deliberative Discourse: Promoting Civic Engagement in an Online Course**  
Jennifer Woodward, Middle Tennessee State University  
Wendy L. Johnston, SUNY Adirondack  
Room: Chesapeake III  
This workshop focuses on strategies for how to promote civic engagement in online courses, with a special emphasis on how to use online discussion forums to encourage students to participate in the political process. The workshop will provide best practices in developing online questions and assignments for students via discussion boards, as well as advice on how to create rubrics and grade online discussion boards.

**Panel: The Inclusive Classroom**  
Chair: Jyl Josephson, Rutgers University-Newark  
Room: Harborview  
Narratives of Exclusion: Immigrants and Minorities in Political Science Textbooks  
Erin Tolley, University of Toronto  
Incorporating Unheard and Marginalized Voices into the International Relations Curriculum as Crucial Perspectives to Understanding Global Issues: A Critical Reflection on the Process  
Leah Airt, Seattle Pacific University  
Ruth Ediger, Seattle Pacific University  
Using Discourse Instruction to Teach Social Justice Issues in Undergraduate Political Science Classes  
Kelly Clancy, Nebraska Wesleyan University  
Kelly Bauer, Nebraska Wesleyan University  
The Role and Responsibility of Higher Education in Responding to Refugee Crises: Leveraging Liberal Arts Colleges’ Resources to Educate and Engage with Refugees  
Janet Reilly, Sarah Lawrence College

**Panel: Innovative Subfield Strategies: American Politics**  
Chair: Elisabeth Gerber, University of Michigan  
Room: Camden  
Defining and Measuring Good Representation: A Taxonomy to Help Students Consume and Contribute to Representation Research  
Jacqueline Chattopadhyay, University of North Carolina, Charlotte  
Teaching the Town Hall: Incorporating Experiential Learning in a Large Introductory Lecture Course  
Jennifer Forestal, Stockton University  
Elevating the Conversation: Cultivating the Next Generation of Citizen Leaders  
Janet Tran, Ronald Reagan Presidential Foundation and Institute

**Panel: Research Librarians**  
Chair: Mara Blake, Johns Hopkins University  
Room: Severn I  
Research Methods Success Through Embedding Reference Librarians  
Suzan Harkness, Notre Dame of Maryland University  
Faith Rusk, University of the District of Columbia  
Ramon Rubio, University of the District of Columbia  
Developing Critical Thinking Skills in International Relations Library Research  
David Ettinger, Gelman Library, George Washington University  
“Research as Inquiry,” Or, How to Win Librarian Friends and Influence Students  
Sara Arnold-Garza, Towson University

**Session #4: 10:45 AM – 12:15 PM**

**Workshop: Strengthening American Democracy: How Institutionalizing Voter Engagement & Political Scientists Can Ensure an Inclusive Electorate**  
Michael Burns, Campus Vote Project  
Catherine Fish, Campus Democracy Challenge  
Clarissa Unger, Young Invincibles  
Room: Harborview  
The National Study of Learning, Voting, and Engagement (NSLVE) found that only 48.3 percent of undergraduate students, at 1,023 higher education institutions, voted in 2016 — a full 11.9 percent lower than the national rate among all eligible voters in that presidential election. This interactive session will feature a discussion led by representatives of the Students Learn Students Vote Coalition on how to use individual campus NSLVE data to set goals and to develop democratic engagement action plans for 2018. We will also feature a discussion led by a campus representative on lessons learned from their experience. Participants will be provided sample NSLVE reports, engagement action plans, and guidelines to use in developing their own campus’ plan.

**Workshop: Teaching Democracy Democratically**  
Jack Miller, Portland State University  
Room: Chesapeake I  
Under the standard syllabus model, instructors present a covenant-like document where the instructor determines the structure and content of the course, along with the rules governing grades and student behavior.
Looked at in this way, the standard syllabus relies on and assumes an authoritarian model of power. The premise of this workshop is that there are concrete pedagogical benefits to abandoning this model of course design under certain circumstances, particularly when teaching a course on the democratic principles or dynamics. In this workshop, attendees will learn about a method for teaching democracy democratically by replacing the standard course syllabus with a class constitution that relies on popular sovereignty, separation of powers, checks and balances, and an expanded set of student rights and responsibilities.

