

2023 APSA Teaching & Learning Conference

Baltimore, MD | February 10-12

**Re-Energizing Political Science
Education: Innovations and New
Opportunities**

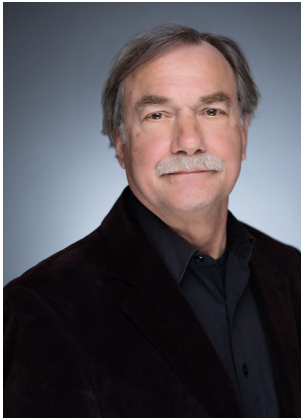


WELCOME TO THE 2023 APSA TEACHING AND LEARNING CONFERENCE



On behalf of the American Political Science Association (APSA), it is our pleasure to welcome you to Baltimore, Maryland, for the 17th Teaching and Learning Conference. The theme for this year's conference is "Re-Energizing Political Science Education: Innovations and New Opportunities." The program committee has organized a dynamic and innovative program including a Keynote Address by Professor Jyl J. Josephson of Rutgers University. During this keynote session, APISA President Lisa Martin of University of Wisconsin, Madison, will also offer remarks and present two prestigious awards: The 2023 Award for Teaching Innovation and the Michael Brintnall Award. The Brintnall Award supports attendance at the Teaching and Learning Conference and is named in honor of former APISA Executive Director Michael Brintnall, who was deeply committed to advancing the scholarship of teaching and learning in the discipline.

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 inclusive classroom, teaching research, writing, and information literacy, teaching innovations, and rethinking political science education. 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 APISA's commitment to excellence in the teaching and learning. The 2023 APISA 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.

APISA's commitment to teaching and learning extends beyond the Teaching and Learning Conference. In 2018, the association introduced TLC at APISA—a one-day, conference-within-a-conference focused on teaching and learning at the APISA Annual Meeting. Over 150 people participated in the 2022 event, and planning is already underway for the next TLC at APISA in Los Angeles in 2023. The APISA 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 2018, APISA also introduced the Centennial Center Teaching & Learning Symposia. These three day events, held at APISA headquarters in Washington, DC, or virtually, 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 on APISA's online teaching and learning library, APISA Educate. Political science instructors are encouraged to visit APISA Educate to search for innovative and high quality teaching resources and to submit their own.

For almost two decades, 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 APISA's member-driven magazine, *Political Science Today*.

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

Michelle Allendoerfer
Senior Director, Teaching & Learning
American Political Science Association (APISA)

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

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APSA would like to thank the TLC Program Committee for all of their hard work, dedication and invaluable input they've given us for this year's Teaching and Learning Conference.

Rebecca Glazier, University of Arkansas at Little Rock (co-chair)
Young-Im Lee, California State University-Sacramento (co-chair)
Delina Barrera, Texas Southmost College
Kathleen Cole, Metropolitan State University
Anthony Kammas, University of Southern California
Eric Loepp, University of Wisconsin, Whitewater
Matthew Platt, Morehouse College

GENERAL INFORMATION

Health & Safety

All attendees are required to be fully vaccinated for COVID-19, as defined by the U.S. Center for Disease Control and Prevention, in order to attend the meeting. APSA does strongly recommend masking at the meeting.

WiFi

Wifi is available in the meeting space. To connect, select the "APSA" network and use the password apsa23.

Meal Functions

We invite you to attend the Opening Reception on Friday night at 5:15 p.m. in the Chesapeake Ballroom I & II for hors d'oeuvres and drinks. On Sunday morning, a networking and professional development breakfast, sponsored by the Political Science Education section, will be held in Chesapeake Ballroom I & II from 8:00 a.m. until 9:30 a.m.

Hotel Amenities

The Sheraton Inner Harbor provides complimentary in-room internet access for Bonvoy Members. A fitness center is available 24/7. The hotel also features The Grille, an American cuisine restaurant open for breakfast and dinner, and Morton's Steakhouse, open nightly for dinner. The Grille will be open for lunch on Saturday for TLC attendees.

All Gender Restroom

All are welcome to use the All Gender Restroom located on the 3rd floor of the meeting space behind the APSA registration desk.

Family Resource Room

A Family Resource Room is available in Jones Fall. Attendees are welcome to use this room for nursing, as an infant changing station, etc. Keycards are available at the APSA Registration Desk.

Meeting Ombuds

The APSA Ombuds is available for virtual consultation with any TLC attendees on a variety of topics, including those who believe they have experienced any form of harassment or have concerns about the violations of the sexual harassment provisions of the APSA anti-harassment policy while onsite. Contact apsaombuds@gmail.com to set up a virtual or phone appointment. The Sassafras room on the 2nd floor is available to use for TLC Ombuds virtual appointments. Please note: The APSA TLC Ombuds plays no role in APSA's sexual harassment reporting process. The Ombuds does not provide legal advice and is not authorized to be an office of notice for APSA.

APSA Educate

APSA Educate is an open-access online library featuring high-quality political science teaching and learning materials. APSA Educate serves as a centralized hub for teaching resources, promotes exceptional peer-reviewed political science and higher education teaching research, and features timely discussions on best practices and innovations in political science teaching. Visit educate.apsanet.org to learn more.

SCHEDULE AT A GLANCE

Friday, February 10	
8:30 AM – 5:30 PM	Registration and Badge Pickup Open, Room: Chesapeake Gallery (3rd Floor)
9:00 AM – 12:00 PM	Pre-conference Short Course Programming
12:00 PM – 6:15 PM	Exhibits Open, Room: Chesapeake Gallery (3rd Floor)
1:00 PM – 2:15 PM	Keynote Address: "Teaching Politics for Democracy's Future," Speaker: Jyl Josephson, Rutgers University, Room: Chesapeake Ballroom I & II (3rd Floor)
2:15 PM – 2:30 PM	Break
2:30 PM – 4:00 PM	Track Breakouts
4:00 PM – 4:15 PM	Break
4:15 PM – 5:15 PM	Workshop Sessions
5:15 PM – 6:15 PM	Opening Reception, Room: Chesapeake Ballroom I & II (3rd Floor)

Saturday, February 11	
7:30 AM – 5:00 PM	Registration and Badge Pickup Open, Room: Chesapeake Gallery (3rd Floor)
8:00 AM – 5:30 PM	Exhibits Open, Room: Chesapeake Gallery (3rd Floor)
8:00 AM – 9:30 AM	Track Breakouts
9:30 AM – 9:45 AM	Break
9:45 AM – 10:45 AM	Workshop Sessions
10:45 AM – 11:00 AM	Break
11:00 AM – 12:00 PM	Workshop Sessions
12:00 PM – 2:00 PM	Lunch (Attendees have a two hour break for lunch. The hotel will offer an expedited lunch option for purchase in its restaurant to attendees. There are also a variety of nearby restaurants . See also page 28.)
2:00 PM – 3:30 PM	Track Breakouts
3:30 PM – 3:45 PM	Break
3:45 PM – 5:15 PM	Track Breakouts
5:30 PM – 6:30 PM	Political Science Education Organized Section Meeting, Room: Chesapeake Ballroom I & II (Open to all)

Sunday, February 12	
8:00 AM – 10:45 AM	Exhibits Open
8:00 AM – 9:30 AM	Networking & Professional Development Breakfast, Room: Chesapeake Ballroom I & II
9:30 AM – 10:30 AM	Workshop Sessions

CODE OF CONDUCT

The APSA Teaching and Learning Conference and related regional political science meetings are 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](#). The APSA Meetings Ombuds resource is also available onsite for all meeting attendees.

APSA MEETING OMBUDS

The **APSA Ombuds** will be available virtually during the 2023 APSA Teaching and Learning Conference, to speak with any meeting attendee on a variety of topics including, but not limited to, consultation with those who believe that they have experienced any form of harassment, or have concerns about violations of the sexual harassment provisions of the APSA Anti-Harassment Policy while participating in the meeting.

The APSA Ombuds is also available to speak with committee, section and caucus members who are facing challenges that you'd like to get the ombuds advice on. More information about the APSA Ombuds is located www.apsanet.org/ombuds.

To schedule a virtual consultation or phone call during the 2023 Teaching and Learning Conference, please email the Ombuds at apsaombuds@gmail.com.

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.
- Please note: The Ombuds plays no role in APSA's sexual harassment procedures. The Ombuds does not provide legal advice and is not authorized to be an office of notice for APSA.

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.

Meet the 2023 Teaching & Learning Conference Ombuds, David Rasch, PhD, University of California, Santa Barbara

David Rasch is the Associate Ombuds at the University of California, Santa Barbara. David received his BA in Philosophy from Colgate University, and a Ph.D in Counseling Psychology from the California Institute of Integral Studies. He retired from Stanford University where he served as University Ombuds for 14 years, and now lives in Ojai. 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 Ombuds since the 2017 APSA Annual Meeting (where he was the Co-Ombuds). He also served as the 2020 APSA Teaching and Learning Conference Ombuds. To contact the Ombuds during the 2023 TLC, please email apsaombuds@gmail.com.

TLC KEYNOTE SPEAKER

Plenary Keynote Address

Teaching Politics for Democracy's Future

Friday, February 10 | 1:00 p.m. - 2:15 p.m.

Room: Chesapeake Ballroom I & II

Featuring Jyl J. Josephson, Rutgers University-Newark

Professor of Political Science and Women's and Gender Studies

This moment presents many challenges for those of us engaged in teaching and learning about politics. The COVID-19 pandemic, deepening criticism and skepticism of higher education, racism, sexism, homophobia, transphobia, ongoing structural inequalities and injustices within and across nation-states, climate change, and deep political divisions are just a few of the factors that set the context for thinking about how we should teach politics for democracy's future. Some of the ways forward can be found through conversations within the discipline. Especially encouraging with respect to some of these challenges are the conversations that have taken place at TLC meetings over the past two decades about civic education, inclusive and anti-racist pedagogy, and rethinking the undergraduate political science major.



