



15th Annual
**APSA Teaching
& Learning Conference**

February 2–4, 2018
Baltimore, MD





BOSTON, MA

2018 **DEMOCRACY**
AND ITS DISCONTENTS

APSA ANNUAL MEETING & EXHIBITION
AUGUST 30 — SEPTEMBER 2



WELCOME TO THE 2018 APSA TEACHING AND LEARNING CONFERENCE



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

The 2018 APSA Teaching and Learning Conference focuses on promoting greater understanding of how to teach politics as a civic and public good. The conference incorporates track meetings, panels, and workshops to give participants the opportunity to engage with each other on a wide range of topics and in a variety of formats. This year the main track themes address issues of civic engagement, teaching research, writing, and information literacy, liberal arts, simulations and games, disciplinary curriculum and assessment, and the virtually and technologically enhanced classroom. Panels incorporate research on a wide variety of subjects, including diversity and inclusion, innovative subfield strategies, and the scholarship of teaching and learning, among others. Workshops will demonstrate best practices for political science education in a highly interactive format. Overall, we hope all TLC participants will learn more about how teachers can effectively train students to think analytically, write effectively, and evaluate, consume, and generate knowledge.

We want to thank you for your participation and for supporting the American Political Science Association’s commitment to excellence in teaching and learning. APSA continues to expand its commitment to teaching and learning the discipline: organizing teaching workshops at the APSA Centennial Center for Politics and Public Affairs; publishing the *Journal of Political Science Education*; maintaining a syllabi collection on the website; and increasing the amount of programming at the Annual Meeting, including a new mini-TLC conference on Saturday of the Annual Meeting.

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

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

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

2018 Teaching & Learning Conference Program Committee

Elizabeth Matto, Rutgers University, Co-Chair
Lee Trepanier, Saginaw Valley State University, Co-Chair
Terry Gilmour, Midland College
Maureen Feeley, University of California, San Diego
William Jennings, University of Tennessee, Knoxville

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CONFERENCE SPEAKERS



Elizabeth Beaumont, Associate Professor of Politics and Director of Legal Studies at UCSC

Elizabeth Beaumont is Associate Professor of Politics and Director of Legal Studies at the United States Sentencing Commission. Her research focuses on constitutionalism and democracy, as well as civic engagement and education. She is particularly interested in problems of unequal citizenship, the relation between citizenship, democracy, and education, and how civic actors seek to shape rights, law, and political power and policy. She teaches and advises students in the areas of public law and legal studies, political theory, and American political and constitutional development.

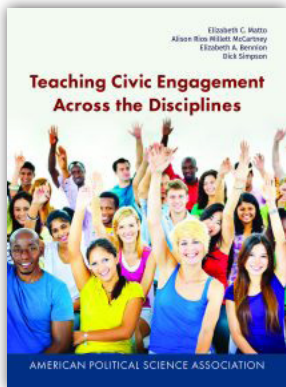
Her recent book, *The Civic Constitution: Civic Visions and Struggles in the Path Toward Constitutional Democracy* (Oxford University Press, 2014), focuses on the role of several major civic groups and social movements in shaping American constitutional creation and change. She examines groups such as eighteenth century Revolutionaries, Anti-Federalists, Abolitionists, and Woman Suffragists as "civic founders" who profoundly influenced the Constitution's text, allocations of power, definitions of citizenship, and the meanings of rights. *The Civic Constitution* has been featured in a symposium in *Constitutional Commentary* and a Critical Dialogue in *Perspectives on Politics*. Her writing has appeared in a range of publications, including *The Journal of Politics*, *Political Theory*, *Perspectives on Politics*, the *Stanford Law Review*, *Hypatia: A Journal of Feminist Philosophy*, and *HA: The Journal of the Hannah Arendt Center*.

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

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

She previously served on the advisory board of the New Civics Initiative at the Spencer Foundation, and is a member of the editorial board for *Constitutional Studies*.

