



AMERICAN POLITICAL SCIENCE ASSOCIATION

2020 TEACHING & LEARNING CONFERENCE

TEACHING TO EMPOWER STUDENTS
February 7–9, 2020 | Albuquerque, New Mexico

www.apsanet.org/tlc



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TEACHING
& LEARNING
CONFERENCE

WELCOME TO THE 2020 APSA TEACHING & LEARNING CONFERENCE

On behalf of the American Political Science Association, it is our pleasure to welcome you to Albuquerque, New Mexico for the 16th Teaching and Learning Conference. The theme for this year's conference is "Teaching to Empower Students." The program committee has organized a dynamic and innovative program including a Keynote Address by Professor Lori M. Poloni-Staudinger of Northern Arizona University and Professor J. Cherie Strachan of Central Michigan University. During this keynote session, APSA President Paula McClain of Duke University will also offer remarks and present two prestigious awards: The 2020 CQ Press Award for Teaching Innovation and the Michael Brintnall Award.

The Teaching and Learning Conference was established in 2004 to encourage discipline-wide discussions and research on teaching and learning in political science. Additionally, the original conference organizers sought to provide a space for networking, collaboration, and the development of enhanced methods for integrating research and teaching. The Teaching and Learning Conference is organized using a working group "track" model that encourages in-depth discussion on papers addressing pedagogical issues relevant to the political science discipline—including civic engagement, simulations and games, the virtual and technologically enhanced classroom, the inclusive classroom, teaching research, writing, and information literacy, general education and interdisciplinary teaching, community engagement and experiential learning, and rethinking the undergraduate political science major. The program also includes a wide selection of interactive workshops from which to choose.

We want to thank you for your participation and for supporting APSA's commitment to excellence in the teaching and learning. The 2020 APSA Teaching and Learning Conference would not be possible without you, the participants, and your original contributions to teaching practice and the scholarship of teaching and learning. Meaningful discussions and thoughtful research on pedagogy and political science education help to advance student learning and the discipline in exciting directions.

APSA's commitment to teaching and learning extends beyond the Teaching and Learning Conference. In 2018, the association introduced TLC at APSA—a one-day conference-within-a-conference focused on teaching and learning at the APSA Annual Meeting. Over 250 people participated in the 2019 event, and planning is already underway for the next TLC at APSA in San Francisco, in September 2020. The APSA Annual Meeting also features a range of other teaching-focused panels and workshops, many of which are sponsored by the Political Science Education Organized Section. In addition, in June 2019, APSA co-sponsored its first International Teaching & Learning Conference in Brighton, England, with the Political Studies Association, the British International Studies Association, and the European Consortium for Political Research. Over 120 people attended this unique event, which encouraged cross-national conversations about pedagogy and the scholarship of teaching and learning in different geographical contexts. In 2018, APSA also introduced the Centennial Center Teaching & Learning Symposia. These 3-day events, held at APSA headquarters in Washington, DC, bring together political science educators to share pedagogical practices and scholarship on teaching and learning focused on specific substantive themes of political science. In addition, symposia participants spend time developing new teaching resources, which are shared with the broader political science community. Upcoming symposia themes include Race, Ethnicity, and Politics, and American Politics.

In addition to these in-person events, APSA is expanding its online teaching presence through two new exciting initiatives. Launched in November 2019, the RAISE the Vote campaign (where RAISE stands for "Resources to Amplify and Increase Student Engagement") features blog posts from political science faculty and students focusing on civic engagement practices and research related to political participation. Political science faculty can then draw on these resources in their classrooms to encourage their students to become more civically-engaged. APSA is also developing a new online teaching resource library called APSA Educate. This new website will act as a centralized hub for high quality political science teaching and learning resources and will provide space for conversations about teaching innovations and challenges facing political science faculty today. APSA also recognizes excellence in teaching through the APSA Distinguished Teaching Award and the Michael Brintnall Award, and promotes high quality scholarship on teaching and learning through the *Journal of Political Science Education*.

For over a decade, the Teaching and Learning Conference has brought together educators who use the event to generate ideas and develop techniques which stimulate conversation in the discipline about pedagogical research and innovations. We encourage you to take the innovative approaches that you discover at this meeting back to your home institution, your departmental colleagues, and your 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 and Politics*.

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



Tanya Schwarz
Director, Teaching & Learning



Steven Rathgeb Smith
Executive Director

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2020 APSA ANNUAL MEETING & EXHIBITION

SAN FRANCISCO, CA
SEPTEMBER 10-13

Attend the third annual “**TLC at APSA**,” the teaching and learning conference-within-a-conference at the 2020 APSA Annual Meeting. This year’s event will take place Saturday, September 12, 2020 in San Francisco, CA, and focuses on the theme, “Teaching Democratic Principles through Political Science Education.”

TLC at APSA seeks to promote the scholarship of teaching and learning, equip faculty with new techniques and resources for teaching, and enhance the role of teaching in the discipline of political science. Join us for this gathering, which will provide a highly interactive forum for scholars to share innovative tools for political science education and research on the scholarship of teaching and learning.

2020 APSA Annual Meeting Registration opens in late March!

DEMOCRACY, DIFFERENCE, AND DESTABILIZATION

Meeting WiFi

Wifi is available in the meeting space. To connect, select the “**EmbassyMtg**” network and use the password **apsa20**.

Evening Shuttles

APSA will run a shuttle from the hotel to Nob Hill on Friday night from 6:30 p.m. until 10:30 p.m. Nob Hill has restaurants, locally owned shops, and more. The Nob Hill shuttle will drop off and pick up in the parking lot behind Gertrude Zachary’s in the Nob Hill neighborhood. The shuttle will run every 15 minutes.

A shuttle will run from the hotel to historic Old Town Albuquerque on Saturday night from 5:00 p.m. until 9:00 p.m. The Old Town has museums, restaurants, shops, and galleries. The shuttle bus will drop off and pick up at the curb next to Don Luis Plaza in Old Town Albuquerque. The shuttle will run every 15 minutes.

Any Gender Restroom

All are welcome to use the Any Gender Restroom located between the meeting space and the lobby, next to the elevators.

Mother’s Room

A Mother’s Room is available in Pinon. Keycards are available at the Registration Desk.

Hotel Amenities

The Embassy Suites provides complimentary in-room internet access, complimentary cooked to order breakfast, and a complimentary two hour hosted evening reception with snacks and drinks. A fitness center and indoor pool are also available. For those with children, a children’s menu, cribs, and high chairs are also available. The hotel also features Caffeina’s, a coffee and to-go outlet; Cyprus Bar; and the Cyprus Grille with all-day dining. Cyprus Grille will provide a special menu for attendees for the Friday lunch. In-room dining is also available.

Meal Functions

We invite you to attend the Opening Reception, sponsored by Pi Sigma Alpha and the APSA Organized Section on Political Science Education, on Friday night at 5:45 p.m. in Sandia IV-V for hors d’oeuvres and drinks.

On Saturday, a luncheon will be hosted in Sandia IV-V from 11:30 a.m. until 1:00 p.m. The APSA Organized Section on Political Science Education will also host a coffee break on Saturday at 2:30 p.m. in the Registration and Exhibits area.

Ombuds

The APSA Meeting Ombuds will be available for consultation. See details on page 5.

CODE OF CONDUCT

The APSA Teaching and Learning Conference is convened for the purposes of professional development and scholarly and educational interchange in the spirit of free inquiry and free expression. Harassment of colleagues, students, or other conference participants undermines the principle of equity at the heart of these professional fora and is inconsistent with the principles of free inquiry and free expression. Consequently, harassment is considered by APSA to be a serious form of professional misconduct.

The following Anti-Harassment Policy outlines expectations for all those who attend or participate in APSA meetings. It reminds APSA meeting participants that all professional academic ethics and norms apply as standards of behavior and interaction at these meetings.

Purpose

The APSA is committed to providing a safe and welcoming conference environment for all participants, regardless of actual or perceived gender, gender identity, race, ethnicity, sexual orientation, ability, socioeconomic status, age, or religion. "Participant" in this policy refers to anyone present at APSA meetings, including staff, contractors, vendors, exhibitors, venue staff, APSA members, and all other attendees.

Expected Behavior

- All participants at APSA meetings are expected to abide by this Anti-Harassment Policy in all meeting venues including ancillary events and official and unofficial social gatherings.
- Abide by the norms of professional respect that are necessary to promote the conditions for free academic interchange.
- If you witness potential harm to a conference participant, be proactive in helping to mitigate or avoid that harm.
- Alert conference or security personnel if you see a situation in which someone might be in imminent physical danger.

Unacceptable Behavior

- persistent and unwelcome solicitation of emotional or physical intimacy.
- persistent and unwelcome solicitation of emotional or physical intimacy accompanied by real or implied threat of professional harm.
- intimidating, harassing, abusive, derogatory or demeaning speech or actions by any participant in an APSA meeting and/or at any related event.
- prejudicial actions or comments related to actual or perceived gender, gender identity, race, ethnicity, sexual orientation, ability, socioeconomic status, age, or religion that coerce others, foment broad hostility, or otherwise undermine professional equity or the principles of free academic exchange.
- deliberate intimidation, stalking or following.
- harassing photography or recording.
- sustained disruption of talks or other events.
- physical assault (including unwelcome touch or groping).
- real or implied threat of physical harm.

Procedures for Violations of the Sexual Harassment Provisions of the APSA Anti-Harassment Policy

APSA's procedures for addressing violations of the anti-harassment policy currently apply to all attendees at the APSA Teaching and Learning Conference, for the duration of the meeting. Any attendee of the APSA Teaching and Learning Conference may pursue a complaint of sexual harassment regarding an incident that has occurred within the last two years.

Read the Procedures for Violations of the Sexual Harassment Provisions document, located here: <https://connect.apsanet.org/tlc2020/code-of-conduct>. The **APSA Meetings Ombuds** resource is also available onsite for all meeting attendees (see page 5).

APSA MEETING OMBUDS

The APSA Ombuds is available for consultation with any TLC attendees who believes 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 2020 TLC. For information on how to contact the APSA Ombuds, please visit www.apsanet.org/ombuds.

The Role of the 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.

