2017

APSA Teaching & Learning Conference

February 10–12
Long Beach, California

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Welcome to the 2017 APSA Teaching and Learning Conference

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

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

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

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

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

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

Nancy Thomas
Director, Democracy and Higher Education

Dr. Nancy Thomas directs the Institute for Democracy and Higher Education at Tufts University’s Jonathan M. Tisch College of Civic Life. Her work and scholarship center on higher education’s democratic mission, college student political learning and engagement, free speech and academic freedom, and deliberative democracy on campuses and in communities. Dr. Thomas is the principal investigator for the Institute’s National Study of Learning, Voting, and Engagement and qualitative research on student political learning and engagement in democracy. She is the author of multiple book chapters, articles, and the monograph, Educating for Deliberative Democracy, an issue of Jossey Bass’ New Directions for Higher Education series. She is an associate editor of the Journal of Public Deliberation and a senior associate with Everyday Democracy. She received her BA in government from St. Lawrence University, a JD from Case Western Reserve University School of Law, and an EdD from the Harvard Graduate School of Education.
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2017 Teaching & Learning Conference Program Committee
Sara Moats, Florida International University, Chair
Kevin Anderson, Eastern Illinois University
Amber Dickinson, Oklahoma State University
Benjamin Gonzalez, Highline College
Elizabeth C. Matto, Rutgers University
Chad Raymond, Salve Regina University
Boris Ricks, California State University, Northridge
## 2017 SCHEDULE AT A GLANCE

### Friday, February 10

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

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<td>Adjournment &amp; Closing Comments (Room: Salon A)</td>
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Thank You to Our 2017 Sponsors & Exhibitors!

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# Daily Schedule

**Friday, February 10**

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“Advanced Placement Government and Politics Courses” |
| 12:00 PM – 5:45 PM | Exhibits Open (Room: Centennial Prefunction)                     |
| 1:00 PM – 2:00 PM | Keynote Address & Presentation of the CQ Press Award for Teaching Innovation and Michael Brintall Award (Room: Salon A)  
by Nancy Thomas, Director of Democracy and Higher Education at Tufts University |
| 2:00 PM – 3:30 PM | Track Breakouts                                                    |
|               | Civic Engagement: Election 2016: A Teachable Moment                |
|               | Core Curriculum/General Education: Keeping Students Engaged        |
|               | The Inclusive Classroom: Inclusive Environments and Teaching Techniques |
|               | Innovative Subfield Strategies: Demonstrating the Value of the Discipline |
|               | Simulations and Games: When Are Simulations Useful?                |
|               | The Socratic Method: The Socratic Method in Plato’s Dialogues      |
|               | The Virtual and Technology Enhanced Classroom: Increasing Student Engagement |
| 3:30 PM – 4:15 PM | College Board Coffee Break (Room: Centennial Prefunction)         |
| 4:15 PM – 5:45 PM | Workshops                                                          |
|               | Model United Nations and Global Citizenship                        |
|               | Meet the Editors of the Journal of Political Science Education     |
|               | High-Impact Techniques for Teaching Civil Rights                   |
|               | Engaging Students as Active Citizens in Our Democracy              |
|               | Teaching Difficult Issues in the Classroom: Strategies We All Can Use |
|               | Aligning Course Content and Assessment in Advanced Placement and Introductory University Government Courses |
|               | Real History. Real Leaders. Real World.                            |
| 5:45 PM – 7:15 PM | Opening Reception (Room: Salon A)                                  |

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<td>The Inclusive Classroom: Engagement, Civic Knowledge, and Inclusion</td>
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<td>Innovative Subfield Strategies: Interdisciplinary Collaboration and Curriculum Innovation</td>
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<td>Simulations and Games: What Outcomes Do Simulations Produce?</td>
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<td>The Socratic Method: The Teacher and Wonder in the Socratic Method</td>
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<td>The Inclusive Classroom: Race and Difference</td>
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<td>Innovative Subfield Strategies: Teaching Community Engagement and Deliberation</td>
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<td>Simulations and Games: Institutional Opportunities and Constraints</td>
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<td>The Socratic Method: The Socratic Method in Cultural Context</td>
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<td>The Virtual and Technology Enhanced Classroom: Active Learning</td>
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<td>11:45 AM – 1:45 PM</td>
<td>Lunch (Attendees on own)</td>
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See Track and Workshop pages for room assignments.
## TRACK DETAILS