Professor Josephson will discuss her own work with this kind of pedagogical experiment, teaching a community engaged class on community organizing in partnership with a local power organization, and working with departmental colleagues to develop several community engaged courses. This work also draws on her own community engagement as a leader in the organization, as well as her work as a leader in the interactive strategic planning process within Rutgers University-Newark that led to greater university wide engagement with the community. Building on this example, the talk will then address some of the challenges facing the discipline of political science and higher education more generally. Many political scientists see an urgent need for the discipline to speak to our current moment. If this is our moment as political scientists, what shall we do? How do we re-energize political science education? Engaging with our communities is not only rewarding; it can also bring joy and meaning to teaching and learning. Most of us became political scientists because we are interested in politics. Maybe we need to see our students and our classrooms and our communities as places to learn the art of politics.

About Jyl J. Josephson

Jyl J. Josephson is Professor of Political Science and Women's and Gender Studies at Rutgers University-Newark. She writes on democracy as well as on gender, sexuality, and public policy, and has also written on community engaged pedagogy. Her most recent book is *Rethinking Sexual Citizenship* (SUNY 2016) and she is co-editor with Cynthia Burack of the *Queer Politics and Cultures* series for SUNY Press. Her work has been published in journals such as *Journal of Political Science Education*, *Politics and Gender*, *New Political Science*, *Perspectives on Politics*, *Trans Studies Quarterly*, and *Feminist Formations*. She is completing a manuscript titled *Democracy and Higher Education* and has ongoing projects on community organizing, and on feminist, queer, and trans activism in Iceland.

TEACHING & LEARNING AWARD WINNER

Andrea Alemán Receives the 2023 APSA Award for Teaching Innovation and the Michael Brintnall Teaching and Learning Award

Meet Andrea Alemán of the University of Texas at San Antonio

Andrea Alemán, winner of both the APSA Award for Teaching Innovation and the Michael Brintnall Award, is a Professor of Practice in the Department of Political Science & Geography at the University of Texas at San Antonio. She also holds administrative roles as the Undergraduate and Graduate Advisor for the Department's programs. Professor Alemán holds a BA from UT Austin in Government and a MA from UT San Antonio in Political Science. She has been faculty and administrator at UTSA for over 15 years. When not working, she enjoys reading and spending time with her husband and two sons.



Citation from the APSA Award for Teaching Innovation Committee:

Professor Alemán demonstrates clear dedication to the craft of teaching, and she has consistently sought out pedagogical training in areas such as inclusive teaching, effective teaching practices, and education assessment. Her commitment to pedagogical and curriculum development is all the more admirable because she has significant administrative duties.

Professor Alemán emphasizes inclusive pedagogy and student-centered frameworks that promote learning especially among first-generation students. The outcomes from her course designs have shown a marked reduction in drop, failure, and withdrawal rates. Professor Alemán also devotes substantial time to a peer learning community of more than 100 faculty who share their pedagogical successes and best practices across departments.

About the Michael Brintnall Teaching and Learning Award

The Brintnall Award supports faculty attendance at the APSA Teaching and Learning Conference. It 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.

About the Award for Teaching Innovation

The APSA Award for Teaching Innovation honors a wide range of new directions in teaching. The award carries a cash prize of \$500 and financial support for travel costs, and is presented at the APSA Annual Meeting or the APSA Teaching and Learning Conference.

APSA thanks the APSA Award for Teaching Innovation committee members for their service: Scott Boddery (chair) of Gettysburg College, Dr. Janet M. Laible of Lehigh University, and Dr. Gisela Sin of the University of Illinois, Urbana-Champaign.

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APSA Preprints

APSA Preprints is a free-to-access prepublication platform dedicated to early research outputs in political science and related disciplines. It has been developed through a collaboration of the American Political Science Association and Cambridge University Press.

APSA Preprints supports Teaching & Learning in Political Science with Peer-Reviewed Journals, Books, and Digital Products.

Website: preprints.apsanet.org



Campus Vote Project

Campus Vote Project works with universities, community colleges, faculty, students and election officials to reduce barriers to student voting. CVP works with colleges and universities across the country and focuses its time and resources on supporting community colleges and minority serving institutions where these resources can have a greater impact.

Website: www.campusvoteproject.org



Ground News

Ground News is a platform that makes it easy to compare news sources, read between the lines of media bias and break free from algorithms.

Website: <https://ground.news>



APSA Educate

Educate is an online library for political science teaching and learning materials. All materials on Educate are open resources and available without charge. 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!

Website: educate.apsanet.org



Visit the **APSA Preprints Booth** in the Exhibition Area to learn how to submit your latest work.

For more information, visit preprints.apsanet.org.

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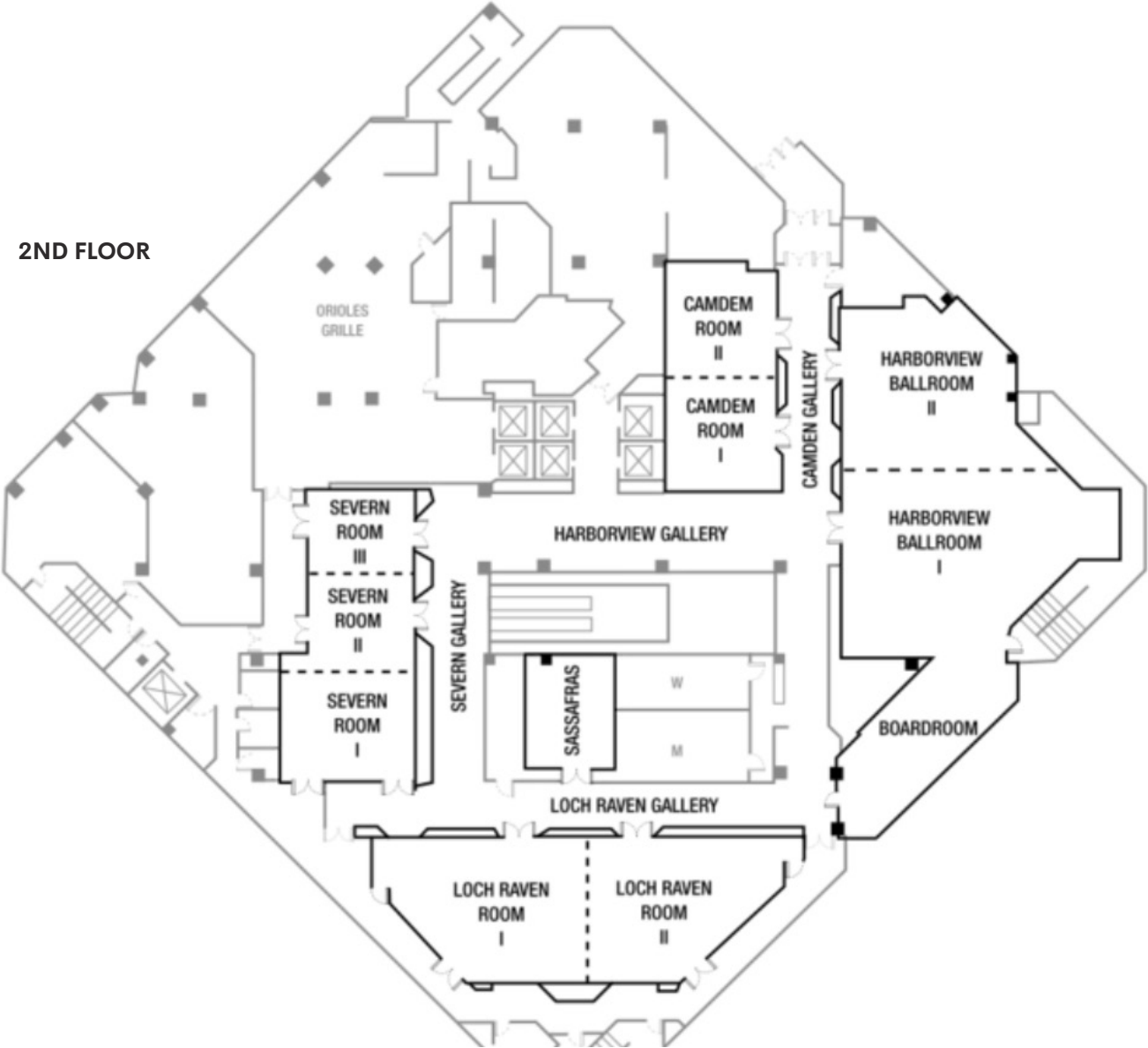


For more information, visit www.cambridge.org/apsa-preprints.