What to do if you have experienced or witnessed harassment or violations of the APSA Anti-Harassment Policy onsite at the Teaching and Learning Conference:

If you believe that you have experienced sexual harassment, or have concerns about violations of the sexual harassment provisions of the APSA anti-harassment policy, we encourage you to:

- Contact the Ombuds of the APSA TLC, who is available for confidential consultation about a wide range of concerns, including but not limited to sexual harassment.
- Contact an APSA Staff member.
- Submit a report by contacting apsaombuds@gmail.com; walk-ins welcome.

Meet the 2020 Teaching & Learning Conference Ombuds, David Rasch

David Rasch is the associate ombuds at the University of California, Santa Barbara. David received his BA in Philosophy from Colgate University, and a PhD in Counseling Psychology from the California Institute of Integral Studies. Prior to his work as ombuds, he was Director of Stanford's Faculty/Staff Counseling Center. David served for six years on the Board of Directors for CO-OP, which oversees the testing and certification process for the organizational ombuds profession. In addition to his ombuds work, David also consults and teaches on topics related to writing productivity. He served as the 2017 and 2019 APSA Annual Meeting Co-Ombuds. **Room:** Boardroom 210 (second floor).



To contact the Ombuds during the 2020 TLC, please email apsaombuds@gmail.com.



Who Joins APSA?

The American Political Science Association promotes scholarly research and discourse across the field, of political science, while continuing to promote, and expand professional opportunities. A membership in APSA enables access to benefits, programs, and services that will help you stay abreast with evolving methodologies, research topics, and approaches in the field and allow you to have a direct impact on the discipline.

APSA's member benefits are designed to ensure that all of our members receive the highest value for their membership. Our membership is comprised of:



INDIVIDUAL MEMBERS:

Faculty, students, K-12 educators, consultants, researchers, retired members



DEPARTMENTAL MEMBERS:

Undergraduate and Graduate Departments



INSTITUTIONAL MEMBERS:

Libraries, research institutes, think tanks, embassies, and non-governmental organizations

Go to www.apsanet.org to become a member today!



TLC 2020 KEYNOTE SPEAKERS

Democracy is More Important than a P-Value: Embracing Political Science's Civic Mission through Intersectional Engaged Learning

Friday, February 7, 1:00 p.m. to 2:15 p.m.

Room: Sandia IV-V

Lori M. Poloni-Staudinger Northern Arizona University

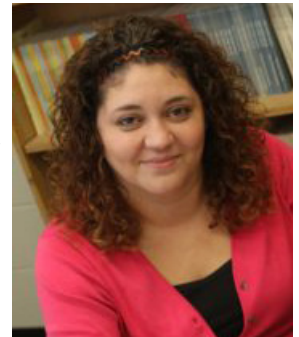
Lori M. Poloni-Staudinger is Associate Dean for research, personnel, and graduate programs in the College of Social and Behavioral Sciences and a professor in the department of Politics and International Affairs at Northern Arizona University. Her research and publications focus on social movements, political contention and political institutions, mainly in Western Europe.



The author of five books and dozens of articles, book chapters and reports, her recent work is situated in two strains of inquiry, gender and political violence and gender and political ambition. She has most recently published *Why Don't Women Rule the World: Understanding Women's Civic and Political Choices* and *American Difference: A Guide to American Politics from a Comparative Perspective* both with CQ-Sage Press as well as *Gender and Political Violence: Women Changing the Politics of Terrorism* with Springer Press. She was a Distinguished Fulbright Fellow at the Diplomatic Academy in Vienna, Austria and has served as a consultant for the Organization for Security and Co-operation in Europe. She also taught at University of the Basque Country in San Sebastian, Spain. She served as treasurer, vice president, and president of the Women's Caucus for the Midwest Political Science Association. Lori is a Kettering Foundation Fellow and also serves as vice president of a school board and president of a 2000-member nonprofit board in Flagstaff, Arizona.

J. Cherie Strachan Central Michigan University

J. Cherie Strachan is a Professor of Political Science at Central Michigan University and the author of *High-Tech Grassroots: The Professionalization of Local Elections*, as well as over 30 reviewed and invited articles and book chapters. Strachan's most recent publications address her concern over low levels of political engagement among specific demographic groups – particularly women and young people. These include the co-authored CQ-Sage textbook, *Why Don't Women Rule the World*, and a forthcoming youth-focused political behavior textbook.



Strachan's research addresses partisan polarization, political civility, and civic engagement pedagogy – especially opportunities for political learning in deliberative forums and in campus student organizations. She currently serves as the review editor for the *Journal of Political Science Education* and is the co-founder and co-director of the Consortium for Inter-Campus SoTL Research (CISR). With over 200-member campuses and an advisory board composed of prominent teacher-scholars in political science, CISR facilitates multi-campus data collection to assess campus-wide civic engagement initiatives and political science pedagogy. She can be reached at strac1jc@cmich.edu.

SPONSORS AND EXHIBITORS

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Purpose. We strive to ignite learning by understanding and responding to the evolving needs of the political science community.



Pi Sigma Alpha

Gold Co-Sponsor of the Opening Reception

Web: pisigmaalpha.org | Contact: Sean Twombly, office@pisigmaalpha.org

Pi Sigma Alpha, the national political science honor society, is the only honor society for graduate and upper-level undergraduate students of government in the United States. Founded in 1920, Pi Sigma Alpha has grown to over 500 chapters on campuses across the country.



APSA Organized Section on Political Science Education

Gold Co-Sponsor of the Opening Reception and Gold Sponsor of the Saturday Coffee Break

Web: apsanet.org/section29 | Contact: Terry Gilmour, tgilmour@midland.edu

The Political Science Education Organized Section of APSA is dedicated to the scholarship of teaching and learning. We urge you to consider membership for only \$12.00 per year (free for students). The PSE Organized Section also publishes a peer reviewed journal, *Journal of Political Science Education*, and more information is available at www.apsanet.org/jpse.



Cambridge University Press

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Exhibitor | Web: icons-umd.edu/education | Contact: Audrey Tetteh, icons@umd.edu

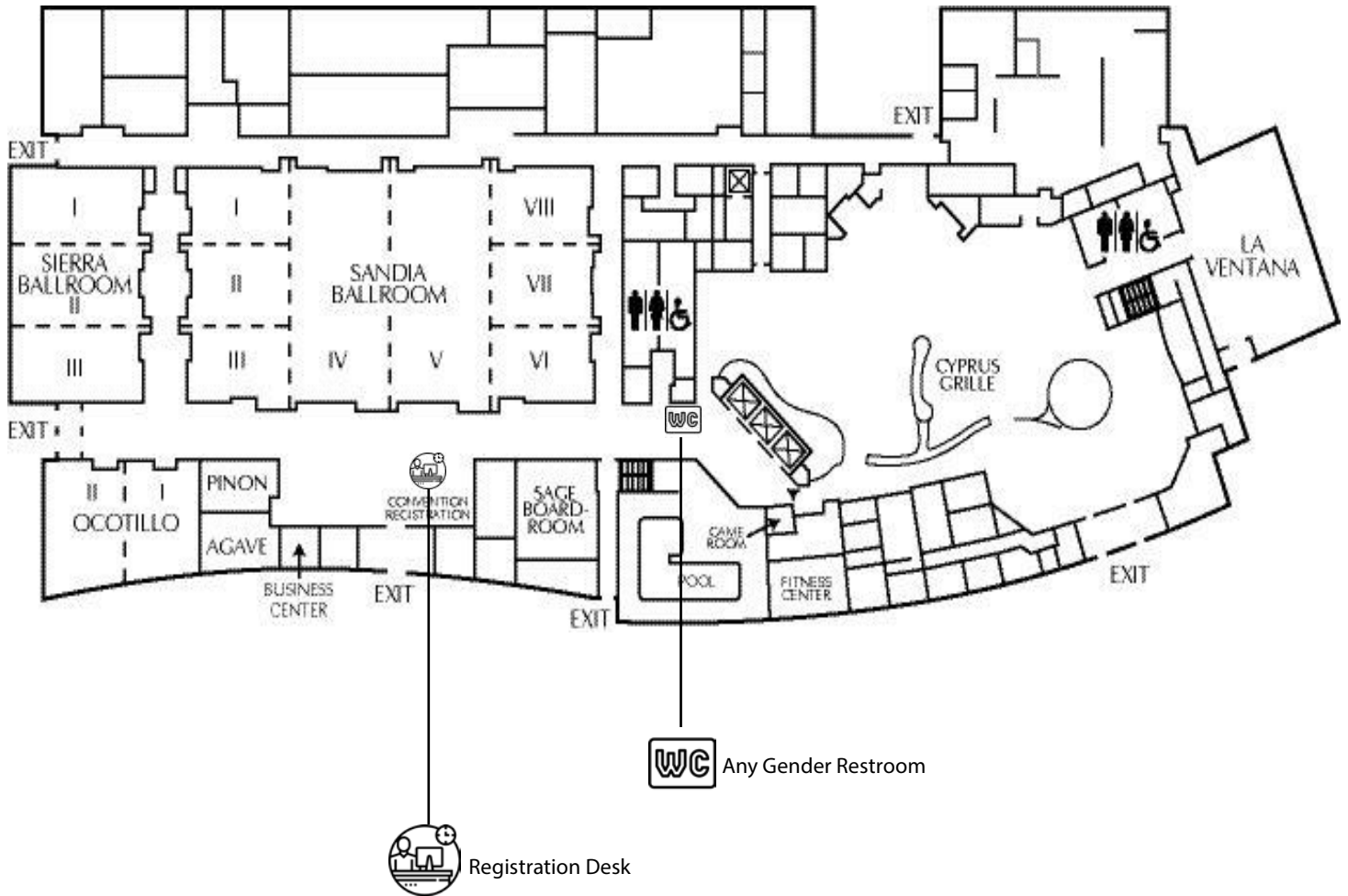
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Exhibitor | Web: wwnorton.com | Contact: Spencer Richardson-Jones, srjones@wwnorton.com

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SCHEDULE AT A GLANCE

Friday, February 7	
8:30 AM – 6:00 PM	Registration Open
9:00 AM – 12:00 PM	Pre-Conference Short Course Programming (<i>Pre-Registration Required</i>)
12:00 PM – 1:00 PM	Track Moderator Lunch (<i>Invitation Only</i>)
12:00 PM – 6:00 PM	Exhibits Open
1:00 PM – 2:15 PM	Keynote Address
2:30 PM – 4:00 PM	Track Breakouts
4:00 PM – 4:15 PM	Break
4:15 PM – 5:45 PM	Workshops
5:45 PM – 6:45 PM	Opening Reception, <i>Co-Sponsored by the APSA Organized Section on Political Science Education and Pi Sigma Alpha</i>
6:30 PM – 10:30 PM	Optional Shuttle to Nob Hill