### 1:45 PM – 3:15 PM

**Workshops**

- Teaching about Ethnicity, Ethnic Discrimination, Mobilization and Conflict
- The Campuses Respond: Using Findings from the National Survey of Student Leaders (NSSL) to Improve Political Socialization in Student Organizations
- Games Without Frontiers: Reacting to the Past in the Political Science Classroom
- Opportunities for Political Learning: How to Facilitate Difficult Conversations in the Classroom
- Designing and Using a Semester-Length Role-Play Simulation
- Teaching Race & Ethnicity in the Classroom
- An Alternative Method for Constructing Debates
- Global Learning Experience

### 3:15 PM – 3:30 PM

**Break**

### 3:30 PM – 5:00 PM

**Track Breakouts**

- Civic Engagement: Embedding Civic Engagement Education in Campus Life
- Core Curriculum/General Education: Content Evaluation, Grading, and Learning Outcomes Assessment
- The Inclusive Classroom: Cultural and International Diversity
- Innovative Subfield Strategies: An International Curriculum and Perspective
- Simulations and Games: Game and Post-Game Design Strategies
- The Socratic Method: The Socratic Method in the Classroom
- The Virtual and Technology Enhanced Classroom: Improving Classroom Participation

### 5:15 PM – 6:30 PM

**Political Science Education Organized Section Meeting, Open to all** (Room: Salon B)

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## Sunday, February 12

### 8:00 AM – 11:00 AM

**Exhibits Open** (Room: Centennial Prefunction)

### 8:00 AM – 9:30 AM

**Track Breakouts**

- Civic Engagement: Community-Based Learning & Research
- Core Curriculum/General Education: Literacy Thresholds and Writing Assignments
- The Inclusive Classroom: Developing an International Education
- Innovative Subfield Strategies: Subfield Games and Simulations
- Simulations and Games: How Can Simulations Teach Content and Skills?
- The Socratic Method: Open Session for Track Summary
- The Virtual and Technology Enhanced Classroom: Virtual Discourse

### 9:30 AM – 9:45 AM

**Break**

### 9:45 AM – 11:15 AM

**Track Summaries Working Session**

### 11:15 AM – 11:30 AM

**Adjournment & Closing Comments** (Room: Salon A)
The College Board is proud to support the APSA Teaching and Learning Conference. Join us at the afternoon coffee break on Friday at 3:30 p.m. or email us at aphighered@collegeboard.org for information about our work with political science faculty.

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Track: Civic Engagement Across the Disciplines and Across the Campus

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

Friday, February 10, 2:00 PM
Election 2016: A Teachable Moment
Civics Across Campus: Stockton’s Election 2016 Program and Civic Learning Outside the Classroom
Claire Abernathy, Stockton University
Jennifer Forestal, Stockton University
The Effects of Campus-Wide Civic Engagement Initiatives during the 2016 Presidential Election
Mary Anderson, University of Tampa
Liv Coleman, University of Tampa
Juliane Mora, University of Tampa

Saturday, February 11, 8:00 AM
The Educational Benefits of Practicing Politics
Vote Oswego: Developing and Assessing the Campaign-as-Course Model
Allison Rank, SUNY, Oswego
Fostering Civic Engagement of College Students through Mandatory Participation in Political Campaigns
Brooke Mascagni, Texas A&M University-Kingsville
Do Early Simulations Work? Gauging the Effect of Simulations in Gateway Political Science Courses at Community Colleges
Darrell Lovell, Lone Star College University Park
Cassandra Khatri, Lone Star College University Park
Using Creative Assignments to Help Students Integrate Their Learning in a Campaigns and Elections Class
Jeffrey L. Bernstein, Eastern Michigan University
Austin N. Deljevic, Eastern Michigan University
Emily K. Kindred, Eastern Michigan University
Elizabeth M. Krochmalny, Eastern Michigan University
Annie Somerville, Eastern Michigan University