**Workshop: Teaching Colonial American Politics Through Civic Immersive Learning**  
Verdis Robinson, The Democracy Commitment  
Room: Potomac

This session will demonstrate how to democratize the classroom using Reacting to the Past (RTTP) immersive pedagogy. RTTP consists of elaborate games, set in the past, in which students are assigned roles informed by classic texts and primary sources. In this interactive session, participants will experience a game, “Bacon’s Rebellion and the Birth of American Institutional Racism.” Participants will be immersed in colonial Virginia and will become the Virginia Grand Assembly on the verge of a rebellion. After this immersive experience, this session will discuss how the pedagogy teaches politics and how it is being used at over 300 colleges and universities in the US and abroad.

**Workshop: Meet the Editors of the JPSE**  
Victor Asal, University of Albany, SUNY  
Mitchell Brown, Auburn University  
Shane Nordyke, University of South Dakota  
Joseph Roberts, Roger Williams University  
J Cherie Strachan, Central Michigan University  
Room: Chesapeake III

In this session, the editors of the *Journal of Political Science Education* will discuss their first year as editors and the requirements, strengths, and challenges of the new journal format. They will then open the session to the audience to take questions from potential authors and reviewers.

**Panel: Innovative Subfield Strategies: Public Policy & Public Good**  
Chair: Chad Kinsella, Ball State University  
Room: Loch Raven

- *Teaching Public Policy as Public Good*
  - Margaret Purcell, The University of Alabama

- *Stakeholders and the Public Good*
  - JoAnne Myers, Marist College
  - Michael Yelovich, Marist College
  - Lynn Eckert, Marist College

- *A Bachelor’s Degree in Political Science: Are We Training Researchers, Analysts, or Both?*
  - Josh Franco, University of California, Merced

- *Effectively Developing a Homeland Security program in Political Science Departments*
  - Herma Percy, American Military University

**Panel: International Perspectives & Collaboration**  
Chair: William Jennings, University of Tennessee, Knoxville  
Room: Severn I

- *Teaching Liberal Arts in an Illiberal Society? Perils and Promise from International Collaboration*
  - Thomas C. Ellington, Wesleyan College

- *Europe Teaches Trump*
  - John Craig, Leeds Beckett University
  - Alasdair Blair, De Monfort University
  - Mark Shanahan, Reading University

**Panel: Simulating Courts**  
Chair: Julie Keil, Saginaw Valley State University  
Room: Camden

- *Undergraduate Moot Court as Experiential Learning*
  - Julie Keil, Saginaw Valley State University

- *Simulation Simplified: Choosing the Right U.S. Supreme Court Cases to Discuss Political Issues with Students*
  - John Public, Barton College

- *Appellate Court Simulation and Civic Engagement in the Classroom*
  - Nattawan Junboonta, Rutgers University and the United States Court of Appeals for the Second Circuit
A new wave of civic instruction is moving through American education. As numerous national groups and institutions are joining this effort, political science is uniquely equipped to advance teaching civic engagement. The discipline should lead the movement for high quality civic education across the curriculum and across the disciplines.

To focus on this wave of civic engagement education, APSA is publishing the ebook Teaching Civic Engagement Across the Disciplines, edited by Elizabeth C. Matto, Rutgers University; Alison Rios Millett McCartney, Towson University; Elizabeth A. Bennion, Indiana University; and Dick Simpson, University of Illinois at Chicago.

The book redirects the focus from teaching better political science courses to teaching civic engagement across the disciplines. Building on the 2013 book Teaching Civic Engagement: From Student to Active Citizen, this book advances the conversation on civic engagement and provides critical scholarly insight into where to go next.
Track: Civic Engagement Education: Foundations
Moderator: J. Cherie Strachan, Central Michigan University
Room: Loch Raven

Saturday, February 3, 10:00 AM
Civic Engagement Education Curriculum

Citizenship and Civic Engagement in the Classroom: A Comparative Study
Ruxandra Paul, Amherst College

Encouraging Civic Engagement in Introductory American Politics Courses: A Pilot Study Comparing Methods
Edward Kammerer, Occidental College

Saturday, February 3, 10:15 AM
Implementing & Designing Civic Engagement Education Initiatives

Connecting Applied Research Methods to Civic Trust and Tolerance: Analyzing the Multiple Benefits of Student-Led Surveys
Melinda Mueller, Eastern Illinois University

How Can Civil Discourse on Social Media Forward Civic Engagement? The Case of College Debate 2016
Hannah Rodríguez-Farrar, Dominican University of California