CONFERENCE SPEAKERS



Plenary Session: *Teaching Civic Engagement Across the Disciplines*

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

Elizabeth Bennion

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



Elizabeth Matto

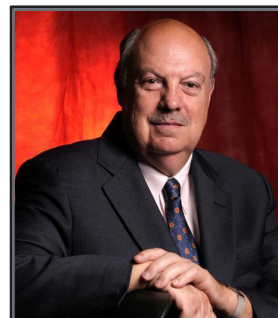
Elizabeth C. Matto is an associate research professor at the Eagleton Institute of Politics and the director of the Institute's Center for Youth Political Participation (CYPP). She earned her doctorate in American Politics at George Washington University and, prior to her work at Eagleton, taught a variety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



Alison Rios Millett McCartney

Alison Rios Millett McCartney is a professor of political science and faculty director of the Honors College at Towson University outside of Baltimore, Maryland. She contributed to and coedited another volume on this topic,

Teaching Civic Engagement: From Student to Active Citizen, with Elizabeth Bennion and Dick Simpson in 2013 and has published other work connecting civic engagement education and international relations in the *Journal of Political Science Education*. McCartney is also very involved in undergraduate research and teaching international negotiation simulations.



Dick Simpson

Dick Simpson has uniquely combined a distinguished academic career with public service in government. He is a former Chicago alderman and candidate for US Congress. He has published widely, been an outstanding teacher, and affected public policy. He

began his academic career at the University of Illinois at Chicago (UIC) in 1967 where he has taught for 50 years. At UIC, he received the highest awards given for teaching including the American Political Science Association (APSA) and Pi Sigma Alpha National Award for Outstanding Teaching.

SCHEDULE AT A GLANCE

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

Saturday, February 3	
7:30 AM – 8:30 AM	Coffee Break
8:00 AM – 5:00 PM	Registration Open
8:00 AM – 6:00 PM	Exhibits Open
8:00 AM – 9:30 AM	Track Breakouts
9:30 AM – 10:15 AM	Break
10:15 AM – 11:45 AM	Track Breakouts
12:00 PM – 1:00 PM	Plenary Session: Teaching Civic Engagement Across the Disciplines
1:00 PM – 2:00 PM	Lunch (Attendees on own)
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, Open to All

Sunday, February 4	
7:30 AM – 8:30 AM	Coffee Break
8:00 AM – 11:00 AM	Exhibits Open
8:00 AM – 9:00 AM	Track Summaries Session
9:00 AM – 10:30 AM	Panel & Workshop Session #3
10:30 AM – 10:45 AM	Break
10:45 AM – 12:15 PM	Panel & Workshop Session #4
12:15 PM – 12:45 PM	Adjournment & Closing Comments

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CONS provides online role-play simulations and active learning for political science courses. More than 20 simulation topics are available.

National Issues Forums Institute (NIFI)

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For 35 years, National Issues Forums Institute (NIFI) has been working with the Kettering Foundation to encourage and stimulate civic engagement. As a research foundation, Kettering each year identifies major issues facing our citizens, does research about the issue and the options that might be considered to address it.