Saturday, February 11, 10:15 AM
Civic Engagement Education Beyond the Classroom
Left to Their Own Devices: A Student-Centered Approach to Civic Engagement
Julia Marin Hellwege, University of South Dakota
Students as Consultants: Using Service Learning in Public Administration Classes for Substantive Experience
Jayme Neiman, University of Northern Iowa
Learning by Doing: Student Evaluations of Internship Experiences
Clinton Jenkins, George Washington University
Susan Wiley, George Washington University
Exhibitor Participant: Valerie Hartman, Cengage Learning

Saturday, February 11, 3:30 PM
Embedding Civic Engagement Education in Campus Life
The Long-Term Impact of Courses in Civic Engagement
Alison Rios Millet McCartney, Towson University
Elizabeth C. Matto, Rutgers University
Politically Themed Residential Learning Communities as Incubators of Political Engagement
John McGaughey, Towson University
Building Long-Term Campus and Community Partnerships for Civic Engagement: Lessons Learned from a University-Sponsored Citizenship and Democracy Week
John Forren, Miami University Hamilton

Sunday, February 12, 8:00 AM
Community-Based Learning & Research
Civic Engagement through Community-Based Research: Undergraduate and Graduate Collaboration on the 2016 Little Rock Congregations Study
Rebecca Glazier, University of Arkansas
Warigia Bowman, University of Arkansas
Teaching Politics in the City: How Can Educators Effectively Use the City Outside the Classroom as a Teaching Tool?
Jennifer Mueller, Marymount Manhattan College
Jessica Blatt, Marymount Manhattan College
An Experiment of Community-Based Learning Effects on Civic Participation
In Tae Yoo, Yonsei University
Taedong Lee, Yonsei University
Jungbae An, Yonsei University
Hyondong Sohn, Yonsei University

Track Discussants:
Elisa Acosta, Loyola Marymount University
Brooke Thomas Allen, Macomb Community College
Tiffany L. Bohm, Lake Michigan College
Jeff Borg, Front Range Community College
Jeremy Bowling, The College of Wooster
Robert Brandon, Fair Elections Legal Network
Brad T. Clark, Fort Lewis College
Margaret M. Commins, Queens University of Charlotte
Chris Eichbaum, Victoria University
Richard J. Ellis, Willamette University
Emily Erdmann, Blinn College
Maureen Feeley, University of California, San Diego
Shawn Paul Healy, McCormick Foundation
John Ishiyama, University of North Texas
Matthew L. Layton, Ohio University
Mary A. McHugh, Merrimack College
Jennifer Anne Mueller, Marymount Manhattan College
Leah A. Murray, Weber State University
Sierra Powell, Mount San Antonio College
Katherine Rabiadek, University of Wisconsin-Madison, Center for Leadership and Involvement
Anne Pitch Santiago, University of Portland
Melissa Shaffer-O’Connell, Lake Superior State University
Alison K. Staudinger, University of Wisconsin, Green Bay
J. Cherie Strachan, Central Michigan University
Nancy Thomas, Tufts University
Janet Tran, Ronald Reagan Presidential Foundation and Institute
Track: Core Curriculum/General Education

Moderator: Anthony Kammas, University of Southern California
Room: Tokyo/Vancouver

Friday, February 10, 2:00 PM

Keeping Students Engaged
Explanation of the Value of Political Science
Michael Lyons, Utah State University

Perceptions of Instructor Engagement
Amber Dickinson, Oklahoma State University

Class Format and Student Attitudes toward Political Participation
Sara Rinfret, University of Montana
Michelle Pautz, University of Dayton

Saturday, February 11, 8:00 AM

Strategies for Critical Thinking and Civic Engagement
Who, When and How: Strategies for Assessing Civic Knowledge, Critical Reasoning, and Oral Communication Competencies in the Political Science Classroom
Stephanie Slocum-Schaffer, Sheperd University

To Know or Not to Know Redux: Knowledge, Ideology, and Citizen Engagement in American Government Courses
Erin Richards, Cascadia College
Terry Gilmour, Midland College
Daniel Smith, Northwest Missouri State University

Teaching Critical Thinking: Lessons from the Classroom & Lessons from Studying Citizens in the Public Sphere
Davida Alperin, University of Wisconsin, River Falls