Bolstering Trust, Resources, Engagement and Invitations: Using Insights from Political Science to Design Effective Civic Engagement Interventions
J. Cherie Strachan, Central Michigan University

Saturday, February 3, 2:00 PM
Assessing Outcomes & Impacts of Civic Engagement Education

How to Assess Civic Learning Outcomes: Best Practices & Helpful Resources
Elizabeth Bennion, Indiana University, South Bend

Does It Bear Fruit? Long-Term Impacts of Civic Engagement Education
Alison McCartney, Towson University
Mackenzie Rice, Towson University
Sivan Chaban

Effective Teaching for Civic Learning: Assessing Student Learning Outcomes Across Political Science Courses
Claire Abernathy, Stockton University
Jennifer Forestal, Stockton University

Saturday, February 3, 3:45 PM
The Educational Benefits of Practicing Politics

Interning in the State Legislature: Partisan Politics and Political Efficacy
Adam Hoffman, Salisbury University

Politics as a Vocation: the Role of Visual Methods in Critical Pedagogy
Daniel Fitzpatrick, Aston University

Track Participants:
Claire Abernathy, Stockton University
Elizabeth Bennion, Indiana University
Benjamin Collgert, Arkansas Tech University
Brian Blanchard, Arizona State University
Brittany Bramlett, University of Georgia
Sivan Chaban, Towson University
Patricia Crouse, University of New Haven
Jessica Defenderfer, Bloomsburg University of Pennsylvania
Lynn Eckert, Marist College
Lauren Elliott-Dorans, Ohio University
Michael Ferguson
Jennifer Forestal, Stockton University
Katy Harriger, Wake Forest University
Jean Harris, University of Scranton
Adam Hoffman, Salisbury University
Nina Kasniunas, Goucher College
Jerry Inmon, South Texas College
Connie Jorgensen, Piedmont Virginia Community College
Edward Kammerer, Occidental College
David Kershaw, Slippery Rock University
Martin Kobren, University of Maryland Baltimore County
Alison McCartney, Towson University
Anita Manion, Webster University
Jack Miller, Portland State University
Margot Morgan, Indiana University Southeast
Melinda Mueller, Eastern Illinois University
JoAnne Myers, Marist College
Rodrigo Nunes, St. Edwards University
Ruxandra Paul, Amherst College
Mackenzie Rice, Towson University
Hanna Rodriguez-Farrar, Dominican University of California
Michael Rogers, Arkansas Tech University
Alice Sardell, Queens College, CUNY
Sam Scinta, University of Wisconsin-La Crosse
Sue Skipworth, University of Mississippi
Angelica Smith, Democracy Works, Inc.
Rogers Smith, University of Pennsylvania
Quinn Sorenson, United States Military Academy
J. Cherie Strachan, Central Michigan University
Andrew Straught, University of Tennessee, Knoxville
Emily Sydnor, Southwestern University
Janet Tran, Ronald Reagan Presidential Foundation and Institute
Clarissa Unger, Young Invincibles
Stephanie Walls, BGSU Firelands
Natasha Washington, Arkansas State University
Gregory Williams, Fielding Graduate University
Karen Wright, University of Glasgow
Michael Wright, United States Military Academy
Michael Yelovich, Marist College
Virginia York, NIFI
**Track: Civic Engagement Education: Across Disciplines, Campus, and Communities**

**Moderator:** Mary McHugh, Merrimack College  
**Room:** Harborview Ballroom

**Saturday, February 3, 8:00 AM**

**Civic Engagement Education Across the Curriculum**

*Democracy Across the Disciplines: Engaging Students in the Study and Practice Through an Interdisciplinary, Team-Taught Course*
Sarah Surak, Salisbury University  
Shane Hall, Salisbury University

*The Role of Centers and Institutes in Civic Engagement Education*
Elizabeth Matto, Rutgers University  
Mary McHugh, Merrimack College

*Embedding Civic Engagement in the Curriculum on a Whole of University Basis*
Chris Eichbaum, Victoria University

**Saturday, February 3, 10:15 AM**

**Civic Engagement Education on Campus**

*Fostering Politically Engaged Campus Climates: the Role of Free Speech and Inclusion*
Nancy Thomas, Tufts University

*Political Engagement in a Military Academy*
Lynne Chandler Garcia, United States Airforce Academy