HOTEL MAPS

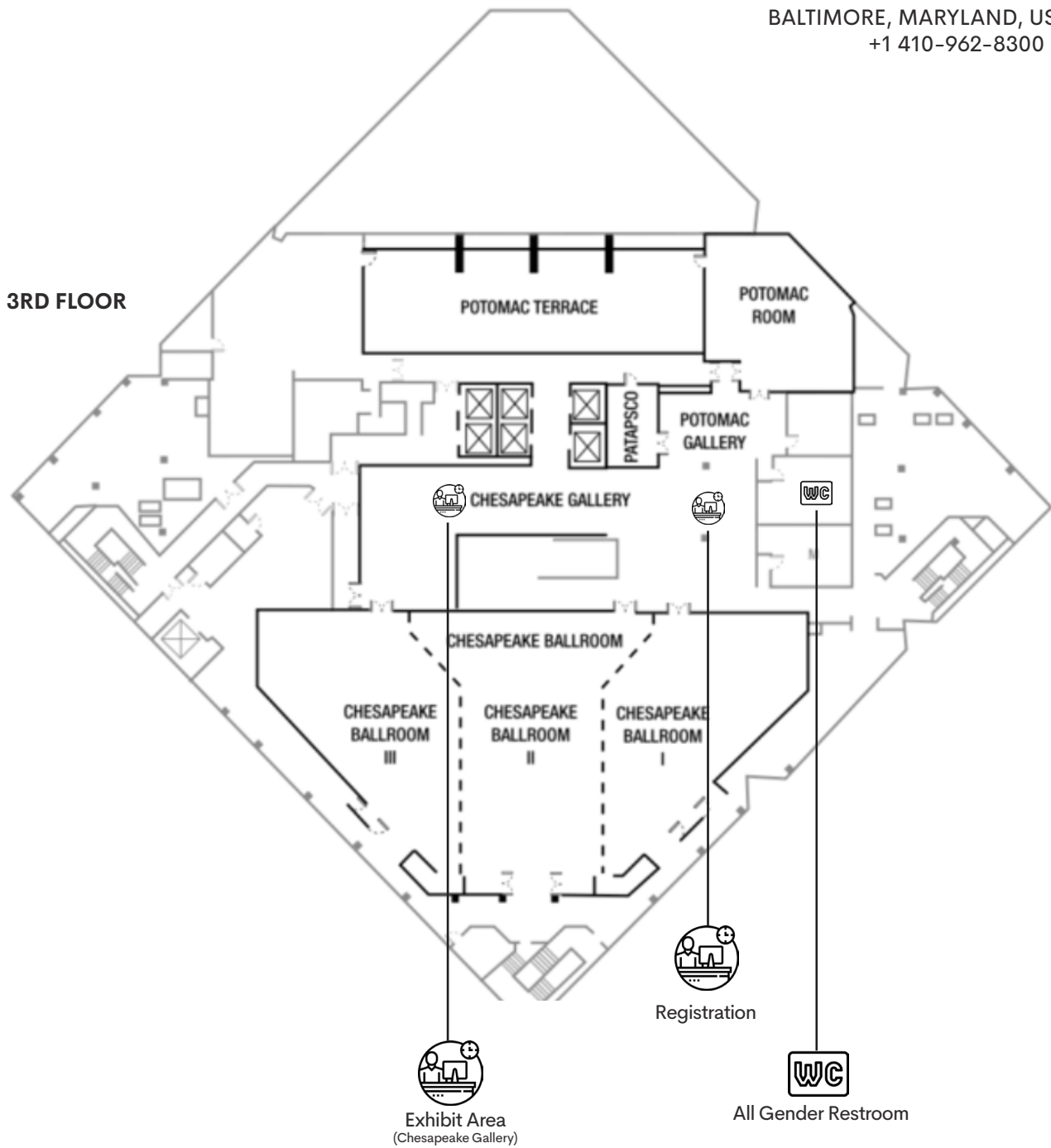
SHERATON INNER HARBOR HOTEL
300 SOUTH CHARLES STREET,
BALTIMORE, MARYLAND, USA, 21201
+1 410-962-8300

2ND FLOOR



HOTEL MAPS

SHERATON INNER HARBOR HOTEL
300 SOUTH CHARLES STREET,
BALTIMORE, MARYLAND, USA, 21201
+1 410-962-8300



DAILY SCHEDULE

Friday, February 10	
8:30 AM – 5:30 PM	Registration and Badge Pickup , Room: Chesapeake Gallery (3rd Floor)
9:00 AM – 10:30 AM	Pre-Conference Short Course: An Honest Assessment: Balancing the Risks and Rewards of Civic Engagement Work , Room: Chesapeake Ballroom III (3rd Floor)
10:30 AM – 12:00 PM	Pre-Conference Short Course: Centering Student Connection , Room: Camden Room
12:00 PM – 6:15 PM	Exhibits Open , Room: Chesapeake Gallery (3rd Floor)
1:00 PM – 2:15 PM	Keynote Address, "Teaching Politics for Democracy's Future," with Jyl Josephson, Rutgers University, Room: Chesapeake Ballroom I & II (3rd Floor)
2:15 PM – 2:30 PM	Break
2:30 PM – 4:00 PM	Track Breakouts , See pages 20-27 for locations. Civic Engagement: New Approaches to Civic Education The Inclusive Classroom: Diversity, Equity, and Anti-Racism: Student Reflections and Experiences The Post-COVID Classroom: Innovations to Keep: Online Tools and Pandemic Teaching: Online Tools and Pandemic Teaching Rethinking the Political Science Education: Recruitment, Retention, and Advising: Recruitment Simulations & Games: American Politics Simulations Teaching Research, Writing, and Information Literacy: How to Handle Misinformation: Tools for Teaching Critical Thinking, Writing, and Information Literacy
4:00 PM – 4:15 PM	Break
4:15 PM – 5:15 PM	Workshop and Roundtable Sessions , See pages 16-20 for locations. High-Impact and Hands-On: Teaching Civic Engagement in a 4-Year Fellows Program Boots on the Ground: Presidential Primary Politics in New Hampshire Introducing the Revised APSA Guide to Professional Ethics in Political Science How Do We Introduce Politics to Our Students in an Age of Democratic Erosion? Can Information Literacy Adopt a WAC/WID Approach?
5:15 PM – 6:15 PM	Opening Reception , Room: Chesapeake Ballroom I & II (3rd Floor)
Saturday, February 11	
7:30 AM – 5:00 PM	Registration and Badge Pickup , Room: Chesapeake Gallery (3rd Floor)
8:00 AM – 5:30 PM	Exhibits Open , Room: Chesapeake Gallery (3rd Floor)
8:00 AM – 9:30 AM	Track Breakouts , See pages 20-27 for locations. Civic Engagement: Assessment and Curriculum The Inclusive Classroom: Diversity, Equity, and Anti-Racism: Evaluating Effectiveness & Building Empathy The Post-COVID Classroom: Innovations to Keep: Institutional Changes Due to COVID Rethinking the Political Science Education: Recruitment, Retention, and Advising: Retention Simulations & Games: Constitution Writing/Building Teaching Research, Writing, and Information Literacy: How to Handle Misinformation: Data and Information Literacy
9:30 AM – 9:45 AM	Break
9:45 AM – 10:45 AM	Workshop and Roundtable Sessions , See pages 16-19 for locations. Using (Board) Games in International Politics Classrooms Incorporating Information Literacy Skills into Your Syllabus Investigating Residential Segregation Emergent Syllabus: How to Structure a Class to Give Students' Creative Control Producing Candidate Debates & Voter Guides for Local, State and National Races Rethinking Undergraduate Political Science Education: A Taskforce Discussion
10:45 AM – 11:00 AM	Break

DAILY SCHEDULE

11:00 AM – 12:00 PM	<p>Workshop and Roundtable Sessions, See pages 16-19 for locations.</p> <p>Playing Games with International Relations Educating for Social Justice: Rethinking the Purpose of Political Science Publishing on Teaching and Learning What Would It Take to “Ask Every Student” to Participate in Our Democracy?</p>
12:00 PM – 2:00 PM	<p>Lunch Break, Attendees have a two hour break for lunch. The hotel will offer an expedited lunch option for purchase in its restaurant to attendees. There are also a variety of nearby restaurants. See also page 28.</p>
2:00 PM – 3:30 PM	<p>Track Breakouts, See pages 20-27 for locations.</p> <p>Civic Engagement: Tools for Civic Engagement and Digital Literacy The Inclusive Classroom: Diversity, Equity, and Anti-Racism: Justice and Pedagogical Approaches The Post-COVID Classroom: Innovations to Keep: COVID in an International Context Rethinking the Political Science Education: Recruitment, Retention, and Advising: Career Simulations & Games: IR and Comparative Simulations Teaching Research, Writing, and Information Literacy: How to Handle Misinformation: Media Literacy, Information, and Curriculum</p>
3:30 PM – 3:45 PM	Break
3:45 PM – 5:15 PM	<p>Track Breakouts, See pages 20-27 for locations.</p> <p>Civic Engagement: Civic and Community Engagement The Inclusive Classroom: Diversity, Equity, and Anti-Racism: Inclusive Curriculum and Institutional Change The Post-COVID Classroom: Innovations to Keep: Digitally Enhanced Teaching and Learning Rethinking the Political Science Education: Recruitment, Retention, and Advising: Curriculum Innovations Simulations & Games: Game Design Teaching Research, Writing, and Information Literacy: How to Handle Misinformation: Teaching in Challenging Times</p>
5:30 PM – 6:30 PM	Political Science Education Section Business Meeting , Room: Chesapeake Ballroom I & II (Open to all)
Sunday, February 12	
8:00 AM – 10:45 AM	Exhibits Open , Room: Chesapeake Gallery (3rd Floor)
8:00 AM – 9:30 AM	Networking & Professional Development Breakfast, Co-sponsored by the Political Science Education Section and the APSA Presidential Task Force on Rethinking Political Science Education , Room: Chesapeake Ballroom I & II (3rd Floor)
9:30 AM – 10:30 AM	<p>Workshop and Roundtable Sessions, See pages 16-19 for locations.</p> <p>Embracing the Chaos: Using a Simulation to Demonstrate Political Uncertainty Teaching Students to Learn before and after Course Assessments A Framework for Creating Classrooms without Borders What Should Be in a Politics Degree? Reflections from a UK Perspective From Remote Teaching to Experiential Learning</p>

PRE-CONFERENCE SHORT COURSES

Pre-Conference Short Courses **require pre-registration.**

An Honest Assessment: Balancing the Risks and Rewards of Civic Engagement Work

Fri, February 10, 9:00 to 10:30 AM | Chesapeake Ballroom III

Presenters: Allison Rank, SUNY, Oswego State; Leah A. Murray, Weber State University; Carah Ong Whaley, University of Virginia

Workshop Goals: Traditionally, workshops presented at TLC focused on civic engagement suggest how we as instructors can incorporate civic engagement work to achieve learning outcomes for our students as well as sharing information about various innovations we've created and can leverage. While this sharing of research and resourcing is incredibly valuable, we also need to create a space for individuals who do this work or are thinking about how to do this work—in their role as faculty members, directors of campus centers, or other academic positions—to honestly assess the potential risks involved given their specific institutional context. Individuals who want to do this work also need to understand what kind of assessments are needed prior to developing partnerships with off-campus actors. This workshop will assist faculty in thinking through how to assess the context in which their civic engagement work takes place—both on and off-campus—in order to determine how to best position their work to receive campus and community support as well as to prioritize their own career objectives while still incorporating civic engagement priorities.