Saturday, February 11, 10:15 AM

Research, Methods, and Course Design
Research Methods as Practical Skills: How Introductory Methods Courses Can Make the Practical Case for Studying Political Science
Craig Parsons, University of Oregon

Innovation in Course Design: A Case Study
Gregory Dixon, University of West Georgia

Balancing Scholarly Output with Classroom Teaching
Jaira Harrington, Wake Forest University

Saturday, February 11, 3:30 PM

Content Evaluation, Grading, and Learning Outcomes Assessment
‘When are we ever going to have to use this?': Discussing Programmatic Learning Objectives in the Classroom
Caleb Miller, University of California, Santa Barbara
Maggie Safronova, University of California, Santa Barbara
Colin Kuehl, University of California, Santa Barbara

Sunday, February 12, 8:00 AM

Literacy Thresholds and Writing Assignments
Journal Writing and Reading Outcomes
Tracy Steffy, Kingsborough Community College, CUNY
Maria Bartolomeo-Maida, Kingsborough Community College, CUNY

Track Discussants:
Millie D. Black, Collin College
Cathy Brigham, The College Board
Marilyn C. Buresh, Lake Region State College
Rachel Bzostek, Collin College
Zara Elizabeth Crockett, Soomo Learning
Terri Desai, Glendale Community College
Giancarlo A. Gonzalez, University of Tennessee, Knoxville
Alejandro Lomeli, Long Beach Community College
James Szymalak, University of Wisconsin-La Crosse
Delbert William Tinkler, The College Board

Exhibitor Participants:
Jennifer Horan, The College Board
Stephen Meinhold, The College Board
Spencer Richardson-Jones, W. W. Norton
Track: The Inclusive Classroom

Moderator: Janni Aragon, University of Victoria
Room: Melbourne

Friday, February 10, 2:00 PM

Inclusive Environments and Teaching Techniques

Fostering Inclusive Classrooms: Approaches to Managing Diversity in the Classroom
Mitchell Sellers, Temple University

A Pedagogy of Inclusion: Universal Design for Learning in the Political Science College Classroom
Erika Cornelius Smith, Nichols College

Saturday, February 11, 8:00 AM

Engagement, Civic Knowledge, and Inclusion

Teaching Community Organizing and the Practice of Democracy
Jyl Josephson, Rutgers University

Incorporation of the Town Hall Meeting in American Government courses at CSU Chico
Michael Huston, California State University, Chico

Why Don’t Women Rule the World? Engaging and Preparing College Women for Political Leadership
Candice Ortbals, Pepperdine University
Lori Poloni-Staudinger, Northern Arizona University
J. Cherie Strachan, Central Michigan University
Shannon Jenkins, University of Massachusetts, Dartmouth

Working with Content Warnings: Concrete Strategies for Encouraging Engagement and Discussion
Sofia Fenner, Bryn Mawr College

Saturday, February 11, 10:15 AM

Race and Difference

Race and Social Justice at a Predominately White Institution
Kelly Clancy, Nebraska Wesleyan University
Kelly Bauer, Nebraska Wesleyan University

From Stratification to Unification: Engaging Minority Narratives in the Political Science Classroom
Allison Critcher, University of Tennessee

Where are the Black (and Brown) Lives that Matter? Talking About Race and Class in Homogenous Classrooms
Joanna Tice-Jen, The Graduate Center, CUNY

Saturday, February 11, 3:30 PM

Cultural and International Diversity

Creating Learning Environments for Native Hawaiian and Indigenous Students
Lorinda Riley, University of Hawaii, West Oahu

Sunday, February 12, 8:00 AM

Developing an International Education

Inclusive Classroom and Teaching Techniques
John Willerton, University of Arizona
Mikhail Beznosov, University of West Georgia

Track Discussants:
Besir Ceka, Davidson College
Allison Dillard Critcher, University of Tennessee
Barbara J. Junisbai, Nazarbayev University
Nina T. Kasniunas, Goucher College
Matt Lindstrom, Saint John’s University
Fred M. Monardi, College of Southern Nevada
Robert Nyenhuis, Cal Poly Pomona
Andrew O’Geen, Davidson College
Holly Oberle, Asian University for Women
Sarah Romano, University of Northern Colorado
Oindrila Roy, Cottey College
Kendralyn Webber, Saddleback College