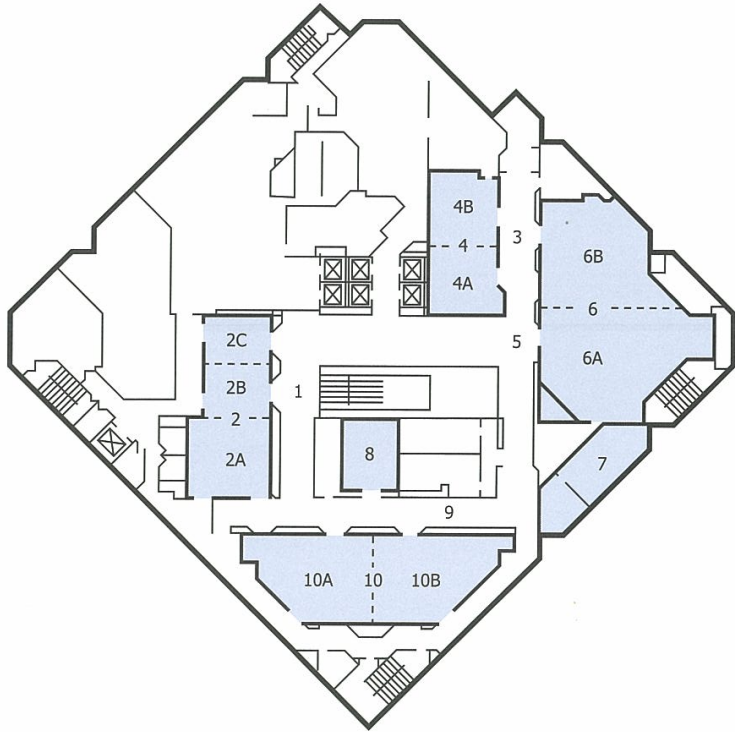
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HOTEL FLOOR PLAN