Saturday, February 8	
8:00 AM – 5:00 PM	Registration Open
8:00 AM – 5:30 PM	Exhibits Open
8:00 AM – 9:30 AM	Track Breakouts
9:30 AM – 10:00 AM	Break
10:00 AM – 11:30 AM	Track Breakouts
11:30 AM – 1:00 PM	Luncheon
1:00 PM – 2:30 PM	Workshops
2:30 PM – 3:00 PM	Coffee Break, <i>Sponsored by the APSA Organized Section on Political Science Education</i>
3:00 PM – 4:30 PM	Track Breakouts
4:30 PM – 5:30 PM	Political Science Education Organized Section Meeting
5:00 PM – 9:00 PM	Optional Shuttle to Old Town Albuquerque

Sunday, February 9	
8:00 AM – 11:00 AM	Exhibits Open
8:00 AM – 9:30 AM	Track Breakouts
9:30 AM – 10:00 AM	Break
10:00 AM – 12:00 PM	Professional Development Series



2020 TEACHING & LEARNING CONFERENCE AWARDEES



Jennie Sweet-Cushman **CQ Press Award for Teaching Innovation**

Jennie Sweet-Cushman is an assistant professor of political science at Chatham University in Pittsburgh, Pennsylvania where she teaches courses in public policy, American politics, women and politics, and research methods. She was the 2018-2019 “Teacher of the Year” in Chatham’s School of Arts Science and Business. From 2013 to 2019, she also served as the Assistant Director of the Pennsylvania Center for Women and Politics. A former (successful) congressional campaign manager herself, Jennie earned her Ph.D. in political science from Wayne State University in Detroit in 2014. Her research focuses on women’s political ambition and representation in the U.S., as well as gender equity in academia. Her recent work has appeared in *PS: Political Science & Politics*; *Politics, Groups and Identities*; and *Politics and the Life Sciences*. She currently serves as a commissioner on the City of Pittsburgh’s Equal Opportunity Review Commission, appointed by Mayor Bill Peduto in 2017.

The CQ Press Award for Teaching Innovation honors a wide range of new directions in teaching by recognizing a political scientist who has developed an effective new approach to teaching in the discipline.



John Twichell **Michael Brintnall Teaching & Learning Award**

John Twichell is a Ph.D. (University of Miami, 2015) and Lecturer of International Studies at the University of Miami, Florida, where he instructs undergraduate courses in international relations, in research methodology, and in civic engagement and internships. In addition, in the College of Arts and Sciences, Dr. Twichell is Coordinator of the Arts and Sciences Program for Internship-Related Experiences (ASPIRE), which assists undergraduates in identifying opportunities to develop their practical skills. Launched in 2016 under Dr. Twichell’s leadership, ASPIRE is developing into a network that, in cooperation with Toppel Career Center, links undergraduate students to internship opportunities in Miami, nationally, and worldwide.

Dr. Twichell’s research interests are focused on development in the nations of Latin America and the Middle East, and the influence national development patterns have on regional relations. Dr. Twichell conducted his dissertation fieldwork in Latin America through research grants awarded to him by the Center for Latin American Studies and by Fulbright. Dr. Twichell also previously served as a writer and editor for the Center for Hemispheric Policy at the University of Miami (2008-2013), where he contributed to numerous publications on issues of

domestic and foreign policy that confront countries in the Western hemisphere.

The Michael Brintnall Teaching and Learning Award supports faculty attendance at the Teaching and Learning Conference and is named in honor of former APSA Executive Director Michael Brintnall, who was deeply committed to advancing the scholarship of teaching and learning in the discipline.

DAILY SCHEDULE

Friday, February 7	
8:30 AM – 6:00 PM	Registration Open , Room: Sandia Pre-Con Hallway
9:00 AM – 10:00 AM	Pre-Conference Short Course: Active Learning in the IR classroom with the Statecraft IR Simulation, Room: La Ventana
10:00 AM – 11:00 AM	Pre-Conference Short Course: Deliberative Skill: Model Appellate Court Oral Arguments and Judicial Education, Room: La Ventana
11:00 AM – 12:00 PM	Pre-Conference Short Course: NASPAA Simulation Workshop, Room: La Ventana
12:00 PM – 6:00 PM	Exhibits Open , Room: Sandia Pre-Con Hallway
1:00 PM – 2:15 PM	Keynote Address , Democracy is More Important than a P-Value: Embracing Political Science's Civic Mission through Intersectional Engaged Learning, with Lori M. Poloni-Staudinger and J. Cherie Strachan; Room: Sandia IV & V
2:30 PM – 4:00 PM	<p>Track Breakouts, <i>see pages 20-26 for locations.</i></p> <p>Civic Engagement: Free Speech and Civic Engagement Community Engagement and Experiential Learning: Thinking About Community General Education & Interdisciplinary Teaching: Integrating Career Education Rethinking the Undergraduate Political Science Major: Session #1 Simulations & Games I: Strategy, Game Design, and Constitutions & Treaties: Developing Empathy and Soft Skills Simulations & Games II: Evidence, Innovation, and Institutions: Innovative Co-Curricular Experiences Teaching Research, Writing, and Information Literacy: Teaching Research Methods: What We Know and Where We are Going The Inclusive Classroom: Inclusive Pedagogy The Virtual and Technology Enhanced Classroom: E-Texts: Engagement, Costs, Alternatives</p>
4:00 PM – 4:15 PM	Break
4:15 PM – 5:45 PM	<p>Workshop Sessions, <i>see pages 16-18 for locations.</i></p> <p>Empowering Graduate Students to Teach How to Publish in the JPSE and European Political Science Open Educational Resources in Introductory Political Science Courses Teach Civic Engagement! Publish Civic Engagement! Teaching Political Science Research Methods: Best Practices & Deep Controversies To Be ENGAGED or not to LEARN; The PLACERS Model Using ICONS Simulations to Negotiate "Messy" Problems Using Rubrics in the Political Science Classroom</p>
5:45 PM – 6:45 PM	Opening Reception , Room: Sandia IV & V <i>Co-Sponsored by the Political Science Education Section and Pi Sigma Alpha</i>
6:30 PM – 10:30 PM	Optional Shuttle to Nob Hill
Saturday, February 8	
8:00 AM – 5:00 PM	Registration Open , Room: Sandia Pre-Con Hallway
8:00 AM – 5:30 PM	Exhibits Open , Room: Sandia Pre-Con Hallway
8:00 AM – 9:30 AM	<p>Track Breakouts, <i>see pages 20-26 for locations.</i></p> <p>Civic Engagement: Building Community through Civic Engagement Community Engagement and Experiential Learning: Empowering Students through Experiential Learning: Internships General Education & Interdisciplinary Teaching: Studying Politics through Literature and Film Rethinking the Undergraduate Political Science Major: Session #2 Simulations & Games I: Strategy, Game Design, and Constitutions & Treaties: International Relations Simulations and Games Simulations & Games II: Evidence, Innovation, and Institutions: Modeling International Politics Teaching Research, Writing, and Information Literacy: Enhancing Data and Analytical Literacy The Inclusive Classroom: Inclusivity through Storytelling, Songs, and Popular Culture The Virtual and Technology Enhanced Classroom: Online Learning: Democratizing Global Access and Motivating Student Learning</p>
9:30 AM – 10:00 AM	Break

DAILY SCHEDULE

10:00 AM – 11:30 AM	<p>Track Breakouts, <i>see pages 20-26 for locations.</i></p> <p>Civic Engagement: Development of Civic Empowerment Community Engagement and Experiential Learning: Empowering Students through Experiential Learning: State and Local General Education & Interdisciplinary Teaching: Supporting Students Beyond the Curriculum Rethinking the Undergraduate Political Science Major: Session #3 Simulations & Games I: Strategy, Game Design, and Constitutions & Treaties: Political Strategy in American Politics Simulations & Games II: Evidence, Innovation, and Institutions: Exercises in American Politics and Institutions Teaching Research, Writing, and Information Literacy: Empowering Students to be Better Writers The Inclusive Classroom: Tools for Inclusivity The Virtual and Technology Enhanced Classroom: Innovative Pedagogies and Technology for Increasing Student Engagement</p>
11:30 AM – 1:00 PM	Luncheon , Room: Sandia IV & V
1:00 PM – 2:30 PM	<p>Workshops, <i>See pages 16-18 for locations.</i></p> <p>Academic Freedom: Intellectual Integrity in Times of Institutional Change American Government Learning Outcomes and Assessment Empowering Students through Community-Based Research "Getting Into" the Scholarship of Teaching and Learning Inclusive Class Participation: Necessary Conditions and Specific Strategies Playing Games & Empowering Students: Reacting to the Past in Political Science Teaching Political Science Professional Development The Present and Future of Teaching and Learning</p>
2:30 PM – 3:00 PM	Coffee Break , <i>Sponsored by the Political Science Education Section</i>
3:00 PM – 4:30 PM	<p>Track Breakouts, <i>See pages 20-26 for locations.</i></p> <p>Civic Engagement: Ways of Thinking and Teaching about Community, Civics, and Politics Community Engagement and Experiential Learning: Empowering Students through Experiential Learning: International General Education & Interdisciplinary Teaching: Involving Practices and Interdisciplinary Courses Rethinking the Undergraduate Political Science Major: Session #4 Simulations & Games I: Strategy, Game Design, and Constitutions & Treaties: Creating Constitutions and Building Societies Simulations & Games II: Evidence, Innovation, and Institutions: Evidence of Learning Teaching Research, Writing, and Information Literacy: Experimenting with Pedagogical Techniques The Inclusive Classroom: Learning About and From Our Students The Virtual and Technology Enhanced Classroom: What the Evidence Tells Us</p>
4:30 PM – 5:30 PM	Political Science Education Organized Section Meeting , Room: Sandia IV & V
5:00 PM – 9:00 PM	Optional Shuttle to Old Town Albuquerque
Sunday, February 9	
8:00 AM – 11:00 AM	Exhibits Open , Room: Sandia Pre-Con Hallway
8:00 AM – 9:30 AM	<p>Track Breakouts, <i>See pages 20-26 for locations.</i></p> <p>Civic Engagement: Deliberative Dialogues Community Engagement and Experiential Learning: Community Partnerships General Education & Interdisciplinary Teaching: Understanding Majors and Nonmajors Rethinking the Undergraduate Political Science Major: Session #5 Simulations & Games I: Strategy, Game Design, and Constitutions & Treaties: Teaching through Game Design Simulations & Games II: Evidence, Innovation, and Institutions: Exercises and Games to Teach about Political Violence Teaching Research, Writing, and Information Literacy: Adapting Methods to New Contexts and Modalities The Inclusive Classroom: Empowering Students through OER The Virtual and Technology Enhanced Classroom: Lessons Learned and New Directions</p>
9:30 AM – 10:00 AM	Break
10:00 AM – 12:00 PM	<p>Professional Development Series</p> <p>Articulating Your Teaching Philosophy, Room: La Ventana Using the Classroom as a Springboard for Broader Student Voter Engagement, Room: Sandia IV & V</p>

PRE-CONFERENCE SHORT COURSES

Pre-Conference Short Courses require pre-registration. All short courses will take place in La Ventana.