We'll focus on the following components:

- Assessing One's Own Risk Tolerance
- Assessing Off-Campus Partners
- Assessing Your Campus as an Institution

Centering Student Connection

Fri, February 10, 10:30 AM to 12:00 PM | Camden Room

Presenter: Rebecca A. Glazier, University of Arkansas, Little Rock

Workshop Goals: The COVID-19 pandemic has made connecting with our students more important than ever before. Many have found the move to online classes during the pandemic isolating and learning through them difficult. In fact, pre-pandemic research shows that online courses come with a significant downside. Repeated studies across different types of universities, different kinds of programs, and different student populations all indicate a persistent and significant gap in retention. Students are more likely to fail and withdraw from online classes, compared to classes they take in person—about 10 to 35% more likely. But, this crisis of connection is not limited to online students. As we "return to normal," many students and faculty are finding it difficult to connect in the in-person classroom as well. Class attendance and participation is down, and both faculty and students are feeling burned out. Universities already struggling with enrollment challenges may find themselves losing an increasing number of students if these trends continue.

Key learning objectives for attendees include:

- Identifying authentic strategies for connecting with students
- Making syllabi revisions to present a welcoming first introduction to students
- Creating a draft email mail merge in order to send personalized email messages to students



**SAVE THE DATE! ATTEND THE
TLC AT APSA AT THE 2023
APSA ANNUAL MEETING**

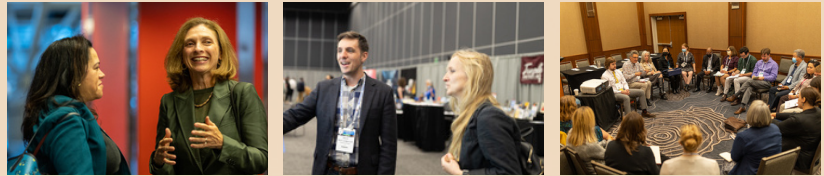
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**"Political Science Education in an
Age of Mis- and Disinformation"**



The sixth Annual TLC at APSA, the teaching and learning conference-within-a-conference that is part of the APSA Annual Meeting, will take place Saturday, September 2nd, in Los Angeles, CA.

We invite you to participate in the day-long program promoting scholarly reflection on the tools, strategies, and pedagogical approaches enabling political science educators to develop and promote inclusive forms of civic literacy and engagement.

Registration opens in April 2023!

Visit connect.apsanet.org/apsa2023 to learn more!

WORKSHOPS & ROUNDTABLE 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. Full session descriptions can be found in the [online program](#).

Friday, February 10

4:15 PM – 5:15 PM

Workshop: High-Impact and Hands-On: Teaching Civic Engagement in a 4-Year Fellows Program

Brian Robert King, Muskingum University
Room: Chesapeake Ballroom III

This interactive session focuses on the ways in which civic engagement can be taught effectively as part of a four-year undergraduate fellows program centered on civic learning, community engagement, and the development of leadership skills. Best practices and emerging trends on teaching civic engagement are discussed within the context of a blended academic and co-curricular program that integrates classroom instruction, experiential learning, project-based learning, community engagement and outreach, and more.

Workshop: Boots on the Ground: Presidential Primary Politics in New Hampshire

Nina T. Kasniunas, Goucher College
Room: Harborview I

Retail politics were perfected in New Hampshire. New Hampshire has always held the first primary in the current primary election system and this is not likely to change before 2024. Because of this, New Hampshire is host to more visits by candidates vying for their party's nomination for president than any other state, making it an ideal setting for creating an experiential course on Presidential Primary Politics. While this first-in-nation status is not without criticism, what better way to engage students in a thoughtful examination of the role New Hampshire has played in our presidential nomination process than by becoming a participant-observer of it?

Roundtable: Introducing the Revised APSA Guide to Professional Ethics in Political Science

Michael T. Rogers, Arkansas Tech University (chair)
Terrence M. O'Sullivan, University of New Hampshire
Alison Dundes Renteln, University of Southern California
Kimberly Mealy, American Political Science Association
Trisha Phillips, West Virginia University

Room: Camden Room

The APSA Council recently approved a revised edition of the APSA Guide to Professional Ethics in Political Science. The Committee on Professional Ethics, Rights and Freedom has been working on updating the Guide over the last several years, adding many new sections. There

is now a section on netiquette or online professional ethics, a section on teaching discussing the appropriate role of things like student evaluations, and a section explaining the process for APSA's new membership revocation policy. The roundtable will give the Committee the chance to introduce our fellow political scientists to the Guide and its additions, as well as answer questions on it. Too many political science professionals, as well as undergraduate and graduate students remain unaware of this important resource APSA provides.

Roundtable: How Do We Introduce Politics to Our Students in an Age of Democratic Erosion?

Lauren Marie Balasco, Stockton University (chair)
Jennifer Forestal, Loyola University, Chicago
Janet Marie Lawler, Carnegie Mellon University
Anne Gillman, American River College
Emmanuel Balogun, Skidmore College
Anna Kapambwe Mwaba, Smith College

Room: Loch Raven

Democratic erosion in the United States – and the global decline of democratic regimes – should give us pause to reflect on how we introduce politics to students. What responsibilities do we have as teachers, as we promote political engagement which may expose students to the risks of political violence and repression? The events leading up to, and surrounding January 6, 2021, only further expose the vulnerabilities in democratic institutions in the United States. While this event was unprecedented, it was not unexpected given the saturation of disinformation, state violence, and undermining of democratic norms we have confronted for some time now. Further, such violence is not a cause, but rather a symptom of the legacy of white supremacy and racism that persists in the United States.

Roundtable: Can Information Literacy Adopt a WAC/WID Approach?

Heather L. Katz, Southwestern Oklahoma State University

Room: Potomac

The relevance of information literacy in higher education is being felt more acutely as digital natives begin to make up a higher percentage of students in the classroom. Digital natives may be comfortable adopting new technologies, but information literacy and its related skills are not regularly developed and practiced while consuming content or using social media (Kirschner and Bruyckere 2017). Instead, information literacy, defined as the "set of skills needed to find, retrieve, analyze, and use information (Association for College and Research Libraries 2022)," requires conscious and consistent training, particularly understanding how information is created, for whom, and to what ends.

Saturday, February 11

9:45 AM – 10:45 AM

Workshop: Using (Board) Games in International Politics Classrooms

Petra Hendrickson, Northern Michigan University
Room: Camden Room

This workshop will have two primary focuses, both concerning the use of board games (and games that require only paper, pencil, and perhaps dice) in international politics education. I will discuss how (board) games can be used to illustrate concepts in international relations and comparative politics, as well as how board game creation/modification can be used by students to highlight their learning and mastery of content. I will guide participants through several examples of gameplay and reflective discussion to highlight how (board) games can be used as an active learning technique to both increase student engagement and help cement course content through hands-on application.

Workshop: Incorporating Information Literacy Skills into Your Syllabus

Kimberly MacVaugh, Georgetown University
Room: Harborview I

As undergraduate students enter political science classrooms in this post-COVID, politically charged social climate, teaching information literacy skills has become ever more challenging and vital. Incorporating such critical skills into existing lessons and course content can be tricky and requires thoughtful planning. This workshop will explore practical approaches and active learning strategies for scaffolding these research competencies within your own syllabi using the ACRL Framework for Information Literacy for Higher Education.

Workshop: Investigating Residential Segregation

Peter J. Woolley, Fairleigh Dickinson University
Madelyn Shapiro Ferrans, Fairleigh Dickinson University
Angela Michelle Xhakolli, Fairleigh Dickinson University
Peter Shapiro, Fairleigh Dickinson University

Room: Harborview II

Rather than talking about residential segregation in our history and contemporary society, have students investigate their own familiar geography. The workshop provides a sample syllabus, and hands-on activity to include gaining access to census data, searching at the tract level, and varied visual presentations of data. Active research into residential segregation is necessarily a way to engage with community. Students learn valuable research skills and find, consider, verify, and present the facts. The United States' legacy of legal housing segregation has gained more and more attention in recent years. That legacy is a crucial part of studies of [Critical Race Theory] systemic racism, and has been documented in hundreds of locations. This workshop aims to show one way professors can structure a class to actively investigate residential segregation in any locale in the United States. This approach allows students to discover for themselves the contours of residential segregation in any specific locale. This project-based learning removes the preaching, and improves the reaching—

letting students investigate, evaluate patterns, and present data visually.

Workshop: Emergent Syllabus: How to Structure a Class to Give Students' Creative Control

Nandini Deo, Lehigh University
Room: Loch Raven

Student engagement is often highest when students have the opportunity to shape what they are learning. But, students usually don't know what they don't know, and they may not be able to define instructor expertise clearly enough to know what kinds of questions are appropriate to a particular class or professor. To capture the gains of student centered learning in motivation and interest, while making sure critical concepts are covered, requires skilled course design.

This workshop begins with an explanation of one introductory course that lets students pick the topics for 9 out of 14 weeks of the semester. Using this class as a starting point, participants will think about the skills and content they want students to learn and consider ways that they can achieve those learning objectives while expanding student choice and input. The goal is to create a course shell that offers structure within which students can exercise autonomy.

Workshop: Producing Candidate Debates & Voter Guides for Local, State, and National Races

Elizabeth A. Bennion, Indiana University South Bend
Room: Potomac

This session will provide the tools required to host informative debates that generate positive community reactions and media coverage. Dr. Bennion will discuss her work with the Indiana Debate Commission producing televised U.S. Senate and gubernatorial debates and campus partnerships with local civic groups and media outlets to produce non-partisan voter guides and political debates for other municipal, county, state, and national offices. The goals of this workshop are to provide attendees with the information and tools required to host well-organized, informative, non-partisan candidate forums and political debates on their own campuses, and to provide attendees with an understanding of the Indiana Debate Commission model for hosting televised U.S. Senate and gubernatorial debates and to encourage them to consider how their campus might help create a similar Commission in their own home state.