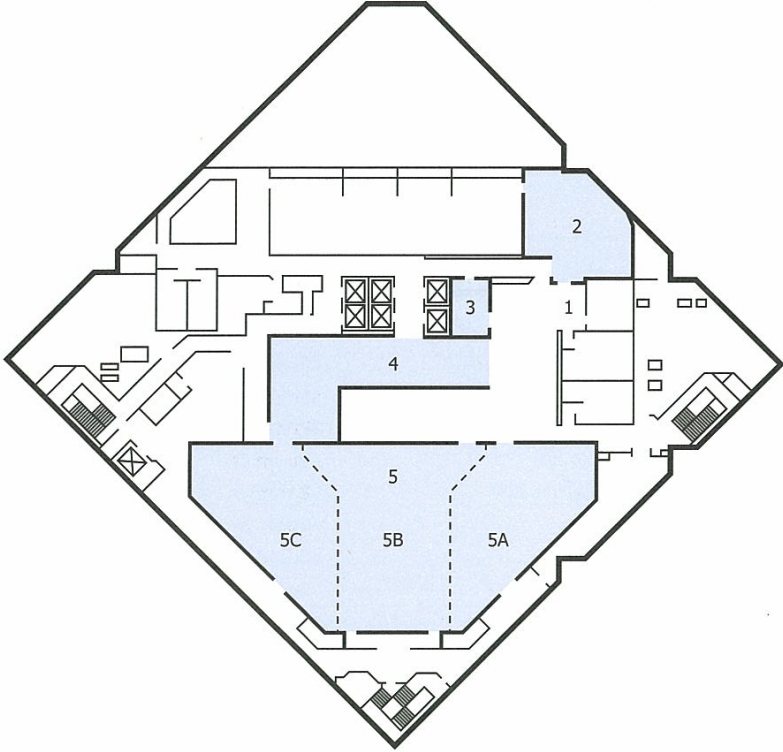
SECOND FLOOR LEVEL



Key

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

THIRD FLOOR LEVEL



Key

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

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DAILY SCHEDULE

Friday, February 2	
9:00 AM – 5:30 PM	Registration Open , Room: Chesapeake Gallery
9:00 AM – 12:00 PM	College Board Short Course: Advanced Placement Government and Politics Courses (U.S. and Comparative)
12:00 PM – 7:30 PM	Exhibits Open , Room: Chesapeake Gallery
12:00 PM – 1:00 PM	Track Moderators Meeting, Open to track moderators only
1:00 PM – 2:00 PM	Keynote Address by Elizabeth Beaumont, and Presentation of the CQ Press Award for Teaching Innovation by Kathleen Thelen, APSA President, Room: Chesapeake II
2:15 PM – 3:45 PM	<p>Workshops & Panels Session #1</p> <p>Workshop: Playing Games with Comparative Politics Workshop: Engaging with Data Rescue: Connecting to Efforts to Save Government Produced Data Workshop: Assessing and Shaping Campus Climates for Political Learning Workshop: How to Ramp Up Student Voting for 2018 and Beyond</p> <p>Panel: Diversity & Citizenship Panel: Innovative Subfield Strategies: Public Policy Debates Panel: Scholarship of Teaching & Learning</p>
3:45 PM – 4:30 PM	College Board Sponsored Coffee Break , Room: Chesapeake Gallery
4:30 PM – 6:00 PM	<p>Workshops & Panels Session #2</p> <p>Workshop: From Data Consumers to Data Producers: Using Crowdsourcing Tools in and Out of the Classroom Workshop: Why and How To Formally Train the Political Science Teaching Assistant Workshop: Role-playing Simulations with PolicyMaker Workshop: Teaching Introductory Courses in Political Science: Big Ideas</p> <p>Panel: Innovative Subfield Strategies: IR/Foreign Policy Panel: Teaching Millennials</p>
6:00 PM – 7:30 PM	Opening Reception , Room: Chesapeake I & Chesapeake Gallery
Saturday, February 3	
7:30 AM – 8:30 AM	Coffee Break , Room: Chesapeake Gallery
8:00 AM – 5:00 PM	Registration Open , Room: Chesapeake Gallery
8:00 AM – 6:00 PM	Exhibits Open , Room: Chesapeake Gallery
8:00 AM – 9:30 AM	<p>Track Breakouts</p> <p>Civic Engagement: Foundations: Civic Engagement Education Curriculum Civic Engagement Education: Across Disciplines, Campus, and Communities: Civic Engagement Education Across the Curriculum Disciplinary Curriculum and Assessment: Introducing Students to the Political Science Classroom Liberal Arts: Liberal Education and Citizenship Simulations and Games: When Are Simulations Useful? Teaching Research, Writing, and Information Literacy: Teaching Students How to Write The Virtual and Technology Enhanced Classroom: Student Engagement in Online Courses</p>
9:30 AM – 10:15 AM	Break
10:15 AM – 11:45 AM	<p>Track Breakouts</p> <p>Civic Engagement: Foundations: Implementing & Designing Civic Engagement Education Initiatives Civic Engagement Education: Across Disciplines, Campus, and Communities: Civic Engagement Education on Campus Disciplinary Curriculum and Assessment: Curriculum Design Liberal Arts: Historical Reflections on Politics and Liberal Education Simulations and Games: What Outcomes Do Simulations Produce? Teaching Research, Writing, and Information Literacy: Research Methods Curriculum Design The Virtual and Technology Enhanced Classroom: Assessment Technological Tools and Online Learning</p>
12:00 PM – 1:00 PM	Plenary Session: Teaching Civic Engagement Across the Disciplines , by book editors Elizabeth C. Matto, Alison Rios Millett McCartney, Elizabeth A. Bennion, and Dick Simpson, Room: Chesapeake II

See track, workshop, and panel pages for room assignments.