Active Learning in the IR classroom with the Statecraft IR Simulation

Fri, February 7, 9:00 to 10:00 AM

Presenter: Stephanie A. Hallock, Harford Community College

Workshop Goals: Demonstrate how an interactive, digital IR Simulation facilitates achievement of course learning outcomes and assessment of course content. Discuss how the simulation shapes the classroom environment to foster student engagement and success. Experience the Statecraft IR Simulation from your students' perspective. Share experiences, ideas and tips for implementing the IR Simulation in your course.

Deliberative Skill: Model Appellate Court Oral Arguments and Judicial Education

Fri, February 7, 10:00 to 11:00 AM

Presenter: Nattawan Junboonta, Rutgers University

Workshop Goals: This workshop presentation will provide an opportunity for participants to model court proceedings of an appellate court. Through this workshop participants will: 1) Learn about the Justice For All: Courts and the Community Civic Education Initiative and the different civic education programs available at the courthouse; 2) Learn how to use various court cases, U.S. Amendments, and legal questions to engage students in the process of deliberation and information elaboration; 3) Participate in mock appellate court activity and be assigned into one of the three teams: position A team, position B team and position Neutral team (judges); 4) Perform basic research on a legal topic; and 5) Engage in political dialogues and deliberations through modeling the proceedings of an appellate court oral argument.

NASPAA Simulation Workshop

Fri, February 7, 11:00 AM to 12:00 PM

Presenters: Supriya Golas, NASPAA; Dana Michael Harsell, University of North Dakota; Ruth Ellen Wasem, Lyndon B. Johnson School of Public Affairs

Workshop Goals: NASPAA launched a Simulation Network at its Annual Fall Conference in October to promote greater collaboration among universities and institutions committed to simulation-based classroom learning around the globe. The Network is part of a broader initiative to promote innovative policy analysis and decision making in the public sector through technology and data. During this workshop, NASPAA staff and faculty will offer guidance and conduct demos on how to best utilize simulations in the classroom particularly highlighting simulations from NASPAA's Annual Simulation Competition and how faculty have used the simulation in their classroom.



apsaEDUCATE

Introducing APSA Educate – A New Online Library for Political Science Teaching and Learning Resources

APSA Educate will serve as a centralized home for political science teaching and learning materials, and as a space for faculty to share their innovations, challenges, and best practices in political science teaching. The website will be free to access and will feature resources and blog posts submitted by political science faculty.

APSA Educate will launch at the 116th Annual Meeting of the American Political Science Association, September 10-13, 2020 in San Francisco.



PLATFORM BENEFITS

Access a broad range of high-quality political science teaching and learning materials including syllabi, in-class activities, simulations, writing assignments, civic engagement tools and more!

Save favorite resources to your personal teaching resource library.

Track views and downloads of your submitted materials.

Learn from and share with colleagues through our feature posts – featuring member-driven conversations around innovations, challenges, and best practices in political science education.

Ask questions, discuss modifications to and experiences with resources via comments.

Recommend a colleague whose exceptional teaching innovation should be showcased.



SUBMIT YOUR MATERIALS — SHAPE THE CONVERSATION

Prior to its official launch, APSA Educate seeks teaching and learning materials and resources to form the foundation of the platform's online-library.

We invite suggestions for short blog posts celebrating innovative or exemplary teaching tools. If you are interested in submitting a resource, writing a post, and/or would like to recommend a colleague, please contact us at educate@apsanet.org!

To stay updated and learn more about APSA Educate, please visit www.apsanet.org/educate.



WORKSHOPS & PANEL SESSIONS

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. Workshop attendance is not determined by track, and these sessions are open to any conference attendee.

Friday, February 7

4:15 PM – 5:45 PM

Workshop: Empowering Graduate Students to Teach

Jeremy Bowling, University of Nevada, Las Vegas
Room: Sierra II

Too often political science departments have underprepared and inexperienced graduate students teaching general education, particularly introductory courses in American government. At the University of Nevada, Las Vegas (UNLV), which has the most diverse student body in the nation and features many first generation college students, graduate instructors face the additional challenges of teaching for diversity and inclusion to non-majors and students who often are under-prepared for the rigors of a university education. To better prepare our graduate students to meet the challenges of teaching at UNLV, the Department of Political Science created a Graduate Instructor Training Program. The program consists of 20-hours of required training before students begin their teaching, active one-on-one mentoring on teaching and learning, teaching and learning workshops that are offered throughout the academic year, and a robust teaching observation program. In order to help other political science departments address the challenges of preparing graduate instructors to teach their own sections, this workshop discusses various aspects of developing a graduate instructor training program and provides attendees with materials to assist with graduate student teaching that can be adapted to the needs of their own departments.

Workshop: How to Publish in the JPSE and European Political Science

Alasdair Blair, De Montfort University
Victor Asal, University at Albany, SUNY
Joseph W. Roberts, Roger Williams University
Shane Nordyke, University of South Dakota
Mark L. Johnson, Minnesota State Community and Technical College
Mitchell Brown, Auburn University
J. Cherie Strachan, Central Michigan University
Room: Ocotillo II

It is commonly agreed that publication in academic journals is a critical part of the academic career. However, writing academic papers and getting them published is not a straightforward task. This workshop seeks to shed light on experience of editors from the *Journal of Political Science Education* and *European Political Science* on this process. The workshop will explore the common factors that result in papers getting desk rejected. The workshop will outline clear strategies that will ensure that your paper has the best chance of being sent out for review. This will include the important, but all too often overlooked, aspect of how to write a cover letter that attracts the attention of journal editors. Discussion will be attached to the important issue of peer review, including how best to respond to reviews and the expected academic conventions in terms of acting as reviewers. Finally, the editors will also discuss their own path to becoming editors and their strategies for developing their journals.

Workshop: Open Educational Resources in Introductory Political Science Courses

Wendy L. Johnston, SUNY, Adirondack Community College
Jennifer Woodward, Middle Tennessee State University
Room: Sierra I

Open Educational Resources (OERs), identified by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) as “teaching, learning and research materials in any medium—digital or otherwise—that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restriction,” empower faculty to provide students with learning materials without adding to the students’ financial stress. Wendy L. Johnston, Associate Professor of Political Science at SUNY Adirondack, and Jennifer Woodward, Assistant Professor of Political Science at Middle Tennessee State University, will provide an overview of Open Educational Resources and their usefulness for the introductory level political science course. Participants can expect to walk away with ideas and approaches to OER course development as well as a comprehensive set of OER resources.

Workshop: Teach Civic Engagement! Publish Civic Engagement!

Alison Rios Millett McCartney, Towson University
Elizabeth C. Matto, Rutgers University, New Brunswick
Elizabeth A. Bennion, Indiana University South Bend
Dick Simpson, University of Illinois, Chicago
Room: Sandia II & III

Civic engagement is one of the largest tracks at TLC and TLC at APSA. However, people in this track are at different levels of work, and some may need more mentoring than time allows in the track sessions. Meanwhile, those in other tracks, who may also work in civic engagement, lose out on the opportunity to learn about how to organize their civic engagement work so that they can proceed to the publishing stage. Building on free materials offered to APSA members, this workshop will help you to develop a concrete plan for publishing Civic Engagement-Scholarship of Teaching and Learning (SoTL) and provide on-the-spot mentoring.

Workshop: Teaching Political Science Research Methods: Best Practices & Deep Controversies

Kelly Bauer and Kelly Clancy, Nebraska Wesleyan University
William D. Blake, University of Maryland, Baltimore County
Afke Groen, Maastricht University
Claire Haeg and Christi Siver, College of Saint Benedict/Saint John’s University
Matthew C. Ingram, University of Albany, State University of New York
Jonathan B. Isacoff, Gonzaga University
Zsolt Nyiri, Montclair State University, Montclair State University
Jeffrey L. Bernstein, Eastern Michigan University
Room: Sandia I

Among the many recommendations of the Wahlke Commission's Report on the Political Science Major (1991) was that an undergraduate political science program should include coursework on research methods. In response to this, and in response to the increasingly methods-driven nature of research in the field, more and more political science departments began to offer such a class (or classes). Today, it is the unusual department that does not offer at least one undergraduate class in research design, statistics, or related topics. The course is often among the least popular for students to take, and sometimes is one that few faculty members wish to teach. The presenters of this workshop all have extensive experience teaching this course, and reflecting on best practices. We are all contributing authors to a forthcoming edited volume on the subject, to be published by Edward Elgar Publishers. In this workshop, we will share our perspectives on the subject, and engage participants in thinking about these issues might play out in their courses.

Workshop: To Be ENGAGED or not to LEARN - The PLACERS Model

Cheresa Greene Simpson, Gardner-Webb University
Room: Sierra III

Educators often stress the importance and value of inter-disciplinary/cross-disciplinary measures that contribute to the development of holistic students. However, collaborative approaches that reach outside or across disciplines are often overwhelming and time consuming for faculty to develop. Additionally, many would like to expand learning opportunities for their students and experience successful engagement and just may not have the "know-how." This workshop provides a framework that can be used to develop both collaborative interdisciplinary/cross-disciplinary teaching and inquiry-based engagement. The PLACERS ("Plan, Create, Engage, Reflect, Share and Celebrate") Model is a model for transformative engagement and educator collaboration in an effort to transform learning experiences in a pre-professional learning environment. Implementing this model along with a variety of inquiry-based activities produced opportunities for students to increase content knowledge, engagement and critical thinking skills. Moreover, it provides a guide/schema for educators to delve into collaborative instruction. This workshop will benefit faculty in all areas who are interested in enhancing teaching and learning through collaboration and engagement.