Roundtable: Rethinking Undergraduate Political Science Education: A Taskforce Discussion

Fletcher McClellan, Elizabethtown College
Michelle D. Deardorff, University of Tennessee at Chattanooga
Terry Gilmour, Midland College
Elizabeth C. Matto, Rutgers University, New Brunswick
Juan Carlos Huerta, Texas A&M University-Corpus Christi
Loan K. Le, Institute for Good Government & Inclusion
Matthew B. Platt, Morehouse College

Room: Chesapeake Ballroom III

Members of the Undergraduate Education Subcommittee of the Presidential Taskforce on Rethinking Political Science Education will present their current thinking and recommendations for feedback from

TLC participants. This discussion will be used to assist the Taskforce in developing their report.

11:00 AM – 12:00 PM

Workshop: Playing Games with International Relations

Joseph W. Roberts, Roger Williams University
Victor Asal, University at Albany, SUNY

Room: Camden Room

Using games and exercises in class can be very helpful for students to better understand students understand International Relations theories because it gives them the opportunity to apply these theories to their own experiences and allows them to discuss with their classmates why people would make certain decisions that can impact others in the context of international interactions. In this workshop, we plan to introduce the participants to a variety of exercises that can be used in an introductory International Relations class. Specifically we will show the participants how to use these games in class and how they can be tied to useful discussions with the students about International Relations theory and practice. We plan to teach participants how to use the Hobbes Game, the IR levels of analysis game, the 1941 game, Diplomacy and others. We will also provide the PowerPoints and other resources to all the participants.

Roundtable: Educating for Social Justice: Rethinking the Purpose of Political Science

Liza Taylor, California State Polytechnic University, Pomona
Jordie Davies, Johns Hopkins University
Kaye Usry, Elon University
Kathleen Cole, Metropolitan State University
Bennett Lowell Grubbs, New School for Social Research

Room: Chesapeake Ballroom III

During his presidency, former APSA President John Ishiyama convened a Presidential Task Force for rethinking the purpose of a political science education. In this roundtable, we offer critical perspectives on the purpose of political science education and the moral obligations of political scientists in this moment of multiple overlapping and increasingly severe crises. We consider the ways in which a traditional or mainstream political science education inadequately prepares students for the challenges they currently face due to climate collapse, the rise of fascist movements around the globe, the resurgence of white supremacy, and the erosion of democratic norms and institutions. We argue for the creation of multiracial democracy and intersectional social justice as the central purpose of a political science education.

Workshop: What Would It Take to "Ask Every Student" to Participate in Our Democracy?

Clarissa M. Unger, Students Learn Students Vote Coalition
Room: Loch Raven

Ask Every Student (AES) is a national nonpartisan initiative that facilitates collaboration between campus leaders and nonprofit partners to help campuses ask every student to participate in the democratic process and achieve full student voter registration. As of September 2022, the Ask Every Student Community includes over 280 campuses and 15 nonprofit organizations committed to making the concept of "full student voter participation" a reality on college campuses.

Roundtable: Publishing on Teaching and Learning

Charity Butcher, Kennesaw State University (chair)
Tavishi Bhasin, Kennesaw State University
Alasdair Blair, De Montfort University
Alison Rios Millett McCartney, Towson University
Simon Usherwood, Open University

Room: Harborview II

This roundtable addresses issues related to publishing on teaching and learning. Practical issues, such as ethical considerations and institutional review board approval, will be discussed to help participants navigate conducting research on teaching and learning within their institutions. The roundtable will also discuss the various publishing outlets available for teaching and learning outputs, including both formal outlets, such as the Journal of Political Science Education and other academic journals, as well as informal outlets such as blogs, newsletters, and educational resources (like APSA Educate).

Sunday, February 12

9:30 AM – 10:30 AM

Workshop: Embracing the Chaos: Using a Simulation to Demonstrate Political Uncertainty

Colin M Brown, Northeastern University
Jennifer Ostojski, Northeastern University

Room: Camden Room

Political science often tries to identify general rules and patterns in behavior, but it also cares a lot about chaotic or "messy" processes that involve high degrees of uncertainty. In this workshop, we will walk participants through a simulation of coalition bargaining in the German Bundestag. The simulation is designed not only to teach students about German politics and multi-party governments, but also to help students better understand the degree of complexity and uncertainty faced by political actors, even in the context of clear rules. After running through a simplified version of the simulation, we will discuss ways to balance a desire for (and the fun of) "messiness" in the game with a need to keep students focused on the key learning goals, and where to both intentionally introduce and deliberately avoid ambiguity in rules. Participants will be given materials to help them implement and adapt this specific simulation in other contexts, as well as tips for designing a "messy" simulation.

Workshop: Teaching Students to Learn before and after Course Assessments

Mark Verbitsky, University of California, Davis
Room: Chesapeake Ballroom III

Assessments can be seen as discrete measurements of how much material a student has learned at a given point in the course. More dynamically, assessments are the focal point of a broader learning experience, with students learning as they prepare for an assessment (learning course material as well as core skills) and learning after they complete an assessment (learning as they dwell on feedback or reflect on their own experience). In this workshop, I will provide some background theory for thinking about student assessments, but the focus will be on identifying concrete exercises to enhance the student learning experience. In particular, I will share ideas on how to prepare

students for their assessments (e.g. tutorials, scaffolded steps) and how to get students involved in consciously assessing their own learning (particularly through the use of learning reflections). Pandemic teaching forced me to adopt many new assessment methods and ways of reaching my students.

Workshop: A Framework for Creating Classrooms without Borders

Natasha T. Duncan, Purdue University

Nathan Swanson, Purdue University

Room: Harborview I

In this workshop, we will present the framework and offer step-by-step guidance for implementing it at participants' institutions and in their courses. Heightened globalization processes and increasing transnational challenges make it imperative that students develop their intercultural intelligence in and familiarity with societies. In international relations/studies courses, students learn about theoretical frameworks that equip them to explain and analyze global processes, even regional or country-specific phenomena. What is often lacking from these instructional experiences at US-based institutions is the opportunity for perspective-taking—not of what the institutionalist or rationalist might say or the liberal thinker from the constructivist. Rather, students of international relations/studies tend not to interact with peers from another country and deliberate or understand viewpoints from other societies, even less so do they interact with perspectives from the Global South. If they are able to do so, this is usually as participants in study abroad, which while rich in offering students outcomes for deeper learning and a host of intercultural attitudes and skills, has low representation of first-generation, low-income, and underrepresented students. This is the case for students in the United States and might even be more so for students sharing these identities in the Global South. Even if study abroad is accessible, what we have seen in 2020, transnational phenomenon, such as the COVID-19 pandemic, can cripple our mobility across borders. Environmentally-minded instructors may seek to reduce their carbon footprint by reducing air travel, thus, again making the study abroad framework less feasible for meaningful cross-national student interactions.

Workshop: What Should Be in a Politics Degree? Reflections from a UK Perspective

John Craig, Kingston University

Rose Gann, Nottingham Trent University

Victoria Honeyman, University of Leeds

Manjeet K. Ramgotra, SOAS, University of London

Alasdair Blair, De Montfort University

Claire Sutherland, Durham University

Room: Harborview II

In the March 2022 issue of *Political Science Today*, John Ishiyama set out an introductory note relating to the work of the Rethinking Political Science Education taskforce. Writing in his capacity as the then APSA President, he highlighted challenges that ranged from changing demographics and enrolment patterns through to the growing influence of what he referred to as various higher education stakeholders that attach evermore focus on employability skills, particularly at the undergraduate level.

Such challenges will be very familiar to political science scholars based at United Kingdom (UK) higher education institutions (HEIs), where over a number of decades HEIs have faced the challenge of league table rankings that attach focus to such issues as student satisfaction scores and graduate employability metrics. For UK scholars teaching Politics, these challenges have increasingly materialised in the context of institutional debates about the type of content that should be in a

Politics undergraduate degree as well as wider sectoral influences in the form of bodies such as the Office for Students (OfS) and the Quality Assurance Agency (QAA).

Workshop: From Remote Teaching to Experiential Learning

Jack Miller, Portland State University

Room: Potomac

Did pandemic-era remote teaching leave you with hours of remote lectures recorded for one or more of your classes? Do you now have access to video or audio produced by yourself or someone else that can be used to deliver course content outside of the classroom? Thanks to enforced remote teaching, many of us now have a sizeable archive of recorded classroom materials, creating an opportunity to use significant portions in-person instructional time for exercises, activities, simulations, and other experiential learning methods instead of direct content delivery through the traditional lecture/discussion format.

In this workshop, I will share the instructional innovations I have made with the power of my recorded archive behind me, and explore with workshop attendees ways that they can leverage the recorded materials they possess to transform the classroom experience for their students and themselves. The workshop will include a brief presentation on how I designed my syllabi and reconceptualized my course readings in the wake of the pandemic, followed by small-group activities and group-wide sharing and discussion. By the end of this workshop, you will be energized and equipped to transform your classroom from a lecture hall or seminar room into an experiential learning environment that will engage and inspire your students in new ways.

Curated Collections

Teaching Introduction to American Government & Politics

APSA's Teaching & Learning program brought fifteen political science educators together in March 2022 to workshop the American Government and Politics undergraduate course.

[view the symposium collection](#)

Teaching Political Science at a Community College

APSA's Teaching & Learning program brought nice political science educators together in July 2022 to workshop the specific needs of teaching political science at two-year, open enrollment, public institutions.

coming soon

Teaching Race, Ethnicity and Politics

APSA's Teaching & Learning program brought together twelve political science educators together in April 2022 to workshop the Race, Ethnicity, and Politics undergraduate course.

[view the symposium collection](#)

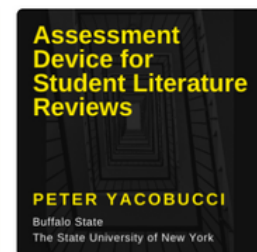
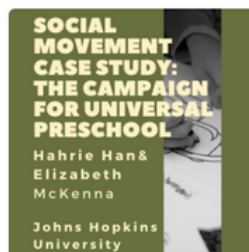
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Track: Civic Engagement

Moderator: Mary McHugh, Merrimack College
Room: Chesapeake Ballroom III

Friday, February 10, 2:30 PM

New Approaches to Civic Education

Civic Literacy or Ideological Indoctrination?