Exhibitor Participant:
Mat Buntin, University of Toronto Press
Alyssa Neumann, Cambridge University Press
Track: Innovative Subfield Strategies

Moderator: Bobbi Gentry, Bridgewater College
Room: Salon C

Friday, February 10, 2:00 PM
Demonstrating the Value of the Discipline

What Can I Do with This Class? Building Employment-Related Skills in International Relations Courses
Bidisha Biswas, Western Washington University

Teaching in the Moment: A Comparative Study of Strategies for Addressing Current Events and Political Crises in the Classroom
Ruxandra Paul, Amherst College

“We the Teachers”—Innovative Course Assessment Strategy for Political Science
Wendy Chen, George Mason University

Saturday, February 11, 8:00 AM
Interdisciplinary Collaboration and Curriculum Innovation

Smaller Departments/Bigger Impacts
Allyson Lowe, Carlow University
Sandi DiMola, Carlow University

Beyond the Campus: Extending Your Influence Through K-12 Lesson Plans
Ari Kohen, University of Nebraska, Lincoln
Andre Sólo

Testing the Impact of Curriculum Scaffolding on Research Literacy, Undergraduate Engagement, and Achievement
Nina Rathbun, University of Southern California

Teaching American Government in Communities of Practice: A Non-Traditional Approach at California State University, Chico
Mahalley Allen, California State University, Chico
Ellie Ertle, California State University, Chico
Eileen Morris, California State University, Chico

Saturday, February 11, 10:15 AM
Teaching Community Engagement and Deliberation

Political Decision-Making, Deliberative institutions: A Case Study
Theodore Chadjipadelis, Aristotle University of Thessaloniki
Maria Tolika, Aristotle University of Thessaloniki

Using a Community Engaged Learning Model to Teach Public Policy
Sandi DiMola, Carlow University
Jessica Ruffin, Carlow University

Bringing Contemplative Practices to a Political Science Classroom: How to Cope and How to Act?
Parakh Hoon, South Puget Sound Community College

Saturday, February 11, 3:30 PM
An International Curriculum and Perspective

Engaging in the Globalized World: International Studies Curriculum Design
Bobbi Gentry, Bridgewater College

Teaching Qualitative Research Methods in Brazil
Elize Fonesca, Sao Paulo Business School

American Politics in Comparative Perspective
Lori Poloni-Staudinger, Northern Arizona University

Sunday, February 12, 8:00 AM
Subfield Games and Simulations

Teaching Public Budgeting in an Age of Austerity Using Role Play Simulation
Daniel Mallinson, Stockton University

War and Negotiation in Two Dimensions
Jeff Carnegie, New York University

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

Track Discussants:
Megan Becker, University of Southern California
Mitchell Brown, Auburn University
Anthony Caioto, Corban University
Katelyn Finley, University of California, Irvine
Leah Hannaford, Seattle Pacific University
Alexander B. Hogan, Soomo Learning
Mark L. Johnson, Minnesota State Community and Technical College
Kristoffer Michael Rees, Indiana University East
Erin Victoria Kay Rowland, University of Tennessee, Knoxville
Renee B. Van Vechten, University of Redlands
Everett Albert Vieira III, Temple University
Yu Yan, University of Tennessee, Knoxville
Track: Simulations and Games

Moderator: Chad Raymond, Salve Regina University
Room: Barcelona/Casablanca

Friday, February 10, 2:00 PM

When Are Simulations Useful?

*Digital Dilemmas in Political Simulations and Games*
Nicholas Vaccaro, Doane University

*Bet Out the Vote: Prediction Markets as a Tool to Promote Undergraduate Political Engagement*
Lukas Berg, United States Military Academy
John Chambers, United States Military Academy

Saturday, February 11, 8:00 AM

What Outcomes Do Simulations Produce?