Workshop: Using ICONS Simulations to Negotiate "Messy" Problems

Audrey Tetteh, ICONS Project, University of Maryland
Room: Sandia VI-VIII

Empowering students involves building their toolkit for tackling the challenges they will face – not just the challenges that have clearly defined choices, but the "messy" problems too. These messy problems typically involve multiple stakeholders, complex issues, and no one-size-fits-all answers. So, how do we empower students to address these types of problems? A key tool in their toolkit should be negotiation skills and one way to practice and hone these skills is through simulations. How can we ensure these simulations create the right environment for exploration of some of the world's "messiest" problems? And, what types of negotiation skills should we help students develop?

Workshop: Using Rubrics in the Political Science Classroom

Sarah Elizabeth James, Harvard University
Colin M. Brown, Northeastern
George Soroka, Harvard University
Room: Ocotillo I

In this workshop, participants will get an overview of how and why to use rubrics for classroom instruction. In the first third of the workshop, participants will learn about the (extensive) research behind rubric use in K-12 education and the (quite limited) research about their use in higher education. The basic design elements of rubrics will also be covered. In the second part of the workshop, participants will get practice using rubrics to evaluate writing, and engage in a discussion about which skills political and social scientists might especially want to emphasize in their own rubrics. In the closing part of the workshop, participants will learn strategies for teaching and explaining rubrics to their own students, and how to use rubrics as part of an open, skills-based pedagogy.

Saturday, February 8

1:00 PM – 2:30 PM

Workshop: Academic Freedom: Intellectual Integrity in Times of Institutional Change

Rogelio Garcia, East Los Angeles College
Kenneth Chaiprasert, East Los Angeles College
Kelly Velasquez, East Los Angeles College
Room: Sandia I

This presentation seeks to broaden faculty's understanding of academic freedom by exploring its many facets, especially when it comes to diverse learning environments. This presentation will provide practical information, learning strategies and examples on the topic of academic freedom for faculty to be able to express and share their knowledge freely with students without fear of reprisals, while maintaining a robust learning environment for our diverse student body.

Workshop: American Government Learning Outcomes and Assessment

Stephen S. Meinhold, UNC-Wilmington
Jim Huneycutt, CollegeBoard/AP
Room: Ocotillo II

Learning outcomes and assessment strategies for all political science courses are essential. Annually, over 315,000 high school students have their first encounter with political science in an academic setting through the Advanced Placement U.S. Government and Politics courses offered in high schools. The curriculum framework for this course and the assessment protocols that accompany it have undergone significant revision to ensure general alignment with college level political science introductory courses in American government. Lessons learned from the first year of the implementation of the Advanced Placement U.S. Government and Politics course highlight the continued connections between this course and the goals of the Teaching and Learning community. Specific attention in this workshop is focused on argumentation as a learning outcome for political science courses and essay writing as an assessment strategy.

Workshop: "Getting Into" the Scholarship of Teaching and Learning

Alison K. Staudinger, University of Wisconsin, Green Bay
Room: Sandia II & III

The Scholarship of Teaching and Learning (SoTL) is both a form of research and a way of improving teaching through organized inquiry into student learning and going "public" with this inquiry. This workshop, aimed at those new to SoTL in the context of Political Science, will be about finding joy and excitement in this work and also the basics of developing a research project about learning—two ways of "getting into" SoTL. Working together, we'll turn a teaching frustration into a research question that you could answer using methods that are already familiar to you, as well as walk through some common types of SoTL questions, prominent literatures in SoTL and some research design. Please come ready to talk about a particular challenge you've faced in your teaching!

Workshop: Inclusive Class Participation: Necessary Conditions and Specific Strategies

Elizabeth Cohn, American University
Room: Sandia VI & VIII

How do you draw in all students to engage with course content and fellow students? This workshop explores how to create the necessary conditions in the classroom so that all can fully participate, and offers specific strategies to employ in your teaching. Bring your ideas and questions as this will be an interactive workshop that includes brainstorming, small group discussion, individual reflection, and role-play.

Workshop: Playing Games & Empowering Students: Reacting to the Past in Political Science

Joseph W. Roberts, Roger Williams University
Mark L. Johnson, Minnesota State Community and Technical College
Brian E. Klunk, University of the Pacific
John Carter McKnight, Harrisburg University of Science and Technology
Room: La Ventana

Reacting to the Past (RTTP) is a pedagogy based on elaborate simulation games set in the past (from ancient Athens to the Copenhagen Climate Change Conference in 2009). The games assign specific roles (real or composite characters) to students that are informed by classic texts, speeches, or other critical literature. The goal is to engage the ideas and issues of the subject while encouraging critical thinking and improving oral and written communication. Students run the class sessions during the simulation sessions with speeches and other interaction while instructors provide guidance as needed and grade oral and written work. While RTTP was initially developed by historians, it is becoming more common in political science courses; a few games have been written by political scientists. This workshop will introduce participants to the pedagogy, play a shortened version of a game focused on international relations, and answer questions about the pedagogy. The facilitators will share their experiences including assessment information.

Workshop: Teaching Political Science Professional Development

Bobbi Gentry, Bridgewater College
Room: Sierra I

As pressures to increase employability of graduates becomes more demanding, little work has been done to develop what skills and career knowledge are necessary for graduates of Political Science. This work focuses on the development of a one credit Political Science course on Professional Development in the discipline. After teaching professional development for seven years, this workshop provides insights into what undergraduates need to know and what departments and faculty can do to improve career preparation for students. Research suggests faculty need to be more intentional in how they communicate the skills and knowledge that are learned in their classes and across the Political Science curriculum. Included in this workshop is a how-to guide on readings, assignments, and curricular programming to support any faculty or departments interested in creating Professional Development in their programs.

Workshop: The Present and Future of Teaching and Learning

Mark Carl Rom, Georgetown University
Cassandra Giana Khatri, Lone Star College; University Park
Tavishi Bhasin, Kennesaw State University
Josiah Marineau, Campbellsville University
Michael T. Rogers, Arkansas Tech University
Eric Loepp, University of Wisconsin, Whitewater
Daniel J. Mallinson, Penn State, Harrisburg
Delton T. Daigle, George Mason University
Donald Gooch, Stephen F. Austin State
Room: Sierra II

The journal *PS: Political Science and Politics* has commissioned one or more Symposia on "The Present and Future of Political Science Education." In this workshop, potential contributors will share their ideas. This symposium will survey the field of political science instruction, seeking "state of the art and the evidence" on topics such as: How has in-person (live) instruction changed in recent years? How is it expected to change in the future? Potential topics might include: teaching modes (e.g., lecture vs. flipped); assessment modes (e.g., exams vs. projects); subfield balance; instructor type (e.g., tenure vs. contingent; gender and ethnicity), and so forth. What are the trends in "delivery" — live v. hybrid (part live, part online) v. online? What are these trends across institutional type (community college, college, university)? What is the state of knowledge regarding best practices across delivery modes? What can each mode learn from the others? How does the knowledge base most accessible to political scientists (e.g., PS, JPSE, etc.) compare to the knowledge base in other learning communities? What do we know about the attitudes and perceptions of faculty, students, and administrators regarding the three delivery modes?

RAISE THE VOTE

Resources to Amplify and Increase Student Engagement

Join APSA's RAISE the Vote Campaign

Share the work of political scientists to encourage student civic engagement

Contribute to the American Political Science Association's [APSA] RAISE the Vote Campaign, a nonpartisan initiative that aims to provide political science faculty with the tools needed to effectively encourage student registration, voting, and democratic engagement. RAISE stands for "Resources to Amplify and Increase Student Engagement." The campaign includes accessible blog post contributions from political scientists highlighting their research, teaching, and campus engagement related to civic engagement and voting. [#RAISEtheVote](#)
[#CivicEngagement](#) [#2020Elections](#)

Interested in contributing a blog post to the campaign?

Send the following information to Dr. Tanya Schwarz, APSA's Director of Teaching & Learning, at tschwarz@apsanet.org:

- ✓ Name, affiliation, and contact info
- ✓ Brief summary of post proposal
- ✓ Preferred monthly theme to feature the post

RAISE THE VOTE

Resources to Amplify and Increase Student Engagement

connect.apsanet.org/raisethevote



January 17, 2020

**Late to the Party
(Nomination): How
Primary Election Timing
Disadvantages Missouri
Voters**



January 16, 2020

**Taking Students to the
Iowa Caucus: An
Experiential Approach to
American Politics**

UPCOMING THEMES

February 2020:

Upcoming Caucuses & Primaries

March 2020:

Voting Behavior & Political Participation

April 2020:

Candidate Recruitment & Campaign Finance

May 2020:

Polling, Forecasting, and Data

June 2020:

Candidates, Campaigns, and Political Communication



Track: Civic Engagement

Moderator: Mary McHugh, Merrimack College

Room: La Ventana

Friday, February 7, 2:30 PM

Free Speech and Civic Engagement

Using Think-Alouds to Understand How Students Balance Free Speech and Inclusion

Jeffrey L. Bernstein, Eastern Michigan University

Cameron Armstrong, Eastern Michigan University

Saturday, February 8, 8:00 AM

Building Community through Civic Engagement

On Socratic Method and the Art of Dialectic

Christopher Gaelan Murphy, MacEwan University

Building Community-Engaged Learning into the Online Political Science Classroom

Kristoffer Michael Rees, Indiana University East

Chera A. LaForge, Indiana University East (Non-Presenting Co-Author)

Saturday, February 8, 10:00 AM

Development of Civic Empowerment Education

Political Knowledge and the Development of Civic Dispositions and Skills

Diana M. Owen, Georgetown University

Developing Civic Responsibilities in a Large Lecture through Debates

Emily Kathryn Lynch, University of Rhode Island

Track Participants:

Cameron Armstrong, Eastern Michigan University

Jeffrey Bernstein, Eastern Michigan University

Kenneth Betsalel, University of North Carolina, Asheville

Alasdair Blair, De Montfort University

Maria Chavez, Pacific Lutheran University

Joanna Flores, California State, Los Angeles

Rogelio Garcia, East Los Angeles College

Ramona Grey, University of Montana, Political Science Dept

Christopher Hallenbrook, California State University Dominguez Hills

Brian Hanson, Wayne State College

Jonathan Isacoff, Gonzaga University

Alex Jorgensen, Winona State University

Heidi Kelley, University of North Asheville

Charles Kennedy, Lone Star College

Cassandra Khatri, Lone Star College- University Park

Stephanie King, NASPA

Teaching American Political Science in China

Yitsui Tseng, University of Colorado, Denver

Tools of the Trade: Persuasive Communications for Feminist Practice

Aidan Smith, Tulane University

Saturday, February 8, 3:00 PM

Ways of Thinking and Teaching about Community, Civics, and Politics

Vernacular Citizenship: Empowering PS Students in New Ways

Kenneth A. Betsalel, University of North Carolina, Asheville

Heidi J. Kelley, University of North Asheville

Revisiting J.S. Mill's Case for Civil Dialogue in the Age of Partisan Division

Ramona June Grey, University of Montana

Increase Success through Active Learning: Making Party Systems Personal

Kerri Ryer, Foothill College

Sunday, February 9, 8:00 AM

Deliberative Dialogues

Tackling "Wicked Problems" with the NIF Framework of Deliberative Dialogue.