Laura U. Schneider, Grand Valley State University
 Melissa J. Buehler, Marian University

Lived Civics, the Social Contract & Public Life

Ben Epstein, DePaul University
 Molly Andolina, DePaul University

Why Care? Teaching Emotional Competency as Part of Democratic Citizenship

Jennie Sweet-Cushman, Chatham University
 Lanethea Mathews-Schultz, Muhlenberg College

Teaching Political Science through International Collaborations

Sarah Surak, Salisbury University
 Angeline Prichard, Salisbury University
 Maria Batista, Verto Education

Saturday, February 11, 8:00 AM

Assessment and Curriculum

Assessing the Impact of Local Politics on Civic Engagement

Helen Chang, CUNY-Hostos Community College

Do Civic Engagement Assignments Increase Political Efficacy? An Empirical Study

Christopher R. Hallenbrook, California State University, Dominguez Hills
 Salvatore James Russo, California State University, Dominguez Hills

News Podcasts & Student Political Interest

Jessy Defenderfer, Commonwealth University, Bloomsburg

Is Civic Education Dead?

Harry Blain, California State University, Sacramento

Reflect on Thyself: Interns' Reflection upon Their Strengths and Weaknesses

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

Saturday, February 12, 2:00 PM

Tools for Civic Engagement and Digital Literacy

Approaches to Developing Civic Competence

Emily Kathryn Lynch, University of Rhode Island

Enhancing Digital Literacy and Civic Engagement in American Government Courses

Andrea Aleman, The University of Texas at San Antonio
 Jon R. Taylor, The University of Texas at San Antonio

Fostering Citizenship Skills with Kritik in the Undergraduate Classroom

Karen M. McCurdy, Georgia Southern University
 Jacek Lubecki, Georgia Southern University

Institutions of Engagement: Political Participation in College Yearbooks

Patrick Rewa McSweeney, Georgetown University

Who Am I to Say? Teaching Epistemology for Civic Engagement

Anne Gillman, American River College

Saturday, February 11, 3:45 PM

Civic and Community Engagement

Community Engagement for Civics Education: (CE)2

Steven Charles Lawrence, Walters State Community College

Constitution Day Activities as Community Engagement

Michael T. Rogers, Arkansas Tech University

DC Lab: Teaching an Intensive Civic Engagement Course in the Nation's Capital

Kathy Wagner Hill, Johns Hopkins University

Experiential Learning & Study Away in the "First in the Nation" Primary State

Alexandra Reckendorf, Virginia Commonwealth University
 Deirdre M. Condit, Virginia Commonwealth University
 Hollie Wilburn, Virginia Commonwealth University
 Maddie Quigley, Virginia Commonwealth University

Learning Communities Redux: Internships in a Learning Community

Claire Haeg, College of Saint Benedict & Saint John's University
 Christi Leigh Siver, College of Saint Benedict

Track: The Inclusive Classroom: Diversity, Equity, and Anti-Racism

Moderator: Kathleen Cole, Metropolitan State University
Room: Camden Room

Friday, February 10, 2:30 PM

Student Reflections and Experiences

Course Modality and the Experiences of Minoritized Students

Tavishi Bhasin, Kennesaw State University
 Charity Butcher, Kennesaw State University

Creating Inclusive Classrooms with Faculty-Student Pedagogical Partnerships

Christine L. Nemacheck, College of William & Mary

Diversity or Disconnection: Can We Learn about Privilege in an Online Setting?

Shannon McQueen, West Chester University of Pennsylvania

Reflections in Student Learning about Race and Racial Politics

Jeffrey N. Carroll, Chestnut Hill College

Saturday, February 11, 8:00 AM

Evaluating Effectiveness & Building Empathy

Evaluating Whether Learning by Doing Initiatives Meet DEI Goals

Sarah Wilson Sokhey, University of Colorado, Boulder

The Effectiveness of Intersectional Pedagogy in a Public Policy Course

Michelle Fletcher, Salisbury University
 Adam H. Hoffman, Salisbury University

Showing the Other Side: What Kinds of Empathy Should Political Science Teach?

Colin M. Brown, Northeastern University
 Chelsea Kaufman, Wingate University

A Dialogical Lesson on the Role of Representations in Misguiding Our Empathy

Louai Rahal, Fairleigh Dickinson University
 Ajay Kumar Garg, Fairleigh Dickinson University Vancouver

Saturday, February 11, 2:00 PM

Justice and Pedagogical Approaches

Centering Justice in Introductory American Government Courses

Tara N. Parsons, James Madison University

Coalitional Pedagogy: Educating for Intersectional Social Justice

Liza Taylor, California State Polytechnic University, Pomona
 Christine (Cricket) Keating, University of Washington

Urban Politics and Historic Importance of Black Neighborhoods

Stacy C. Moak, University of Alabama at Birmingham

Teaching [and] Intersectionality

Dannica Fleuss, Dublin City University
 Nkatha Kabira, University of Nairobi

Saturday, February 11, 3:45 PM

Inclusive Curriculum and Institutional Change

Applying Universal Design for Learning for American Government

Katharine S. Javian, Rowan University

Grading Practices and Achievement Gaps in Political Science

Young-Im Lee, California State University-Sacramento
 Danielle Joesten Martin, California State University

The Journey to an Inclusive Political Science Curriculum

Janet L. Donovan, University of Colorado, Boulder

Toward an Accessible Civics Curriculum for High-Need Student

Diana M. Owen, Georgetown University

Track: The Post-COVID Classroom: Innovations to Keep

Moderator: Alasdair Blair, De Montfort University

Room: Potomac

Friday, February 10, 2:30 PM

Online Tools and Pandemic Teaching

"Academic Practice" – Video Preparation for Seminar Participation

Sandra Morgenstern, University of Mannheim

Mastering the Socratic Method for Seminars in Social Sciences

Selim Yilmaz, University of Nottingham

Using the Best Comment of the Semester Award to Stimulate Participation

Ikhsan Darmawan, Kent State University

Saturday, February 11, 8:00 AM

Institutional Changes Due to COVID

Disentangling Pandemic and Change in Content Delivery Platform Effects

Renato Corbetta, University of Alabama, Birmingham

How to Promote Attendance in the Post-pandemic Classroom

Mark Verbitsky, University of California, Davis

Rethinking Participation: Benefits from Reflective Assessment

Mark M. Springer, University of Mary

Synchronous Online Learning under COVID-19: Reflections and Lessons Learned

Izabela Majewska, University of North Florida

Saturday, February 11, 2:00 PM

COVID in an International Context

Forced Pivots: Reimagining Travel Courses Due to Pandemic Disruptions

Jonathan L. Snow, Roanoke College

Outside University Classes: Political Learning in a Changing Political Context

Abdel-Fattah Mady, Arab Center for Research & Policy Studies

Global Citizenship in the Post-COVID Classroom

Andra Olivia Miljanic, University of Houston

The Importance of Time and Space: Rethinking Teaching through Block Delivery

Alasdair Blair, De Montfort University

Saturday, February 11, 3:45 PM

Digitally Enhanced Teaching and Learning

Drama as a Digital Learning Space in the Political Science Classroom

Spyridon Kotsovilis, University of Toronto Mississauga

Rubrics and Student Learning in Political Science

John N. Anene, College of Central Florida

Thinking about the 'What', 'How' & 'Why' of Digital Applications in Our Classes

Dale Mineshima-Lowe, Birkbeck, University of London

Track: Rethinking the Political Science Education: Recruitment, Retention, and Advising

Moderator: Michelle Deardorff, University of Tennessee at Chattanooga

Room: Loch Raven

Friday, February 10, 2:30 PM

Recruitment

A Capstone Course and Major Field Test Scores: A Natural Experiment
John L. Phillips, Austin Peay State University

Curriculum Redesign for Values, Belonging, Methods, and Recruitment

Laura Roost, Creighton University
Carlton L. Kinard, Newberry College

Grand Theft Student: Strategies and Tactics for Political Science

Christopher N. Lawrence, Middle Georgia State University
Bobbi Gentry, Bridgewater College

Saturday, February 11, 8:00 AM

Retention

Career and Calling Circles: Spaces of Belonging for First-Year UR Students

Christopher Riley, Abilene Christian University

Crossing the Line: Building Value with 1-Credit Experiential Courses

Michael Edward Thunberg, Norwich University
Steven Sodergren, Norwich University

Political History and the Future for Undergraduate American Politics Curriculum

Joshua Plencner, SUNY Oswego
Allison Rank, SUNY, Oswego State

Supplemental Online Resources Improve Political Methods Education

Marco Alcocer, University of California, San Diego
Leonardo Falabella, University of California, San Diego
Alexandra Lange, University of California, San Diego
Nicholas M. Smith, University of California, San Diego
Maureen C. Feeley, University of California, San Diego

Saturday, February 11, 2:00 PM

Career

Advising and Identity Development: Insights for Political Science
Bobbi Gentry, Bridgewater College

Centering Civic Engagement: Integrating Mentorship and Career Support

Jaime Jackson, California State University, Sacramento
Kristina M. Victor, California State University, Sacramento

De-Centering Employability: Reimagining Student Success in Political Education

Horia M. Dijmarescu, University of Pittsburgh

Engaging TAs in the Recruitment of New Majors: Lessons from the Lecture Hall

William A. Jennings, University of Tennessee

Rebuilding Under Duress: Workforce Development & Interdisciplinary Ed in PoliSci

Nicole R. Foster Shoaf, Missouri Southern State University

Saturday, February 11, 3:45 PM

Curriculum Innovations

'A Kind of Artificial Intelligence': Great Books Diversification in Graduate PME

Abram Trosky, U.S. Army War College

Restructuring the Curriculum – Pedagogy and Practical Implications

Victoria Honeyman, University of Leeds

The Importance of Scholar-Led Community Based Political Education Classes

Chioma M. Oruh, Chi Bornfree, Inc.