*Simulations and Student Engagement: The Good, the Bad, the Ugly*
Michelle Allendoerfer, George Washington University

*Effects of Student Simulation Design and Community Engagement on Global Empathy*
Chad Raymond, Salve Regina University

*Use of Active Learning Techniques and Feelings of Student Educational Efficacy and Excitement*
Petra Hendrickson, Michigan State University

*Knowledge Surveys as a Potential Assessment Tool of Simulation Course Outcomes*
Patricia Stapleton, Worcester Polytechnic Institute

Saturday, February 11, 10:15 AM

Institutional Opportunities and Constraints

*Short and Sweet: Illustrative Short Exercises & Games to Illustrate IR & Comparative Theory*
Victor Asal, University at Albany, SUNY

*Policymaker: A Flexible Platform for Authoring and Implementing Role-Playing Simulations in the Classroom*
Elisabeth Gerber, University of Michigan

*Ethics through Earthquakes: Using University Administration as a Resource for Simulation Exercises*
John Parrish, Loyola Marymount University
Devra Schwartz, Loyola Marymount University

Saturday, February 11, 3:30 PM

Game and Post-Game Design Strategies

*Decoding the Debrief: A Comparative Analysis of Three Models for Debriefing Simulations*
Erin Baumann, Harvard University
John Fitz Gibbon, Boston College

*The Room Where It Happens: A Modular Approach to Simulating Political Summits*
Michael Cornfield, George Washington University

*Coaching Moot Court: Practices and Experiences*
Edward Kammerer, Occidental College

Sunday, February 12, 8:00 AM

How Can Simulations Teach Content and Skills?

*An Exercise in Bureaucracy*
Justin Ervin, Gateway Community and Technical College

*Zombies as a Tool for Teaching Public Policy Decision Making*
Samantha Howe, Ohio Northern University

Track Discussants:
Ruth Alminas, Fort Lewis College
Paul Banks, Cengage Learning
Erik Charles Beuck, University of Tennessee, Knoxville
Ralph Christian Sanchez Angeles
Burak Demir, University of Tennessee, Knoxville
Richard P. Farkas, DePaul University
Jared A. Farley, The New Mexico Military Institute
Botond Feledy Pazmany, Peter Catholic University
Erika Herrera, Lone Star College
Nattawan Junboonta, Rutgers University
Brian E. Klunk, University of the Pacific
Wendy Muse Sinek, University of California, Berkeley
Joseph W. Roberts, Roger Williams University
Simon Rotzer, University of Tennessee, Knoxville
Antje V. Schwennicke, Virginia Wesleyan College
Michael W. Trevathan, University of Nevada, Las Vegas

Exhibitor Participants:
Sally Beeson, Routledge
Paul Banks, Cengage Learning
Brad Potthoff, Cengage Learning
Katherine Worboys Izsak, ICONS Project
Track: The Socratic Method

Moderator: Lee Trepanier, Saginaw Valley State University
Room: Marina

Friday, February 10, 2:00 PM

The Socratic Method in Plato’s Dialogues

*Skepticism, Recollection, and the Socratic Method*
Ann Ward, University of Regina

*Poetic Questions: The Role of the Poetry in the Socratic Method*
Marlene K. Sokolon, Concordia Université

*The Socratic Method: Guiding Eros Towards Wisdom in Alcibiades I*
Vanessa Jansche, University of St. Gallen

Saturday, February 11, 8:00 AM

The Teacher and Wonder in the Socratic Method

*The Courage to Recover Student Centered Learning: Plato’s Laches*
Jordon Barkalow, Bridgewater State University

*The Socratic Method and Anamnesis in Plato and Kant*
Steven McGuire, Villanova University

*One of These Things is Not Like the Other: The Socratic Method and John Dewey’s Discovery Learning*
David W. Livingstone, Vancouver Island University

Saturday, February 11, 10:15 AM

The Socratic Method in Cultural Context

*The Americanization of the Socratic Method*
Andrew Bibby, Utah Valley University

*Is the Socratic Method Culturally Imperialistic?*
Rebecca LeMoine, Florida Atlantic University

*Against the Socratic Method*
William Sokoloff, University of Texas, Rio Grande Valley

Saturday, February 11, 3:30 PM

The Socratic Method in the Classroom

*Perilous Dialectics: The Continuing Hazards of the “Socratic Method” in Contemporary Universities*
Paul Corey, Humber College

*“No Guru, No Method, No Teacher”: Socrates and Education*
Sean Steel, Calgary Board of Education