Alex Jorgensen, Winona State University

Kara L. Lindaman, Winona State University (Non-Presenting Co-Author)

Rebecca Lubbers, St. Clair County Community College

Emily Lynch, University of Rhode Island

Elizabeth Matto, Rutgers University, New Brunswick

Mary McHugh, Merrimack College

Christopher Murphy, MacEwan University

Shane Nordyke, University of South Dakota

Diana Owen, Georgetown University

Kristoffer Rees, Indiana University East

Sandra Richards, Midland College

Kerri Ryer, Foothill College

Dick Simpson, University of Illinois, Chicago

Aidan Smith, Tulane University

Yitsui Tseng, University of Colorado, Denver

Clarissa Unger, Young Invincibles

Track: Community Engagement and Experiential Learning

Moderators: Bobbi Gentry, *Bridgewater College*; Clinton Jenkins, *Birmingham-Southern College*

Room: Ocotillo II

Friday, February 7, 2:30 PM

Thinking About Community

Teaching Political Science Through Citizenship and Civic Engagement

Claire Abernathy, Stockton University
Lauren Marie Balasco, Stockton University
Jennifer Forestal, Loyola University, Chicago

Creating Social Capital In Classrooms

Taiyi Sun, Christopher Newport University

Experiencing and Interpreting: Reacting to Experiential Learning Abroad

Jennifer Ostojki, Northeastern University
Carl Cilke, Northeastern University

Saturday, February 8, 8:00 AM

Empowering Students through Experiential Learning: Internships

Integral or Irrelevant: What Makes a Desirable College Intern?

Shannon McQueen, George Washington University
Clinton Jenkins, Birmingham-Southern College
Susan L. Wiley, George Washington University

Comparative Analysis and Assessment of High Impact Internship Programs

Arthur H. Auerbach, University of Southern California

Matching Expectations: Internship Course Goals for Students and Faculty

Marissa Anne Silber Grayson, Samford University

Saturday, February 8, 10:00 AM

Empowering Students through Experiential Learning: State and Local

Empowering Students via Community Engagement: Policy Change in Rural Communities

Jeff Dense, Eastern Oregon University

Track Participants:

Claire Abernathy, Stockton University
Elissa Alzate, Winona State University
Barbara Arneil, University of British Columbia
Arthur Auerbach, University of Southern California
Lauren Balasco, Stockton University
Carl Cilke, Northeastern University
Kelly Clancy, Nebraska Wesleyan University
Jean Clipperton, Northwestern University
Clare Daniel, Tulane University
Jeff Dense, Eastern Oregon University
Thomas C. Ellington, Harvard University
Jennifer Forestal, Loyola University, Chicago
Bobbi Gentry, Bridgewater College
Marissa Grayson, Samford University
Joseph Howard, University of Central Arkansas

Open Records Audits: Empowering Students via Experiential Learning
Thomas C. Ellington, Harvard University

Promoting Political Ambition in an Experiential Classroom
Anna M. Mahoney, Tulane University

Project Based Learning in Political Science
Kelly Clancy, Nebraska Wesleyan University

Saturday, February 8, 3:00 PM

Empowering Students through Experiential Learning: International

Unlikely Rivals? Integrating Study Abroad into the Political Science Curriculum

Jennifer Wallace, University of Maryland, College Park

Empowering Students via Travel: Probing the Arab-Israeli Conflict from the Field

Jonathan L. Snow, Roanoke College

International Civic Engagement to Promote Peace
Patrick McNamara, University of Nebraska at Omaha

Sunday, February 9, 8:00 AM

Community Partnerships

Evaluating a Donor-Funded Reproductive Rights Experiential Learning Program

Clare M. Daniel, Tulane University

Experiential Learning: Justice System Officials as Co-Educators

Jennifer Noe Pahre, University of Illinois

Clinton Jenkins, Birmingham-Southern College
Nattawan Junboonta, Rutgers University
Michele Leiby, College of Wooster
Anna Mahoney, Tulane University
Jennifer Meyer, Franklin & Marshall College
Patrick McNamara, University of Nebraska at Omaha
Shannon McQueen, George Washington University
Jennifer Ostojki, Northeastern University
Jennifer Pahre, University of Illinois
Heather Rice, Slippery Rock University
Jonathan Ring, University of Tennessee, Knoxville
Jonathan Snow, Roanoke College
Taiyi Sun, Christopher Newport University
Jennifer Wallace, University of Maryland, College Park
Susan Wiley, George Washington University

Track: General Education & Interdisciplinary Teaching

Moderator: Anthony Kammas, *University of Southern California*

Room: Sierra III

Friday, February 7, 2:30 PM

Integrating Career Education

Internships for Credit: Linking Work Experience to Learning Objectives

Kevin E. Lucas, Capital University

Political Science Internships: A Path to "Workforce Ready" without Selling Out

Nicole R. Foster Shoaf, Missouri Southern State University

Saturday, February 8, 8:00 AM

Studying Politics through Literature and Film

Teaching Western Political Thought through Western Literature

Douglas Alan West, Lakehead University

Seeing What Is Said: Teaching Machiavelli's Prince through Its Images

Khristina Hamilton Haddad, Moravian College

Saturday, February 8, 10:00 AM

Supporting Students Beyond the Curriculum

Practice of Teaching Learning Speaking Skills in Group Work

Getnet Tibebe Alemayehu, Addis Ababa University

Global Studies and Careers

John Barkdull, Texas Tech University

Track Participants:

Korneliya Bachiyiska, American University
 John Barkdull, Texas Tech University
 Garrett Bouldin, University of Tennessee at Chattanooga
 Zoe Burke, University of Dayton
 Joshua Casper, El Camino College
 Kenneth Chaiprasert, East Los Angeles College
 Terri Desai, Glendale Community College
 Nicole Foster Shoaf, Missouri Southern State University
 Katie Gale, College of the Siskiyous
 Khristina Haddad, Moravian College
 Anthony Kammas, University of Southern California
 Jarrod Kelly, North Carolina Wesleyan College
 Kevin Lucas, Capital University
 Sara Parker, Chabot College
 Tara Parsons, James Madison University
 Cammy Shay, Houston Community College
 Mark Springer, University of Mary
 Alison Staudinger, University of Wisconsin, Green Bay
 Kelly Velasquez, East Los Angeles College
 Douglas West, Lakehead University
 Steve Wenzel, Central Lakes College

Saturday, February 8, 3:00 PM

Involving Practices and Interdisciplinary Courses

Level Up: Using Gamification to Improve Student Evaluation and Motivation

Jarrod Kelly, North Carolina Wesleyan College

Sunday, February 9, 8:00 AM

Understanding Majors and Nonmajors

"How to Use Democracy" Videos as a Tool to Engage General Education Students

Tara N. Parsons, James Madison University

Who Are You? Addressing the Identity Issue of Political Science Majors

Mark M. Springer, University of Mary

Track: Rethinking the Undergraduate Political Science Major

Moderator: John Ishiyama, *University of North Texas*

Room: Sandia II & III

Friday, February 7, 2:30 PM

Session #1: Rethinking the Undergraduate Political Science Major

Ten Years In: Reflections on Creating Political Science from Scratch

Joseph M. Ellis, Wingate University

Taking Action: Following up on Political Science in the 21st Century Report

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

Catching Up: Expanding Experiential Learning to Political Science Majors

Alison Rios Millett McCartney, Towson University

Developing Politics as a Taught Discipline: A Perspective from the UK

John Craig, Leeds Beckett University

Saturday, February 8, 8:00 AM

Session #2: Rethinking the Undergraduate Political Science Major

Curriculum Theory and Political Science Education: Toward a Contingency Approach

Fletcher McClellan, Elizabethtown College

The Role of Community College for the Political Science Major

Terry Gilmour, Midland College

Creating an Empowering Curriculum: Specialization, Activism, and Inclusivity

Patricia D. Conley, University of Chicago

Whither the Major? A Comparative Study of 110 Political Science Programs

Renee B. Van Vechten, University of Redlands

Maureen C. Feeley, University of California, San Diego

Saturday, February 8, 10:00 AM

Session #3: Rethinking the Undergraduate Political Science Major

Methods, Structure, and Progress to Degree

Matthew B. Platt, Morehouse College

Revising the Undergraduate Major in Response to 21st Century Higher Education

Michelle D. Deardorff, University of Tennessee at Chattanooga

Rethinking the Major in an Era of Rude Politics

J. Cherie Strachan, Central Michigan University

Elizabeth A. Bennion, Indiana University South Bend

Katherine M. Robiadek, Boston University (Non-Presenting Co-Author)