DAILY SCHEDULE

1:00 PM – 2:00 PM	Lunch (Attendees on own)
2:00 PM – 3:30 PM	<p>Track Breakouts</p> <p>Civic Engagement: Foundations: Assessing Outcomes & Impacts of Civic Engagement Education Civic Engagement Education: Across Disciplines, Campus, and Communities: Evaluating Service Learning Outcomes Disciplinary Curriculum and Assessment: Training and Mentoring Liberal Arts: Contemporary Reflections on Politics and Liberal Education Simulations and Games: How Can Simulations Teach Content and Skills? Teaching Research, Writing, and Information Literacy: Teaching Research Methods The Virtual and Technology Enhanced Classroom: Innovative Teaching Tools</p>
3:30 PM – 3:45 PM	Break
3:45 PM – 5:15 PM	<p>Track Breakouts</p> <p>Civic Engagement: Foundations: Community-Based Learning & Research Civic Engagement Education: Across Disciplines, Campus, and Communities: Strategies for Critical Thinking and Civic Engagement Disciplinary Curriculum and Assessment: Assessment of Students & Teachers Liberal Arts: Contemporary Concerns in the Politics of Liberal Education Simulations and Games: Game and Post-Game Design Strategies Teaching Research, Writing, and Information Literacy: Teaching Information Literacy The Virtual and Technology Enhanced Classroom: Civic Engagement Using Online & Technological Tools</p>
5:30 PM – 6:30 PM	Political Science Education Organized Section Meeting , Open to all, Room: Harborview
Sunday, February 4	
7:30 AM – 8:30 AM	Coffee Break , Room: Chesapeake Gallery
8:00 AM – 11:00 AM	Exhibits Open , Room: Chesapeake Gallery
8:00 AM – 9:00 AM	Track Summaries Session , Room: Chesapeake II
9:00 AM – 10:30 AM	<p>Workshops & Panels Session #3</p> <p>Workshop: [Wicked] Problems Without Passports, Collaboration Across Continents Workshop: Teaching Effectively With Data Workshop: Deliberative Discourse: Promoting Civic Engagement in an Online Course</p> <p>Panel: The Inclusive Classroom Panel: Innovative Subfield Strategies: American Politics Panel: Research Librarians</p>
10:30 AM – 10:45 AM	Break
10:45 AM – 12:15 PM	<p>Workshops & Panels Session #4</p> <p>Workshop: Strengthening American Democracy: How Institutionalizing Voter Engagement & Political Scientists Can Ensure an Inclusive Electorate Workshop: Teaching Democracy Democratically Workshop: Teaching Colonial American Politics Through Civic Immersive Learning Workshop: Meet the Editors of the JPSE</p> <p>Panel: Innovative Subfield Strategies: Public Policy & Public Good Panel: International Perspectives & Collaboration Panel: Simulating Courts</p>
12:15 AM – 12:45 PM	Adjournment & Closing Comments , Room: Chesapeake II

APSA MEETING OMBUDS

The APSA Ombuds will be available during the APSA Teaching and Learning Conference on February 2-4, 2018, to speak with any meeting attendee on a variety of topics including, but not limited to, consultation with any meeting attendees who believe that they have experienced any form of harassment, or have concerns about violations of the sexual harassment provisions of the APSA anti-harassment policy while onsite at the 2018 APSA Teaching and Learning Conference. The ombuds were also available during the 2017 Annual Meeting. To learn more about the APSA Ombuds, visit www.apsanet.org/ombuds.

The Role of the APSA Meetings Ombuds is to:

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

Meet the 2018 Teaching & Learning Conference Ombuds



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

Contact apsaombuds@gmail.com with any questions or concerns.



2018 TEACHING & LEARNING CONFERENCE AWARDS

CQ PRESS AWARD FOR TEACHING INNOVATION

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



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

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

MICHAEL BRINTNALL TEACHING & LEARNING AWARD

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

2018 Winner: Janet Reilly, Sarah Lawrence College

WORKSHOPS & PANELS

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

Friday, February 2

Session #1: 2:15 PM – 3:45 PM

Workshop: Playing Games with Comparative Politics

Victor Asal, University at Albany, SUNY

Room: Potomac

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

Workshop: Engaging with Data Rescue: Connecting to Efforts to Save Government Produced Data

Mara Blake, Johns Hopkins University

Room: Severn I

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

Workshop: How to Ramp Up Student Voting for 2018 and Beyond

Edie Goldenberg, University of Michigan

Anjelica Smith, Democracy Works, Inc.