*The Search for Standards and Ideal Types in the Socratic Classroom*
Ramona Grey, University of Montana

Sunday, February 12, 8:00 AM

Open Session for Track Summary

Track Discussants:
Michael Dichio, Fort Lewis College
Judith Hurtado-Ortiz
Daniel William Kuthy, Brescia University
Christopher Lassen, University of Tennessee, Knoxville
Erika K. Masaki, University of Nevada, Las Vegas
Carlos A. Suárez Carrasquillo, University of Florida
Jeanie Thies, Lindenwood University
Track: The Virtual and Technology Enhanced Classroom

Moderator: Sara Moats, Florida International University
Room: Salon D

Friday, February 10, 2:00 PM

Increasing Student Engagement

Challenges to Teaching Engagement in Online Learning: Notes from the Virtual Classroom
Morris Bidjerano, Walden University

Teaching Civics in the Digital Age: The Use of Traditional and Innovative Pedagogies
Diana Owen, Georgetown University

GrowingVoters.org: Using Technology-Based Learning Experiences to Inculcate Civic Participation Toward Greater Youth Voter Turnout
Jo-Anne Hart, Lesley University

Saturday, February 11, 8:00 AM

Innovative Teaching Tools

Corrective Feedback as Catalyst for Critical Thinking and Deeper Learning: A Pilot Study
Ray S. Mikell, Jackson State University

Modular Approaches to Teaching Writing and Reinforcing Academic Integrity in the Discipline
Colin Brown, Harvard University
George Soroka, Harvard University

Podcasting and the Public Voice
Chera LaForge, Indiana University East

Saturday, February 11, 10:15 AM

Active Learning

Beyond Polls: Using Science and Student Data to Stimulate Active Learning
Eric Loepp, University of Wisconsin-Whitewater

Integrating Team-based Learning in Active Learning Classroom
Sovathana Sokhom, California State University, Dominguez Hills

Saturday, February 11, 3:30 PM

Improving Classroom Participation

Using Video Messaging to Enhance Reading Compliance, Critical Thinking, and Class Participation
Anthony Chergosky, University of North Carolina at Chapel Hill

Using Blogs in the Political Theory Classroom
Aidan Kestigian, Carnegie Mellon University

Producing Political Knowledge: Students as Bloggers, Students as Podcasters in the Political Science Classroom
John McMahon, Beloit College

Sunday, February 12, 8:00 AM

Virtual Discourse

Not Too Hot, Not Too Cold, Just Right
Sheikh T. Drammeh, University of West Georgia

Track Discussants:
Murrell L. Brooks, Virginia Wesleyan College
Jake Campbell, Claremont Graduate University
Leslie Caughell, Virginia Wesleyan College
Paul Armstrong DeBell, Fort Lewis College
Frank Franz, James Madison High School
William A. Gibson, Virginia Wesleyan College
David Green, Nagoya University
Barbara Headrick, Minnesota State University-Moorhead
Ranson Paul Lege, University of Nagoya
Christy Lesko, Cengage Learning
Vesna Marcina, Orange Coast College
Jennifer Miller, University of Southern California
Hayoun Jessie Ryoo, University of Tennessee, Knoxville
Timothy P. Schultz, U.S. Naval War College
Steven N. Tran, Houston Community College System
Charlotte M. Williams, Pasadena City College

Exhibitor Participants:
Jeremy Intal, Pearson
Jeff Marshall, Pearson
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Theda Skocpol
Victor S. Thomas Professor of Government and Sociology, Harvard University

www.scholars.org
WORKSHOPS

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

Friday, February 10
4:15 PM–5:45 PM

Model United Nations and Global Citizenship
Nattawan Junboonta, Rutgers University
Room: Tokyo/Vancouver

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

Meet the Editors of the Journal of Political Science Education
Victor Asal, University at Albany, SUNY
Mitchell Brown, Auburn University
Shane Nordyke, University of South Dakota
Joseph Roberts, Roger Williams University
J. Cherie Strachan, Central Michigan University
Mark Johnson, Minnesota State Community and Technical College
Room: Salon B