*Teaching Politics in the City: Using the City outside the Classroom to Enhance Students’ Civic and Political Engagement*
Jennifer Mueller, Marymount Manhattan College

**Saturday, February 3, 2:00 PM**

**Evaluating Service Learning Outcomes**

*Using Service-Learning to Build Social Capital for Civic and Political Engagement—A UK Case Study*
Alasdair Blair, De Montfort University  
Mark Charlton, De Montfort University

*Service Learning, Civic Engagement, and Creative Inquiry: Assessing the Impact of Service Learning on Creative Inquiry Learning Objectives*
Lauren Harding, Tennessee Tech University

**Saturday, February 3, 3:45 PM**

**Community-Based Learning & Research**

*Teaching for Civic Engagement*
Jyl Josephson, Rutgers University, Newark  
Janice Gallagher, Rutgers University, Newark

*ENACT-ing Legislative Change at the State Level: A National Network for Engaged Citizenship*
Robert Glover, University of Maine  
Kathleen Cole, Metropolitan State University  
Katharine Owens, University of Hartford

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**Track Participants:**

Mary Anderson, University of Tampa  
Catherine Bartch, University of Pennsylvania  
Elizabeth Beaumont, University of California, Santa Cruz  
Kenneth Betsalel, University of North Carolina, Asheville  
Mikhail Beznozov, University of West Georgia  
Bidisha Biswas, Western Washington University  
Alasdair Blair, De Montfort University  
Mike Burns, Campus Vote Project  
Rachel Brozek, Collin College  
Savannah Dye, Arkansas Tech University  
Mark Charlton, De Montfort University  
Kathleen Cole, Metropolitan State University  
Margaret Commins, Queens University of Charlotte  
Chris Eichbaum, Victoria University  
Heather Federick, Slippery Rock University  
Catherine Fish, ALL IN Campus Democracy Challenge  
Melinda Frederick, Prince George’s Community College  
Janice Gallagher, Rutgers University-Newark  
Robert Glover, University of Maine  
Abraham Goldberg, James Madison University  
Edie Goldenberg, University of Michigan, Ann Arbor  
Shane Hall, Salisbury University  
Lauren Harding, Tennessee Technological University  
William Jennings, University of Tennessee  
Haiying Jiang, Women’s Federation of Provincial  
Jyl Josephson, Rutgers University-Newark  
Nattawan Junboonta, Rutgers University  
Heidi Kelley, University of North Asheville  
Diane Lowenthal, American University  
Elizabeth Matto, Rutgers University, New Brunswick  
Erin McAdams, Presbyterian College  
Mary McHugh, Merrimack College  
John McTague, Towson University  
Carol Mershon, University of Virginia  
Jennifer Mueller, Marymount Manhattan College  
Katharine Owens, University of Hartford  
Margaret Purcell, University of Alabama  
Janet Reilly, Sarah Lawrence College  
Amy Risley, Rhodes College  
Verdis Robinson, The Democracy Commitment  
Laura Roost, Newberry College  
Dick Simpson, University of Illinois, Chicago  
C. Taylor Simmerville, Arkansas Tech University  
June Speakman, Roger Williams University  
Sarah Surak, Salisbury University  
Nancy Thomas, Tufts University  
Grant Walsh-Haines, South Texas College  
James White, Concord University  
John (Pat) Willerton  
Peggy Wright, Arkansas State University-Jonesboro
Track: Liberal Arts

Moderator: Steven McGuire, Villanova University
Room: Potomac

Saturday, February 3, 8:00 AM

Liberal Education and Citizenship

The Crisis of Political Science and of Engagement Displacing Civics: Restoring the Nexus of Civic Education and Liberal Education
Paul Carrese, Arizona State University

Civic Education, Liberal Education, and the Lincoln Paradigm
Rodolfo Hernandez, Texas State University

Civic Education, Public Higher Education and the Responsibility to Invite Students to the Political Table
Carol McNamara, Arizona State University

Saturday, February 3, 10:15 AM

Historical Reflections on Politics and Liberal Education

Can Education Undermine Democracy? Hobbes and Rawls
Geoffrey Vaughan, Assumption College

Political Versus Ideological Education
Steven McGuire, Villanova University

Paradoxes of Intellect in a Republic: Public Goods and the Desire to Know
RJ Snell, Witherspoon Institute

Liberal Education, Nonviolence, and the Catholic University
William Werpehowski, Georgetown University