The Report on Rethinking the Undergraduate Political Science Major

Sherri L. Wallace, University of Louisville

Saturday, February 8, 3:00 PM

Session #4: Rethinking the Undergraduate Political Science Major

Rethinking the Major from the Community College Perspective

Erin E. Richards, Cascadia Community College

Rethinking the Political Science Major

Elsa Dias, Pikes Peak Community College

Learning Outcomes for American Government and the Major

Stephen S. Meinhold, UNC - Wilmington

The Power of Sequencing for Civic Education and Literacy

Michael T. Rogers, Arkansas Tech University

Donald M. Gooch, Stephen F. Austin State University

Sunday, February 9, 8:00 AM

Session #5: Rethinking the Undergraduate Political Science Major

Creating Opportunities for Undergraduate Research Across the Curriculum

Megan Becker, University of Southern California

Track Participants:

Robert Amyot, Hastings College

Megan Becker, University of Southern California

Elizabeth Bennion, Indiana University South Bend

Jeremy Bowling, University of Nevada, Las Vegas

Knox Brown, Tulsa Community College

Patricia Conley, University of Chicago

John Craig, Leeds Beckett University

Ryan Daugherty, Concordia University Wisconsin

Michelle Deardorff, University of Tennessee at Chattanooga

Elsa Dias, Pikes Peak Community College

Joseph Ellis, Wingate University

Maureen Feeley, University of California, San Diego

Matthew Fehrs, St. Marys College of Maryland

Terry Gilmour, Midland College

Sean Giovanello, Elon University

Juan Huerta, Texas A&M University-Corpus Christi

John Ishiyama, University of North Texas

Michael Jones, Arkansas Tech University

Jason Kirk, Elon University

Alison McCartney, Towson University

Fletcher McClellan, Elizabethtown College

Stephen Meinhold, UNC - Wilmington

Matthew Platt, Morehouse College

Lori Poloni-Staudinger, Northern Arizona University

Erin Richards, Cascadia Community College

Michael Rogers, Arkansas Tech University

J. Cherie Strachan, Central Michigan University

Renee Van Vechten, University of Redlands

Sherri Wallace, University of Louisville

Track: Simulations & Games I: Strategy, Game Design, and Constitutions & Treaties

Moderator: Greg M. Shaw, Illinois Wesleyan University

Room: Sierra I

Friday, February 7, 2:30 PM

Developing Empathy and Soft Skills

Alumni Assessments of Soft Skill Formation in an Extended Simulation

Joel D. Moore, Monash University

Simulations' Impact on Empathy

Adam Wunische, Boston College

Saturday, February 8, 8:00 AM

International Relations Simulations and Games

The Integrated Social Science Simulation: Global Environments in the Classroom

Keith H. Hollinger, Arizona State University

ASEAN Simulations: Modeling Small States and Great Powers in East Asia

Xiaoye She, California State University at San Marcos

Saturday, February 8, 10:00 AM

Political Strategy in American Politics

Direct Democracy Simulation for State Politics

Kristina M. Victor, California State University, Sacramento

Playing with Money: Public Budgeting in the Graduate Classroom

Christina Barsky, The University of Montana

Teaching Identity Politics Through Simulations in Introductory Political Science

Heather Evans, UVA Wise (Non-Presenting Co-Author)

Saturday, February 8, 3:00 PM

Creating Constitutions and Building Societies

Learn By Design: An International Organization Treaty Design Simulation

Tara Elizabeth Trask, University of Georgia

Shipwrecked with John Rawls: Decision Making from behind a Veil of Ignorance

Greg M. Shaw, Illinois Wesleyan University

Sunday, February 9, 8:00 AM

Teaching through Game Design

Teaching Content and Skills With Game Design

Chad Raymond, Salve Regina University

The Power of Play: Game Creation to Enhance Learning

Andrea Kay Kent, West Virginia University Institute of Technology

Track Participants:

Delina Barrera, Texas Southmost College
 Christina Barsky, The University of Montana
 Jeff Borg, Front Range Community College
 Steven Cauchon, Imperial Valley College
 Eric Fattor, Colorado State University
 C. Brent Forsgren, St. Clair County Community College
 Richard Galusha, Bellevue College
 Stephanie Hallock, Harford Community College
 Dana Michael Harsell, University of North Dakota
 Cheryl Hobbs, Blinn College
 Keith Hollinger, Arizona State University
 Mark Johnson, Minnesota State Community and Technical College
 Chris Kendall, University of Puget Sound
 Andrea Kent, West Virginia University Institute of Technology
 Brian Klunk, University of the Pacific
 Traci Levy, Adelphi University
 Joel Moore, Monash University
 Chad Raymond, Salve Regina University
 Connor Sutton, Rhodes College
 Greg Shaw, Illinois Wesleyan University
 Xiaoye She, California State University at San Marcos
 Michael Toje, Louisiana State University
 Tara Elizabeth Trask, University of Georgia
 Kristina Victor, California State University, Sacramento
 Adam Wunische, Boston College

Track: Simulations & Games II: Evidence, Innovation, and Institutions

Moderator: Khalil "Haji" Dokhanchi, *University of Wisconsin-Superior*

Room: Ocotillo I

Friday, February 7, 2:30 PM

Innovative Co-Curricular Experiences

Connecting "In Context" Learning with Capstone Experience

Dina Moulioukova, University of Miami
John Twichell, University of Miami

Playing Poker with Key Thinkers of International Relations

Victor Asal, University at Albany, SUNY
Amanda M. Rosen, Webster University (Non-Presenting Co-Author)
Nina A. Kollars, Naval War College (Non-Presenting Co-Author)
Simon Usherwood, University of Surrey (Non-Presenting Co-Author)

Saturday, February 8, 8:00 AM

Modeling International Politics

Post-Election Coalition Building in a Parliamentary Democracy

Adam Howe, Fairfield University

A Poverty Simulation's Effects on Student Attitudes Towards African Governments

Robert E. Nyenhuis, Cal Poly Pomona

Using an Interactive Exhibit to Teach about Global Migration and Refugees

Khalil Dokhanchi, University of Wisconsin, Superior

Saturday, February 8, 10:00 AM

Exercises in American Politics and Institutions

Using Monopoly to Teach Students about Inequality and Political Institutions

S.P. Harish, College of William & Mary

American Politics Simulations: A Gap in the Literature?

Edward F. Kammerer, Idaho State University (Non-Presenting Co-Author)
Brenden Higashi, Missouri Southern State University

"Shut it Down!": Teaching Heresthetic by Simulating the Budget Process

Alex P. Smith, University of Florida
Stephen C. Phillips, University of Florida

Saturday, February 8, 3:00 PM

Evidence of Learning

Do Classroom Simulations Really Help Students Learn and Engage?

Kelly Siegel-Stechler, Johns Hopkins University
Gretchen Knudson Gee, Northern Arizona University (Non-Presenting Co-Author)

Word of Mouth Only Goes So Far: Improving Online Access to Active Learning Materials

Anne I. Harrington, Cardiff University

Higher-order Learning Outcome Evaluation in Regional Trade Agreement Simulation

Margaret Emily Edwards, Truman State University
Philip Hultquist, Army University
Yann Kerevel, Louisiana State University (Non-Presenting Co-Author)

Sunday, February 9, 8:00 AM

Exercises and Games to Teach about Political Violence

Victor Asal, University at Albany, SUNY

Track Participants:

Victor Asal, University at Albany, SUNY
Rachel Bzostek Walker, Collin College
Amber Cummings, Statecraft Simulations
Erica Dobbs, Pomona College
Margaret Edwards, Truman State University
Supriya Golas, NASPAA
Anne Harrington, Cardiff University
S. P. Harish, College of William & Mary
Brenden Higashi, Missouri Southern State University
Adam Howe, Fairfield University
Philip Hultquist, Army University
Joe Jaeger, Statecraft Simulations
Stephanie Kerce, Georgia State University
Dina Moulioukova, University of Miami
Robert Nyenhuis, Cal Poly Pomona
Stephen Phillips, University of Florida
Joseph Roberts, Roger Williams University
Mark Rom, Georgetown University
Andrew Schlewitz, Grand Valley State University
Kelly Siegel-Stechler, Johns Hopkins University
Alex Smith, University of Florida
Lee Trepanier, Samford University
John Twichell, University of Miami

Track: Teaching Research, Writing, and Information Literacy

Moderator: Julia Marin Hellwege, *University of South Dakota*

Room: Sandia VI-VIII

Friday, February 7, 2:30 PM

Teaching Research Methods: What We Know and Where We are Going

A Meta-Analysis of Extant Literature on Teaching Research Methods

Mitchell Brown, Auburn University

Bob Smith, National Intelligence University (Non-Presenting Co-Author)

Cameron G. Thies, Arizona State University

Teaching Research by Critical Analysis Using "Good" and "Bad" Research

Anne Pitsch Santiago, University of Portland

Saturday, February 8, 8:00 AM

Enhancing Data and Analytical Literacy

Building Data Literacy through Experiential Projects in International Relations

Nina Rathbun, University of Southern California

Iva Bozovic, University of Southern California

Empirical Lab Exercises for American Government: A Data Adventure with Students

Karen M. McCurdy, Georgia Southern University

Swirlifying Stats Training: Facilitating the Transition to R

Christopher K. Butler, University of New Mexico

Compass During the Storm: Offering Students Critical Rigor for Polarizing Times

Andrew Michael Wender, University of Victoria

Valerie D'Erman, University of Victoria

Saturday, February 8, 10:00 AM

Empowering Students to be Better Writers

Teaching Argumentative Writing in Courses on Politics

David Dreyer, Lenoir-Rhyne University

Teaching Effective Policy Memo Writing and Infographics in a Policy Program

Tavishi Bhasin, Kennesaw State University

Charity Butcher, Kennesaw State University

Writing a Research Article in an Introductory Course

William O'Brochta, Washington University in St. Louis

Feedback Loop: Reflections from a Peer Review-Intensive Seminar

Colin M. Brown, Northeastern University

Saturday, February 8, 3:00 PM

Experimenting with Pedagogical Techniques

The Effectiveness of Concept Maps for Students' Learning and Retention

Brady Collins, Cal Poly Pomona

Robert E. Nyenhuis, Cal Poly Pomona (Non-Presenting Co-Author)

Learning-by-doing: Teaching Qualitative Methods in DC

Natasha T. Duncan, Purdue University

Nadia E. Brown, Purdue University (Non-Presenting Co-Author)

Introducing the Analysis of Journal Articles

Josue Alejandro Franco, Cuyamaca College

Sunday, February 9, 8:00 AM

Adapting Methods to New Contexts and Modalities

Adapting the Laboratory Model to SLACs: Early Challenges and Successes

Kelly Bauer, Nebraska Wesleyan University

Teaching Political Science Research Methods Online: Challenges and Opportunities

Renato Corbetta, University of Alabama, Birmingham

Track Participants:

Kelly Bauer, Nebraska Wesleyan University

Tavishi Bhasin, Kennesaw State University

Iva Bozovic, University of Southern California

Colin Brown, Northeastern University

Mitchell Brown, Auburn University

Charity Butcher, Kennesaw State University

Christopher Butler, University of New Mexico

Brady Collins, Cal Poly Pomona

Renato Corbetta, University of Alabama, Birmingham

Valerie D'Erman, University of Victoria

David Dreyer, Lenoir-Rhyne University

Natasha Duncan, Purdue University

Sharon Ferris

Tobi Fineberg, The Dalton School

Josue Franco, Cuyamaca College

Ramon Galinanes, Wofford College

Claire Haeg, College of St Benedict & St John's University

Sarah James, Harvard University

Kimberly MacVaugh, George Mason University

Andreea Maieran, Wilkes University

Julia Marin Hellwege, University of South Dakota

Josiah Marineau, Campbellsville University

Karen McCurdy, Georgia Southern University

Autumn McGimsey, Soomo Learning

Bethany Morrison, Wake Forest University

Zsolt Nyiri, Montclair State University

William O'Brochta, Washington University in St. Louis

Nina Rathbun, University of Southern California

Daniel Reed, Radford University

Anne Santiago, University of Portland

Christi Siver, College of Saint Benedict

George Soroka, Harvard University

Jennie Sweet-Cushman, Chatham University

Cameron Thies, Arizona State University

Andrew Wender, University of Victoria

Track: The Inclusive Classroom

Moderator: Thomas Ringenberg, *Rockhurst University*

Room: Sierra II

Friday, February 7, 2:30 PM

Inclusive Pedagogy

Fostering Student Sensitivity to Diversity and Inclusion in Today's Classroom

John (Pat) Willerton, University of Arizona

Mikhail A. Beznosov, University of West Georgia

Pedagogy of the Privileged: Globalization, Identity, Belonging, and Empowerment

Jamie Frueh, Bridgewater College

Saturday, February 8, 8:00 AM

Inclusivity through Storytelling, Songs, and Popular Culture

Tragedy in the Inclusive Classroom: Using Greek Tragedy as a Pedagogical Tool

Danielle Hanley, Rutgers University, New Brunswick

Using Popular Culture as a Tool to Encourage Inclusive Discussions

Leanne Doherty, Simmons College

The Narrative Arc Bends toward Justice: Storytelling in Classroom and Community

Esa Syeed, CSU Long Beach

Saturday, February 8, 10:00 AM

Tools for Inclusivity

Cairo-to-Chico: An Analysis of International Virtual Discussions of Terrorism

Adam Irish, California State University, Chico

Active Learning and Problem Based Learning Strategies: Opportunities and Challenges in a Border Town

Pooja Rishi, South Texas College

Ana Sverdlick, South Texas College

Using a Teaching Tolerance Learning Plan in the University Classroom

Michelle Kim Gardiner, University of California, Irvine

The American Government Textbook: Looking Beyond Pluralism

Adam H. Hoffman, Salisbury University

Saturday, February 8, 3:00 PM

Learning About and From Our Students

Using Candid Small Interviews to Teach Anti-Discrimination Litigation

Scott N. Nolan, Tulane University

Representation as a Measure of Underrepresented Minority Student Motivation

Emmanuel Balogun, Webster University

Sunday, February 9, 8:00 AM

Empowering Students through OER

Free is My Favorite Flavor! Using OER Course Materials in GenEd Courses.

Michael J. Nojeim, Prairie View A&M University

Nathan K. Mitchell, Prairie View A&M University (Non-Presenting Co-Author)

Toward an Inclusive and Accessible Political Science Research Methods Curriculum

William Harder, American University

Track Participants:

Jeffrey Anderson, Riverland Community College

Emmanuel Balogun, Webster University

Mikhail Beznosov, University of West Georgia

Thomas Boudrot, Delta College

Elizabeth Cohn, American University

Leanne Doherty, Simmons College

Jamie Frueh, Bridgewater College

Michelle Gardner, University of California, Irvine

Danielle Hanley, Rutgers University, New Brunswick

William Harder, American University

Adam Hoffman, Salisbury University

Adam Irish, California State University, Chico

Wendy Johnston, SUNY, Adirondack Community College

Elizabeth McLane, Alvin Community College

Michael Nojeim, Prairie View A&M University

Chiedo Nwankwor, Johns Hopkins School of Advanced International Studies

Pooja Rishi, South Texas College

Ana Sverdlick, South Texas College

Esa Syeed, CSU Long Beach

John (Pat) Willerton, University of Arizona

Jennifer Woodward, Middle Tennessee State University

Track: The Virtual and Technology Enhanced Classroom

Moderator: John Phillips, *Austin Peay University*

Room: Sandia I

Friday, February 7, 2:30 PM

E-Texts: Engagement, Costs, Alternatives

Using Free Online Readings to Teach Introduction to American Government

Chelsea Kaufman, Wingate University

Attitudes about E-Texts: Engagement, Reading Compliance & Political Interest

Stephanie A. Slocum-Schaffer, Shepherd University

Saturday, February 8, 8:00 AM

Online Learning: Democratizing Global Access and Motivating Student Learning

Massive Open Learning in Political Science: The Case of the IPSAMOOCs

Ana Magdalena Figueroa, Brazilian Center for Analysis and Planning
Bruna Verissimo (Non-Presenting Co-Author)
Max Steuer, Comenius University in Bratislava (Non-Presenting Co-Author)
Andressa Liegi Vieira Costa (Non-Presenting Co-Author)

Tracking Student Engagement in an Online Course

Robert Pahre, University of Illinois

Is There Anybody Out There? Social Presence in an Online Research Methods Class

Aaron Stuvland, George Mason University (Non-Presenting Co-Author)
Delton T. Daigle, George Mason University

Saturday, February 8, 10:00 AM

Innovative Pedagogies and Technology for Increasing Student Engagement

Flipping the Political Science Class: Student Achievement and Satisfaction

Pablo Biderbost, Universidad Pontificia Comillas
Andrea Betti, Universidad Pontificia Comillas (Non-Presenting Co-Author)
Aurora García Domonte, Universidad Pontificia Comillas (Non-Presenting Co-Author)

In-Class Participation Through Technology in a Political Science Context

Matthew Record, San Jose State University

Increasing Civic Agency Using an App-Based Student Engagement Platform

Daniel J. Mallinson, Penn State, Harrisburg
Laura E. Cruz, Penn State University (Non-Presenting Co-Author)

Saturday, February 8, 3:00 PM

What the Evidence Tells Us

Course Designs for Teaching Political Theory Online

John L. Phillips, Austin Peay State University

Common Traits of the Best Online and Face-to-Face Classes

Rebecca A. Glazier, University of Arkansas, Little Rock

Digital Fluency: Teaching Technology beyond Learning Management Systems

Antoinette Pole, Montclair State University
Danvy Le, California State University, East Bay

Sunday, February 9, 8:00 AM

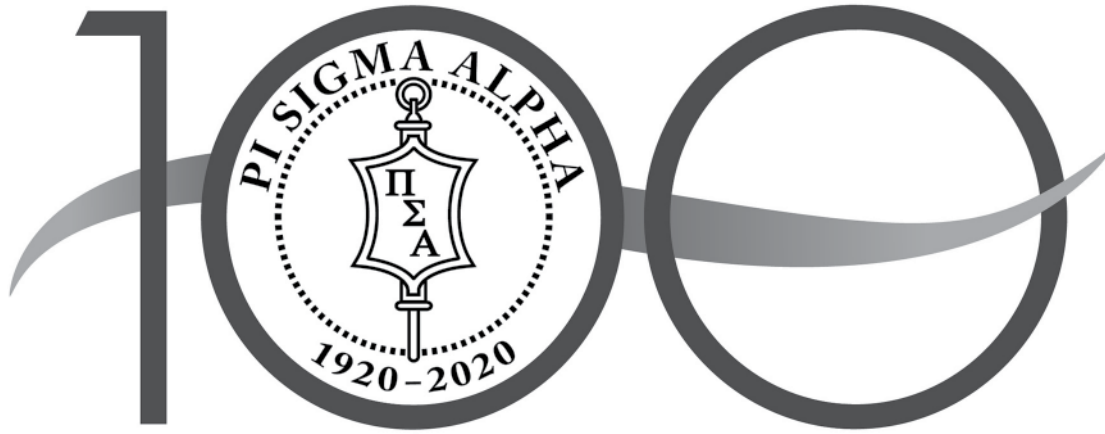
Using Technology to Increase Cultural Competencies

Lessons Learned and New Directions

John L. Phillips, Austin Peay State University

Track Participants:

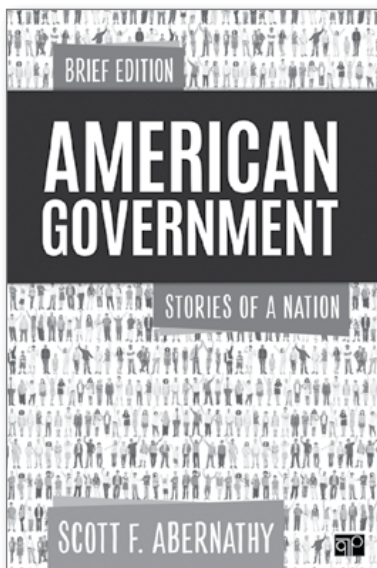
Pablo Biderbost, Universidad Pontificia Comillas
Delton Daigle, George Mason University
Ana Figueroa, Brazilian Center for Analysis and Planning
Frank Franz, James Madison High School
Rebecca Glazier, University of Arkansas, Little Rock
Sally Howard, Concord University
Chelsea Kaufman, Wingate University
Eric Loepp, University of Wisconsin, Whitewater
Nicholas Long, St. Edward's University
Daniel J. Mallinson, Penn State, Harrisburg
Robert Pahre, University of Illinois
John Phillips, Austin Peay State University
Antoinette Pole, Montclair State University
Jonah Ralston, University of Wisconsin, Whitewater
Matthew Record, San Jose State University
Cheresa Simpson, Gardner-Webb University
Stephanie Slocum-Schaffer, Shepherd University



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