Room: Chesapeake III

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

Workshop: Assessing and Shaping Campus Climates for Political Learning

Nancy Thomas, Tufts University

Nina Kasniunas, Goucher College

Abe Goldberg, James Madison University

Room: Chesapeake I

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

Panel: Diversity & Citizenship

Chair: Elizabeth Matto, Rutgers University

Room: Loch Raven

Vernacular Citizenship: Ethnographic Political Theory and Community Service Learning

Ken Betsalel, University of North Carolina, Asheville

Heidi J. Kelley, University of North Carolina, Asheville

Developing Citizenship Skills through Service-Learning in a Political Science Course on Systemic Racism

John McTague, Towson University

Educating for a Participatory Democracy in Latin American and Latino Studies

Catherine Bartch, University of Pennsylvania

Panel: Innovative Subfield Strategies: Public Policy Debates

Chair: Dick Simpson, University of Illinois, Chicago

Room: Camden

Debating the Issues and Finding a Middle Ground

Sara Rinfret, University of Montana

Pedagogically Addressing the Foreign Adversary in Today's Political Science Classroom

John Willerton, University of Arizona

Mikhail Beznosov, University of West Georgia

Cultivating Project-Based Learning Opportunities in Political Science: A Deliberative Dialogue Issue Guide as a Course Project

Claire Abernathy, Stockton University

Panel: Scholarship of Teaching & Learning

Chair: Elizabeth Bennion, Indiana University, South Bend

Room: Harborview

Does Peer Feedback Encourage Students to Self-Evaluate?

Andrew Owen, University of British Columbia

Who's Listening? Measuring Faculty Engagement with SoTL Scholarship in Political Science

Thomas Doleys, Kennesaw State University

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

John Craig, Leeds Beckett University

Session #2: 4:30 PM – 6:00 PM

Workshop: From Data Consumers to Data Producers: Using Crowdsourcing Tools in and Out of the Classroom

Megan Becker, University of Southern California

Room: Harborview

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

Workshop: Why and How To Formally Train the Political Science Teaching Assistant

Amber Dickinson, Oklahoma State University

Eric French, Oklahoma State University

Room: Loch Raven

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

Workshop: Role-playing Simulations with PolicyMaker

Elisabeth Gerber, University of Michigan

Room: Potomac

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

adapted for their own classrooms, using the PolicyMaker platform. This will help demonstrate the platform's participant functionality. Finally, there will be opportunity for debrief, discussion and Q&A.

Workshop: Teaching Introductory Courses in Political Science: Big Ideas

Stephen Meinhold, University of North Carolina, Wilmington

Jennifer Horan, University of North Carolina, Wilmington

Room: Severn I

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

Panel: Innovative Subfield Strategies: IR/Foreign Policy

Chair: Maureen Feeley, University of California, San Diego

Room: Chesapeake III

Experiencing IR: Project-Based Learning in Introductory International Relations

Christina Sciabarra, Bellevue College

Flipping the Classroom for Foreign Policy Analysis

Joseph Roberts, Roger Williams University

Bringing the Classroom to Washington, DC and Washington, DC to the Classroom: The Integration of Pedagogy and Policy

Bidisha Biswas, Western Washington University

Think Globally, Act Locally: Designing a New Course on Social Movements and Activism

Amy Risley, Rhodes College

Panel: Teaching Millennials

Chair: Terry Gilmour, Midland College

Room: Camden

Thanks Obama? Millennials Survey Millennials about Political Predispositions

Laura Wilson, University of Indianapolis

The Emergence of the Young Outsiders: The Changing Ideology of Millennials

Patricia Crouse, University of New Haven

Michael S. Ferguson, Post University

Civic Education and Academic Engagement: Identifying the Impacts of a University-Wide Political Engagement Campaign

Alasdair Blair, De Montfort University

Mark Charlton, De Montfort University



Sunday, February 4

Session #3: 9:00 AM – 10:30 AM

Workshop: [Wicked] Problems Without Passports, Collaboration Across Continents

Katy Crossley-Frolick, Denison University

Room: Potomac

The term “wicked problems” was first introduced in 1973 by Horst Rittel and Melvin Webber, professors of urban planning and design at the University of California, Berkeley. It refers to the relationship between social problems and the apparent chronic failure of public institutions to remedy them. This workshop discusses two pedagogical innovations implemented for a recently developed seminar entitled “Wicked Problems.” The first innovation is the utilization of a web/cloud-based collaborative visualization tool called Debategraph, to debate, explore, analyze and design possible solutions to wicked problems. The second innovative element of the seminar involved a week-long, off-campus study experience in Belgium and the Netherlands.