Saturday, February 3, 2:00 PM

Contemporary Reflections on Politics and Liberal Education

The Social Arts and the Public Good
Ajay Singh Chaudhary, Brooklyn Institute for Social Research

Diversity in the Oakeshottian Seminar
Lorraine McCrary, Wabash College

On Teaching the Discredited
John-Paul Spiro, Villanova University

Saturday, February 3, 3:45 PM

Contemporary Concerns in the Politics of Liberal Education

Microaggressions and the Public Good
Elizabeth Corey, Baylor University

Plato, Democratic Man, and the ‘Psychic’ Decline of the American University
Luke Sheahan, Duke University
Clyde Ray, Duke University

Teaching to Promote Free andCivil Campus Discourse
Robert Boatright, Clark University
Kristen Williams, Clark University
Mark Miller, Clark University

Preparing Students for Politics: The Struggle between Academic Freedom and Academic Justice
Paul Corey, Humber College

Track Participants:
Ayesha Ahsanuddin, University of Tennessee
Robert Boatright, Clark University
Paul Carrese, Arizona State University
Ajay Chaudhary, Brooklyn Institute for Social Research
Chien-Kai Chen, Rhodes College
Elizabeth Corey, Baylor University
Paul Corey, Humber College
Terri Desai, Glendale Community College
Thomas C. Ellington, Wesleyan College
Christopher Hallenbrook, Bloomsburg University of Pennsylvania
Rodolfo Hernandez, Texas State University
Thomas Kelly, Jack Miller Center
Lorraine McCrary, Wabash College
Steven McGuire, Villanova University
K. McLane, Alvin Community College
Sean McMahon, United States Military Academy
Carol McNamara, Arizona State University
Mark Miller, Clark University
Bruce Pencek, Virginia Tech
Herma Percy, American Public University
Andra Samuels, North Hennepin Community College
Mark Shanahan, University of Reading
Luke Sheahan, Duke University
R. J. Snell, Witherspoon Institute
John-Paul Spiro, Villanova University
Lee Trepnier, Saginaw Valley State University
Geoffrey Vaughan, Assumption College
William Werpehowski, Georgetown University
Kristen Williams, Clark University
Victoria Willingale, Cambridge University

2018 APSA Teaching and Learning Conference 19
Track: Disciplinary Curriculum and Assessment

Moderator: Bobbi Gentry, Bridgewater College
Room: Camden Room

Saturday, February 3, 8:00 AM
Introducing Students to the Political Science Classroom

The Long-Term Effects of Early Start: A Political Science Summer Bridge Program
Richard Herrera, Arizona State University
Gina S. Woodall, Arizona State University

The Challenges We Inherit: How Changes in K-12 Teaching Have Impacted College Instruction
Erin Rowland, University of Tennessee, Knoxville

How Do We Introduce Political Science? An Analysis of Introductory Requirements at 409 National Colleges and Universities
Brent Hierman, Virginia Military Institute

Saturday, February 3, 10:15 AM
Curriculum Design

Creating and Delivering a Solo Political Science Program with Transparency
Jeremy Lewis, Huntingdon College

Political Science Education in the Netherlands: What Can We Learn from their Outcome-based Curriculum?
Marijke Breuning, University of North Texas

The Effects of a High-Impact Practice Graduation Requirement on Student Learning, Engagement, and Satisfaction at a Small, Private College: Implications for the Political Science Curriculum
Fletcher McClellan, Elizabethtown College
Kyle Kopko, Elizabethtown College
Kayla Gruber, Elizabethtown College

Saturday, February 3, 2:00 PM
Training and Mentoring

Internships and Faculty Perceptions at Community Colleges
Bobbi Gentry, Bridgewater College

Holistic Mentoring for the Next Generation of Teacher-Scholars
Megan Becker, University of Southern California
Kelebogile Zvobgo, University of Southern California

Classroom Debates That Work: Strategies to Promote Citizenship and Civic Education through Meaningful, Student-led Classroom Debate
Jonathan Scriven, Centre International de Valbonne (ASEICA)

Saturday, February 3, 3:45 PM
Assessment of Students & Teachers

The Drunkard’s Search: Student Evaluation in Assessing Teaching Effectiveness
Christi Siver, College of St. Benedict/Saint John’s University
G. Claire Haeg, College of St. Benedict/Saint John’s University