Using OERs to Close Inequity Gaps in Political Science

Jesse Reuben Cragwall, Pellissippi State Community College

Words Matter: Rethinking IR through Diplomatic Language Skills

Dalia Fikry Fahmy, Long Island University, Brooklyn

Track: Teaching Research, Writing, and Information Literacy: How to Handle Misinformation

Moderator: Terry Gilmour, Midland College

Room: Harborview II

Friday, February 10, 2:30 PM

Tools for Teaching Critical Thinking, Writing, and Information Literacy

Building Civic Competencies: Design and Outcomes in Media Literacy Instruction

Barbara Smith Robertson, Georgia State University Perimeter College
Tamra S. Ortgies-Young, Georgia State University

Making Sense of Current International Events: 6 Activities and 1 Essay

Rachel Anne Sternfeld, Indiana University of Pennsylvania

Writing Pedagogy to Accelerate Student Success as Disciplinary Writers/Thinkers

Michele Calderon, University of Maryland Baltimore County

Saturday, February 11, 8:00 AM

Data and Information Literacy

Cultivating Causal Literacy in the Political Science Classroom

Celestino Perez, U.S. Army War College

To What Extent Do Students Connect with Political Science?

William O'Brochta, Louisiana Tech University

The Embedded Librarian Model in Traditional vs. Online Political Science Courses

M.P. Broache, University of North Carolina at Greensboro
Rachel Olsen, University of North Carolina at Greensboro

Saturday, February 11, 2:00 PM

Media Literacy, Information, and Curriculum

Critical Thinking and Media Literacy in an Age of Misinformation

Terry Gilmour, Midland College

Lessons Learned from a Small Department's Attempt to Structure Curriculum

Benjamin Toll, Wilkes University

Teaching Informational Competency in a Changing Political Media Environment

Lanethea Mathews-Schultz, Muhlenberg College
Jennie Sweet-Cushman, Chatham University

Teaching Political Grievances through Political Speeches and Primary Documents

Stephanie Lynn Williams, University of South Florida

What Counts as News? How Does It Spread?: Media & Epistemology in Intro to US

Althea Rani Sircar, University of Redlands

Saturday, February 11, 3:45 PM

Teaching in Challenging Times

Educating US Army Officers to Operate in the Information Environment

Russell Norman Reiling, US Army War College

Improving Understanding of Individual & Group Susceptibility to Misinformation

Leslie Caughell, Virginia Wesleyan University

Political Science in Africa in the Age of Post-Truth Politics

Victor Adebola. O Adetula, University of Jos

Teaching Information Literacy in General Education Using Conspiracy Theories

Jarrod T. Kelly, North Carolina Wesleyan University

Track: Simulations & Games

Moderator: Victor Asal, University at Albany, SUNY

Room: Harborview I

Friday, February 10, 2:30 PM

American Politics Simulations

Simulations, Jurisprudence, and Critical Thinking: A Case Study
Robbin E. Smith, Central Connecticut State University

Teaching Constitutional Law to Undergraduates as a Semester-Long Simulation

Brian Robert King, Muskingum University

Teaching Electoral Institutions Using In-Class Simulations
Brian Michael Brew, University of North Carolina at Chapel Hill

Using Prediction Markets as a Tool for Classroom and Civic Engagement

Zachary McGee, Saint Lawrence University
Precious Hall, Saint Lawrence University

Saturday, February 11, 8:00 AM

Constitution Writing/Building

Dictators & Finding the Insurgent: Two Games on Oppression & Resistance

Victor Asal, University at Albany, SUNY
Joseph W. Roberts, Roger Williams University

Founders' Forum Classroom Simulation

Michael Sacco, Kent State University

Teaching U.S. Constitutional Design: The Case of the "Genovian Revolution"

Ian G. Anson, University of Maryland, Baltimore County

Saturday, February 11, 2:00 PM

IR and Comparative Simulations

Field Work, Pedagogy, and Re-Energizing Active Learning through Group Projects

Deborah L. Wheeler, U.S. Naval Academy
Susan L. Ostermann, University of Notre Dame

Role Playing Across Universities: NATO's Response to the Invasion of Ukraine

Rhonda L. Callaway, Sam Houston State University
Julie Harrelson-Stephens, Stephen F. Austin State University

Simulating International Organizations' Pressure on Control of Corruption

Iva Bozovic, University of Southern California

Saturday, February 11, 3:45 PM

Game Design

Back to Basics: Building an Asynchronous Online Simulation

Simon Usherwood, Open University

From "Spectacular Failure" to Success: Board Games as Effective Teaching Tools

Petra Hendrickson, Northern Michigan University

Working with High School Teachers to Develop Equitable Global Civic Learning

Alison Rios Millett McCartney, Towson University
Michele Calderon, University of Maryland Baltimore County
Connor Cameron, Towson University
Madeleine Meyer, Towson University
Alexia Fitz, Towson University



THINGS TO DO

Activities in Baltimore

[The National Aquarium](#) – Consistently rated one of the best aquariums in the country. It features stingrays, dolphins, sharks, and more.

[The Baltimore Museum of Art \(BMA\)](#) – Free admission; featuring renowned selection of 19th-century, modern, and contemporary art. It also features the largest holding of Matisse in the world. A special exhibit, Political Animals, is in place through April 2, 2023, by Geneva and Dakar-based painter, Omar Ba.

[Frederick Douglass-Isaac Myers Maritime Park Museum](#) – A national heritage site recounting the story of Frederick Douglass and celebrates the legacy of Isaac Myers and the founding of the Chesapeake Marine Railway and Dry Dock Company, American's first African American-owned shipyard.

[Maryland Zoo](#) – 745-acre zoo in the heart of the city with more than 1,500 animals from 200 species.

[Fort McHenry](#) – National park with the defense that held off the British from taking over Baltimore during the War of 1812, and the inspiration for the "Star Spangled Banner"

[Reginald F. Lewis Museum of Maryland African American History & Culture](#) – Features objects and art dating from 1784 to modern day that shows the accomplishments and struggles of African American Marylanders

[Port Discovery Children's Museum](#) – Family-friendly hands-on and interactive museum

[American Visionary Art Museum](#) – Features the work of self-taught artists – including farmers, mathematicians, prison inmates, and people with mental illness.

[Edgar Allen Poe's House and Museum](#) – The home where Poe wrote most of his works. Reservations required.

[Maryland Science Center](#) – A kid-friendly destination with three levels of exhibits around astronomy, paleontology, the human body, and physics.

[The Walters Art Museum](#) – Collections spanning more than seven millennia

Coffee

Starbucks (.3 miles) – 100 E. Pratt St.
Morning Mugs Coffee (.3 miles) – 15 W. Hughes St.
3 Bean Coffee by Vagrant Coffee (.5 miles) – 209 Key Hwy
Afters Cafe (.5 miles) – 1001 S. Charles St. Baltimore

Nearby Restaurants

[Liora](#) (.1 mile) – 414 Light St
Vegan restaurant

[Ramen Utsuke](#) (.2 miles) – 414 Light St., Ste. 103
Authentic ramen dishes

[Kona Grill](#) (.2 miles) – 1 E. Pratt St
Classic American Grill, Seafood, Steak, Sushi

[Luna Del Sea Steak & Seafood Bistro](#) (.4 mi) – 300 W. Pratt St
Seafood restaurant

[Tir na nÓg Irish Bar & Grill](#) (.4 mi) – 300 S. Charles St.
Irish pub

[Phillips Seafood](#) (.6 miles) – 601 E. Pratt St.
Seafood restaurant

[Miss Shirley's Cafe](#) (.6 miles) – 750 E. Pratt St.
Open 8 a.m. – 3 p.m. and serving fresh, Southern breakfast, brunch, and lunch.

[Rusty Scupper Restaurant](#) (.6 miles) – 402 Key Hwy
Seafood restaurant featuring three levels on the waterfront

[SoBo Cafe](#) (.6 miles) – 6 W. Cross St.
American comfort food with craft beer

[Blackwall Hitch](#) (.7 miles) – 700 E. Pratt St.
Seafood restaurant

[Tagliata](#) (1.5 miles) – 1012 Fleet St.
Italian Chophouse

[BLK Swan](#) (1.6 miles) – 1302 Fleet St.
New American menu with funky decor

[Cindy Lou's Fish House](#) (2 miles) – 1215 Wills St.
Waterfront seafood restaurant

[Thai Street](#) (2 miles) – Broadway Market 1640
Thai food

TRACK PARTICIPANTS

Track: Civic Engagement

Andrea Aleman, University of Texas at San Antonio
Molly Andolina, DePaul University
Lauren Balasco, Stockton University
Elizabeth Bennion, Indiana University South Bend
John Berg, Suffolk University
Harry Blain, California State University, Sacramento
Melissa Buehler, Marian University
Mike Burns, Campus Vote Project
Albert Celozza, Phoenix College
Theodore Chadjipadelis, Aristotle University Thessaloniki
Helen Chang, CUNY-Hostos Community College
Deirdre Condit, Virginia Commonwealth University
Lorita Daniels, American University
Jessy Defenderfer, Commonwealth University, Bloomsburg
Ben Epstein, DePaul University
Jennifer Domagal-Goldman, ALL IN Campus Democracy Challenge
Madelyn Ferrans, Fairleigh Dickinson University
Jennifer Forestal, Loyola University, Chicago
John Forren, Miami University, Regionals
Anne Gillman, American River College
Rebecca Glazier, University of Arkansas, Little Rock
Claire Haeg, College of St Benedict & St John's University
Christopher Hallenbrook, California State University Dominguez Hills
Stephanie Hallock, Harford Community College
Kathy Hill, Johns Hopkins University
Jim Huneycutt, CollegeBoard/AP
Clinton Jenkins, Birmingham-Southern College
Connie Jorgensen, Piedmont Virginia Community College
Carlton Kinard, Newberry College
Janet Lawler, Carnegie Mellon University
Steven Lawrence, Walters State Community College
Matt Lindstrom, Saint John's University
Kevin Lorentz, Saginaw Valley State University
Emily Lynch, University of Rhode Island
Karen McCurdy, Georgia Southern University
Mary McHugh, Merrimack College
Patrick McSweeney, Georgetown University
Stephen S. Meinhold, University of North Carolina Wilmington
Leah Murray, Weber State University
Scott Nolan, Tulane University
Carah Ong Whaley, Center for Politics at UVA
Maddie Quigley, Virginia Commonwealth University
Alexandra Reckendorf, Virginia Commonwealth University
Alison Renteln, University of Southern California
Jonathan Ring, University of Tennessee, Knoxville
Michael Rogers, Arkansas Tech University
Kimberly Saks McManaway
Laura Schneider, Grand Valley State University
Christi Siver, College of Saint Benedict
Jenna Spinelle, Penn State McCourtney Institute for Democracy
J. Cherie Strachan, The University of Akron
Sarah Surak, Salisbury University
Jennie Sweet-Cushman, Chatham University
Clarissa Unger, Students Learn Students Vote Coalition
Kristina Victor, California State University, Sacramento
Susan Wiley, George Washington University
Hollie Wilburn, Virginia Commonwealth University
Amanda Wintersieck, Virginia Commonwealth University
Samar Yousef, New York University