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

High-Impact Techniques for Teaching Civil Rights
Leigh-Ann Regenold, Tarrant County College
Room: Melbourne

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

Engaging Students as Active Citizens in Our Democracy
Clarissa Unger, Young Invincibles
Room: Barcelona/Casablanca

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

Teaching Difficult Issues in the Classroom: Strategies We All Can Use
Nina Kasniunas, Goucher College
Room: Salon C

Many of us have been encountering challenging conversations in the classroom whether they center around Donald Trump or racism. Even though the election is over, we will continue to face difficult topics because of the nature of politics. In this workshop I will demonstrate
a couple of strategies to use in the classroom either to create a safe environment for all students or to handle hot moments when they arise. I will also be inviting participants to share challenges they face and how they were able to handle them. There are many pedagogical tools that can be employed to deeply engage students on difficult topics in a safe environment. The goal of this workshop is to have us all leaving the conference more confident in our teaching abilities when it comes to difficult issues.

Aligning Course Content and Assessment in Advanced Placement and Introductory University Government Courses
Stephen Meinhold, University of North Carolina Wilmington
Jennifer Horan, University of North Carolina Wilmington
Bill Tinkler, The College Board
Cathy Brigham, The College Board
Room: Salon D

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

Workshop Goals/Outcomes:

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

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

Real History. Real Leaders. Real World.
Janet Tran, Ronald Reagan Presidential Foundation and Institute
Room: Marina

When designing Leadership and the American Presidency (LTAP), the Ronald Reagan Presidential Foundation and Institute aimed to launch a unique experiential and accredited course in Washington, DC that teaches leadership through the lens of a hallmark Presidential Leadership Journey. The Ronald Reagan Presidential Foundation and Institute will share how background in informal learning, museum education, K-12 teaching and learning informed the development of Leadership and the American Presidency (LTAP). Through shared findings from pilot to launch in the Summer and Fall, findings on student engagement will be revealed to participants. Participants are introduced to LTAP’s hallmark Presidential Leadership Journey and then are asked to identify their assets and development on Presidential Leadership Journey. Participants will reflect on how their students may self-actualize on this journey. Subsequently, they will look at the content they would like their students to learn and intentionally align it with the student development process to truly make content more engaging. While technological tools of the 21st century are important to an engaging environment, learning objectives that honor the student experience are equally important. How did the creators of LTAP ensure that all student voices were heard and honored in the process? Presenters will share data from evaluation points during the pilot and relevant findings. Look to ways to solicit feedback, class participation, quantitative and qualitative measures. Look to metrics that highlight student success and show opportunities for growth. Participants will also look at lessons or activities that need “updates” and plan to accordingly from a toolkit of ideas and resources utilized by LTAP. Participants engage in an actual course activity to understand the difference between an experiential course that exists alongside an internship as compared to an internship seminar. Participants will also look at the evolution of thematic course content as changed by student evaluation, feedback and observation. In an interactive fashion, participants will utilize crowdsourcing tools to upvote improvements that can be made to particular learning experiences.

Saturday, February 11
1:45 PM–3:15 PM

Teaching about Ethnicity, Ethnic Discrimination, Mobilization and Conflict
Victor Asal, University at Albany, SUNY
Room: Salon C

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

The Campuses Respond: Using Findings from the National Survey of Student Leaders (NSSL) to Improve Political Socialization in Student Organizations
J. Cherie Strachan, Central Michigan University
Katherine Robiadek, University of Wisconsin-Madison
Melissa Shaffer-O’Connor, Lake Superior State University
Leah Murray, Weber State University
Daniel E. Smith, Northwest Missouri State University
Mary McHugh, Merrimack College
Alison Rios Millett McCartney, Towson University
Maureen Feeley, University of California, San Diego
Room: Salon B

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

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

**Brian Klunk, University of the Pacific**

**Joseph Roberts, Roger Williams University**

Room: Barcelona/Casablanca

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

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

**Nancy Thomas, Tufts University**

Room: Salon D

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

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

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

Room: Tokyo/Vancouver

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

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

An Alternative Method for Constructing Debates
Wendy Muse-Sinek, University of California, Berkeley
Room: Marina

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

Global Learning Experience
Richard Farkas, DePaul University
Room: Shanghai

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