The Political Economy of Grading
Mark Rom, Georgetown University

“Of Course I Want an ‘A’”: How Much Do Students Care About Grading Criteria?
Chad Kinsella, Ball State University

Track Participants:
Kelly Bauer, Nebraska Wesleyan University
Megan Becker, University of Southern California
Bethany Blackstone, University of North Texas
Marijke Breuning, University of North Texas
Cathy Brigham, The College Board
Jacqueline Chattopadhyay, University of North Carolina at Charlotte
Michelle Deardoff, University of Tennessee at Chattanooga
Heidi Demarest, US Military Academy
Thomas Doleys, Kennesaw State University
Shawn Easley, Cuyahoga Community College
Ruth Ediger, Seattle Pacific University
Maureen Feeley, Seattle University
Robert Harbaugh, College of Western Idaho
Richard Herrera, Arizona State University
Brent Hierman, Virginia Military College
Chad Kinsella, Ball State University
Kyle Kopko, Elizabethtown College
Christopher Lawrence, Middle Georgia University
Jeremy Lewis, Huntingdon College
Raul Madrid, University of Texas, Austin
Fletcher McClellan, Elizabethtown College
Heather Rice, Slippery Rock University
Thomas Ringenberg, Rockhurst University
Mark Rom, Georgetown University
Erin Rowland, University of Tennessee, Knoxville
Jonathan Scriven, Centre International de Valbonne (ASEICA)
Christi Siver, College of Saint Benedict
James Szymalak, University of Wisconsin-La Crosse
Kelebogile Zvobgo, University of Southern California
Track: Simulations and Games

Moderator: Michelle Allendoerfer, George Washington University
Room: Chesapeake Ballroom III

Saturday, February 3, 8:00 AM

When Are Simulations Useful?

*Classroom Simulations: Advantages and Challenges*
Gretchen Gee, Northern Arizona University

*Lecture Versus Simulation: Which is Better and How?*
Adam Wunische, Boston College

*All That You Can Leave Behind: Designing Your Simulation for Learning, Not Doing*
John FitzGibbon, Boston College
Erin Baumann, Harvard University

Saturday, February 3, 10:15 AM

What Outcomes Do Simulations Produce?

*Knowledge Surveys as an Assessment Tool of Simulation Outcomes*
Patricia Stapleton, Worcester Polytechnic Institute

*Do Simulations Improve Long-term Retention?*
Michelle Allendoerfer, George Washington University

*Game Design as Part of an Active Learning-Based First-Year Seminar*
Chad Raymond, Salve Regina University

*Board Games and Introduction to International Relations*
Petta Hendrickson, Centre College

Saturday, February 3, 2:00 PM

How Can Simulations Teach Content and Skills?

*Gaming Levels of Analysis in International Relations Teaching*
Victor Asal, University at Albany, SUNY

*Learning by Experiencing: Improving Student Learning through a Model United Nations Simulation*
Craig Albert, Augusta University

*Assessing the Evidence in Support of Model United Nations*
Kelly Siegel-Stechler, Johns Hopkins University

*Simulations, Pseudo-Reality and Learning Opportunities*
Nicholas Thomas, City University of Hong Kong

Saturday, February 3, 3:45 PM

Game and Post-Game Design Strategies

*Games, Movies, and Zombies: Making IR Fun for Everyone*
Shawna Brandle, Kingsborough Community College

*The Pragmatic Simulation: An Interdisciplinary Simulation of the War of Austrian Succession*
Casey Delehanty, Gardner-Webb University
Ian Hopper, Gardner-Webb University

*Play Your Role: A Policymaker Simulation to Ground East-Asian International Relations*
Konrad Posch, University of California, Berkeley

*Whack Pack Cards and SCAMPER: Creativity-Building Techniques for Effective Brainstorming*
Elizabeth Radziszewski, Rider University

Track Participants:
Craig Albert, Augusta University
Michelle Allendoerfer, George Washington University
Amelia Andrews, California Polytechnic State University, San Luis Obispo
Victor Asal, University at Albany, SUNY
Erin Baumann, Harvard University
Shawna Brandle, Kingsborough Community College - CUNY
John Bublic, Barton College
Mackenzie Colella, United States Military Academy
John Craig, Leeds Beckett University
Katy Crossley-Frollick, Denison University
John FitzGibbon, Boston College
Mark Gadson, South Texas College
Gretchen Gee, Northern Arizona University
Elisabeth Gerber, University of Michigan
Zachary Griffiths, United States Military Academy
Mark Hamilton, Inter-American Defense College
Petta Hendrickson, Centre College
Austin Hofeman
Jonathan Honig, University of Tennessee, Knoxville