Track: The Inclusive Classroom: Diversity, Equity, and Anti-Racism

Mulugeta Agonaferl, Springfield College
Zahra Ahmed, St. Mary's College of CA
Paul Baumgardner, Augustana College
Tavishi Bhasin, Kennesaw State University
Thomas Boudrot, Delta College
Colin Brown, Northeastern University
Charity Butcher, Kennesaw State University
Jeffrey Carroll, Chestnut Hill College
Kathleen Cole, Metropolitan State University
Martha Crone, Columbus State Community College
Janet Donovan, University of Colorado, Boulder
Rebecca Duce, University of Toronto Press
Ben Duke, Keele University UK, School of Human Geography
Michelle Fletcher, Salisbury University
Dannica Fleuss, Dublin City University
Mehmet Hecan, Boston University
Adam Hoffman, Salisbury University
Juan Huerta, Texas A&M University-Corpus Christi
John Ishiyama, University of North Texas
Katharine Javian, Rowan University
Arnedra Jordan, West Los Angeles College

Chelsea Kaufman, Wingate University
Young-Im Lee, California State University-Sacramento
Paul Martorelli, Wellesley College
Shannon McQueen, West Chester University of Pennsylvania
Stacy Moak, University of Alabama at Birmingham
Christine Nemacheck, College of William & Mary
Haley Norris, Rutgers University
Terrence O'Sullivan, University of New Hampshire
Diana Owen, Georgetown University
Tara Parsons, James Madison University
Trisha Phillips, West Virginia University
Louai Rahal, Fairleigh Dickinson University
Gulcan Saglam, University of Georgia
Matt Schuster, Anoka-Ramsey Community College
Papia Sengupta, Jawaharlal Nehru University
Greg Shaw, Illinois Wesleyan University
Liza Taylor, California State Polytechnic University, Pomona
Renee Van Vechten, University of Redlands
Sarah Wilson Sokhey, University of Colorado, Boulder
Peter Woolley, Fairleigh Dickinson University
Angela Xhakolli, Fairleigh Dickinson University

Track: The Post-COVID Classroom: Innovations to Keep

John Anene, College of Central Florida
Pablo Biderbost, Universidad Pontificia Comillas
Alasdair Blair, De Montfort University

TRACK PARTICIPANTS

Renato Corbetta, University of Alabama, Birmingham
Rebecca Cruise, University of Oklahoma
Ikhsan Darmawan, Kent State University
Michael Dechane, Reify Marketing
Natasha Duncan, Purdue University
Frank Franz, James Madison High School
Dina Ibrahim Hassan, Cairo University
Timothy Holland, South Plains College
Andrew Jenks, University of Delaware
Stephanie Kerce, Georgia State University
Martin Kobren, University of Maryland, College Park
Spyridon Kotsovilis, University of Toronto Mississauga
Tobias Lemke, University of Delaware
David Lindrum, Soomo Learning
Eric Loepp, University of Wisconsin, Whitewater
Abdel-Fattah Mady, Arab Center for Research & Policy Studies
Izabela Majewska, University of North Florida
Andra Miljanic, University of Houston
Jack Miller, Portland State University
Dale Mineshima-Lowe, Birkbeck, University of London
Sandra Morgenstern, University of Mannheim
Michael Nagle, West Shore Community College
Giovanni Pleites-Hernandez, University of North Carolina Asheville
Bryan Rasmussen, Collin College
Jonathan Snow, Roanoke College
Mark Springer, University of Mary
Nathan Swanson, Purdue University
Mark Verbitsky, University of California, Davis
Selim Yilmaz, University of Nottingham

Track: Rethinking the Political Science Education: Recruitment, Retention, and Advising

Godwyns Agbude, Federal University Oye-Ekiti
Cameron Arnzen, Teachers College, Columbia University
Zachary Baumann, Nebraska Wesleyan University
Jeremy Bowling, University of Nevada, Las Vegas
Margaret Commins, Queens University of Charlotte
Jesse Cragwall, Pellissippi State Community College
Michelle Deardorff, University of Tennessee at Chattanooga
Nandini Deo, Lehigh University
Horia Dijmarescu, University of Pittsburgh
Kathleen Dowley, SUNY, New Paltz
Thomas C. Ellington, Wesleyan College
Dalia Fikry Fahmy, Long Island University, Booklyn
Leonardo Falabella, University of California, San Diego
Maureen Feeley, University of California, San Diego
Nicole Foster Shoaf, Missouri Southern State University
Rose Gann, Nottingham Trent University
Bobbi Gentry, Bridgewater College
Jean Harris, University of Scranton
Lindsay Herrell, Howard H. Baker Jr. Center for Public Policy
Victoria Honeyman, University of Leeds
Parakh Hoon, South Puget Sound College
Jaime Jackson, California State University, Sacramento
William Jennings, University of Tennessee

Aleisha Karjala, University of Science & Arts of Oklahoma
Nina Kasniunas, Goucher College
Sanghoon Kim-Leffingwell, Johns Hopkins University
Justin Lance, Presbyterian College
Christopher Lawrence, Middle Georgia State University
Loan Le, Institute for Good Government & Inclusion
J. Wesley Leckrone, Widener University
Elizabeth Matto, Rutgers University, New Brunswick
Fletcher McClellan, Elizabethtown College
Patrick McKinlay, Morningside University
Chioma M. Oruh, Chi Bomfree, Inc.
C. Scott Peters, University of Northern Iowa
John Phillips, Austin Peay State University
Joshua Plencne, SUNY Oswego
Allison Rank, SUNY, Oswego State
Michael Rich, Emory University
Erin Richards, Cascadia Community College
Christopher Riley, Abilene Christian University
Laura Roost, Creighton University
Michael Sanchez, San Antonio College
Steven Sodergren, Norwich University
Virginia Spivey, The College Board
Michael Thunberg, Norwich University
Abram Trosky, U.S. Army War College
Erica Ury, University of Tennessee, Knoxville
Darren Walhof, Grand Valley State University

Track: Teaching Research, Writing, and Information Literacy: How to Handle Misinformation

Samar Abdelmageed
Victor Adetula, University of Jos
Joseph Andrach, University of Exeter
M.P. Broache, University of North Carolina at Greensboro
Michele Calderon, University of Maryland Baltimore County
Elizabeth O'Callaghan, Georgia State University
Leslie Caughell, Virginia Wesleyan University
J. Wendel Cox, Dartmouth College
Ramon Galinanes, Wofford College
Benjamin Gbli, University of Pisa, Italy
Terry Gilmour, Midland College
Eric Hodges, Longwood University
Wendi Kaspar, Texas A&M University
Heather Katz, Southwestern Oklahoma State University
Jarrod Kelly, North Carolina Wesleyan University
Kimberly MacVaugh, Georgetown University
Andreea Raluca Maierean, Wilkes University
Lanethea Mathews-Schultz, Muhlenberg College
Erin McAdams, Presbyterian College
Anna Kapambwe Mwaba, Smith College
William O'Brochta, Louisiana Tech University
Rachel Olsenm, University of North Carolina Greensboro
Tamra Ortgies-Young, Georgia State University
Collin Paschall, Johns Hopkins University
Celestino Perez, U.S. Army War College
Russell Reiling, U.S. Army War College
Barbara Robertson, Georgia State University Perimeter College

TRACK PARTICIPANTS

Richard Sigurdson, University of Calgary
Althea Sircar, University of Redlands
Rachel Sternfeld, Indiana University of Pennsylvania
Benjamin Toll, Wilkes University
Stephanie Williams, University of South Florida
Kimberly Zagorski, University of Wisconsin, Stout

Track: Simulations & Games

Okan Akmehmet, Istanbul Medipol University
Ian Anson, University of Maryland, Baltimore County
Victor Asal, University at Albany, SUNY
Matthew Edward Bergman, University of Vienna
Nathan Blank, Casper College
Iva Bozovic, University of Southern California
Brian Brew, University of North Carolina at Chapel Hill
Rhonda Callaway, Sam Houston State University
Connor Cameron, Towson University
Tiffany Cartwright, Collin College
Stephanie Davis, University of South Carolina
Emily Dunlop, New York University
Alexia Fitz, Towson University
C. Brent Forsgren, St. Clair County Community College
Daniel Gallegos, Casper College
Precious Hall, Saint Lawrence University
Julia Harrelson-Stephens, Stephen F. Austin State University
Petra Hendrickson, Northern Michigan University
Brian King, Muskingum University
Lillian Lopez, Morningside College
Alison McCartney, Towson University
Zachary McGee, St. Lawrence University
Madeleine Meye, Towson University
Joshua Preston Miller, University of North Carolina at Charlotte
Susan Ostermann, University of Notre Dame
Jennifer Ostojski, Northeastern University
Matthew Platt, Morehouse College
Joseph Roberts, Roger Williams University
Steven Roper, Florida Atlantic University
Michael Sacco, Kent State University
Kelly Shaw, Iowa State University
Robbin Smith, Central Connecticut State University
Simon Usherwood, Open University
Deborah Wheeler, U.S. Naval Academy
Ae sil Woo, Gettysburg College