Ian Hopper, Gardner-Webb University
Amnah Ibraheem, University of Tennessee
Justin Lance, California State University-Sacramento
Lan Lear-Nickum, King School
Young-Im Lee, California State University-Sacramento
Tianjing Liao, University of Tennessee-Knoxville
Lee Lukoff, University of Georgia
Patrick McKinlay, Morningside College
Marcella Morris, Emory University
Marsha Olive, Johns Hopkins SAIS
Konrad Posch, University of California, Berkeley
Elizabeth Radziszewski
Chad Raymond, Salve Regina University
Joseph Roberts, Roger Williams University
Lance Roxas, Community College of Philadelphia
Kelly Siegel-Stechler, Johns Hopkins University
Patricia Stapleton, Worcester Polytechnic Institute
Nicholas Thomas, Department of Asian and International Studies
Adam Wunische, Boston College
Track: Teaching Research, Writing, and Information Literacy

Moderator: Delton T. Daigle, George Mason University
Room: Chesapeake Ballroom I

Saturday, February 3, 8:00 AM

Teaching Students How to Write

*Institutional Collaborations: An Innovative Approach to Writing Instruction in Political Science*
Adrienne DeLeon, University of Houston

*Teaching Critical Thinking through Reflective Writing in Political Science*
Catherine Borck, University of Hartford

*“Start Writing Now” - An Analysis of Student’s Evaluations of Writing-Intensive Non-Writing Courses*
Clinton Jenkins, George Washington University
Susan Wiley, George Washington University

Saturday, February 3, 10:15 AM

Research Methods Curriculum Design

*A Reflection on Methods and a Method of Reflection*
Howard Sanborn, Virginia Military Institute

*The Humboldtian Ideal of Higher Education – Undergraduate Research-based Learning in Political Science*
Christian Zettl, Zeppelin University Friedrichshafen
Iris-Niki Nikolopoulos, Zeppelin University Friedrichshafen

*Comparing Undergraduate Methods across America: Results from a Random Sample*
Delton T. Daigle, George Mason University
Austin Hofeman, George Mason University

Saturday, February 3, 2:00 PM

Teaching Research Methods

*Misuse of Data as a Teaching Tool*
Iva Bozovic, University of Southern California

*Critical Thinking about Critical Thinking: Course-Embedded Research Into Politically Motivated Reasoning*
Aaron Houck, Queens University of Charlotte

*Improving Confidence and Enhancing Engagement: Undergraduate Research Methods Teaching and Learning*
Anna Hutcheson, Kent State University
Ashley Nickels, Kent State University

Saturday, February 3, 3:45 PM

Teaching Information Literacy

*Fake News: Tools for Teaching in an Era of Misinformation*
Maria Gabryszewska, Florida International University

*Historiography and Fake News: Civic Engagement in the Political Science Classroom*
Holly Oberle, American University in Cairo

*How We Think about Superdelegates, and What That Tells Us about Teaching Political Science*
Jeffrey L. Bernstein, Eastern Michigan University

Saturday, February 3, 2018 APSA Teaching and Learning Conference

Track Participants:
Leah Airt, Seattle Pacific University
Jean Apana, Lone Star College
Sara Arnold-Garza, Towson University
Jeffrey Bernstein, Eastern Michigan University
Catherine Borck, University of Hartford
Jeremy Bowling, California Polytechnic State University
Iva Bozovic, University of Southern California
Elliot Brandow, Tufts University
Colin Brown, Harvard University
Mitchell Brown, Auburn University
Jeremy Caddel, Washington University in St. Louis
Kelly Clancy, Nebraska Wesleyan University
Delton Daigle, George Mason University
Marc Davignon, Binghamton University
Adrienne DeLeon, University of Houston
Amber Dickinson, Oklahoma State University
David Ettinger, George Washington University
Eric French, Oklahoma State University
Maria Gabryszewska, Florida International University
Alena Gericke, SUNY Binghamton
S. Suzan Harkness, Notre Dame of Maryland University
Jennifer Horan, University of North Carolina-Wilmington
Aaron Houck, Queens University of Charlotte
Juan Huerta, Texas A&M University-Corpus Christi
Anna Hutcheson, Kent State University
Track: The Virtual and Technology Enhanced Classroom

Moderator: Nanette Levinson, American University
Room: Severn I

Saturday, February 3, 8:00 AM

Student Engagement in Online Courses

Student Engagement in MOOCs: Narratives and External Sources Matter for Engaged Online Environments
Marcella Morris, Emory University
Katherine Izsak, University of Maryland

Teaching International Diplomacy: Designing and Implementing Engaged Simulations in an Online Course Environment
Jennifer Schiff, Western Carolina University

Innovations in Teaching Quantitative Skills in Online Courses
Jennifer Bachner, Johns Hopkins University
Sarah O’Byrne, Johns Hopkins University

Saturday, February 3, 10:15 AM

Assessment Technological Tools and Online Learning

Reviewing On-Line and Blended Learning Programs: Examining Innovations and Impacts in International Affairs Education
Nanette Levinson, American University

To Ban or Not to Ban? The Influence of Permissive vs. Restrictive Laptop Policies on Student Outcomes and Teaching Evaluations
Lauren Elliott-Dorans, Ohio University

When Is Plagiarism Not Plagiarism? (Applying Pedagogic Practice When Assessing Plagiarism)
Barbara Morazzani, DeMontfort University

Saturday, February 3, 2:00 PM

Innovative Teaching Tools

Teaching with Spark/Active Learning Classroom
Eric Loepp, University of Wisconsin, Whitewater

Integrating Virtual Reality in the Classroom: Developing Empathy and Bolstering Social Capital
Eric Myers, West Virginia University

Saturday, February 3, 3:45 PM

Civic Engagement Using Online & Technological Tools

Civic Engagement in the Online Classroom
Judithanne Scourfield McLauchlan, USF St. Petersburg

Civic Education and Gamification from Comparative Perspective
Daniel Oross, Hartwick College

Flipping the Political Science Classroom
Tiffany Bohm, Lake Michigan College

Track Participants:
Arjun Banerjee, University of Tennessee, Knoxville
Amy Beckett, Bell State University
Mara Blake, Johns Hopkins University
Tiffany Bohm, Lake Michigan College
Adam Brewer, University of Montana
Robin Datta, Edmonds Community College
Joseph Foster, United States Air Force Academy
Frank Franz, James Madison High School
Terry Gilmour, Midland College
Katherine Izsak, University of Maryland
Wendy Johnston, SUNY, Adirondack Community College
Russell Jowell, CVX Technology
Nanette Levinson, American University-SIS
Eric Loepp, University of Wisconsin, Whitewater
Barbara Morazzani, DeMontfort University
Eric Myers, West Virginia University
Sarah O’Byrne, Johns Hopkins University
Daniel Oross, Hungarian Academy of Sciences, Centre for Social Sciences
Andrew Owen, University of British Columbia
Michael Reimer, New Jersey City University
Sara Rinfret, University of Montana
Jennifer Schiff, Western Carolina University
Christina Sciabarra, Bellevue College
Judithanne Scourfield McLauchlan, USF St. Petersburg
Stephanie Slocum-Schaffer, Shepherd University
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Gina Woodall, Arizona State University
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—Victor Asal, University at Albany, SUNY

Kickstarting Your Academic Career is a primer on the common scholastic demands that social sciences students face upon entering college or university. Based on the challenges that instructors most often find students need help with, the authors offer practical advice and tips on topics such as how to communicate with instructors, take notes, read a textbook, research and write papers, and write successful exams. The succinct writing and clear organization make this an essential reference for first-year students as they encounter post-secondary work for the first time, and a useful refresher for upper-year students looking to refine their skills.
American Government and Politics in the Information Age is a comprehensive and lively introduction to the vital subject of American Government and Politics. Inspired by students’ familiarity with the mass media and fluent use of communication technologies, the authors also connect the book’s subject matter with these media and technologies. They show how the media interact with and depict the American political system; the similarities and differences between these descriptions and the real world of government and politics; and the consequences these interactions and depictions can have for the public, politics, government, and public policies. The authors also show students how the media can help them intervene productively in politics and get things done.

An Introduction to Politics is a concise narrative that depicts the intersection of politics and policy and discusses the inevitable trade-offs to demonstrate why politics matter in students’ daily lives. Sell draws extensively from US-based and comparative examples to illustrate how government has evolved, how it functions, and why it is designed the way it is.

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