Workshop: Teaching Effectively With Data

Eric Loepp, University of Wisconsin, Whitewater

Room: Loch Raven

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

Workshop: Deliberative Discourse: Promoting Civic Engagement in an Online Course

Jennifer Woodward, Middle Tennessee State University

Wendy L. Johnston, SUNY Adirondack

Room: Chesapeake III

This workshop focuses on strategies for how to promote civic engagement in online courses, with a special emphasis on how to use online discussion forums to encourage students to participate in the political process. The workshop will provide best practices in developing online questions and assignments for students via discussion boards, as well as advice on how to create rubrics and grade online discussion boards.

Panel: The Inclusive Classroom

Chair: Jyl Josephson, Rutgers University-Newark

Room: Harborview

Narratives of Exclusion: Immigrants and Minorities in Political Science Textbooks

Erin Tolley, University of Toronto

Incorporating Unheard and Marginalized Voices into the International Relations Curriculum as Crucial Perspectives to Understanding Global Issues: A Critical Reflection on the Process

Leah Airt, Seattle Pacific University

Ruth Ediger, Seattle Pacific University

Using Discourse Instruction to Teach Social Justice Issues in Undergraduate Political Science Classes

Kelly Clancy, Nebraska Wesleyan University

Kelly Bauer, Nebraska Wesleyan University

The Role and Responsibility of Higher Education in Responding to Refugee Crises: Leveraging Liberal Arts Colleges' Resources to Educate and Engage with Refugees

Janet Reilly, Sarah Lawrence College

Panel: Innovative Subfield Strategies: American Politics

Chair: Elisabeth Gerber, University of Michigan

Room: Camden

Defining and Measuring Good Representation: A Taxonomy to Help Students Consume and Contribute to Representation Research

Jacqueline Chattopadhyay, University of North Carolina, Charlotte

Teaching the Town Hall: Incorporating Experiential Learning in a Large Introductory Lecture Course

Jennifer Forestal, Stockton University

Elevating the Conversation: Cultivating the Next Generation of Citizen Leaders

Janet Tran, Ronald Reagan Presidential Foundation and Institute

Panel: Research Librarians

Chair: Mara Blake, Johns Hopkins University

Room: Severn I

Research Methods Success Through Embedding Reference Librarians

Suzan Harkness, Notre Dame of Maryland University

Faith Rusk, University of the District of Columbia

Ramon Rubio, University of the District of Columbia

Developing Critical Thinking Skills in International Relations Library Research

David Ettinger, Gelman Library, George Washington University

“Research as Inquiry,” Or, How to Win Librarian Friends and Influence Students

Sara Arnold-Garza, Towson University

Session #4: 10:45 AM – 12:15 PM

Workshop: Strengthening American Democracy: How Institutionalizing Voter Engagement & Political Scientists Can Ensure an Inclusive Electorate

Michael Burns, Campus Vote Project

Catherine Fish, Campus Democracy Challenge

Clarissa Unger, Young Invincibles

Room: Harborview

The National Study of Learning, Voting, and Engagement (NSLVE) found that only 48.3 percent of undergraduate students, at 1,023 higher education institutions, voted in 2016 — a full 11.9 percent lower than the national rate among all eligible voters in that presidential election. This interactive session will feature a discussion led by representatives of the Students Learn Students Vote Coalition on how to use individual campus NSLVE data to set goals and to develop democratic engagement action plans for 2018. We will also feature a discussion led by a campus representative on lessons learned from their experience. Participants will be provided sample NSLVE reports, engagement action plans, and guidelines to use in developing their own campus' plan.

Workshop: Teaching Democracy Democratically

Jack Miller, Portland State University

Room: Chesapeake I

Under the standard syllabus model, instructors present a covenant-like document where the instructor determines the structure and content of the course, along with the rules governing grades and student behavior.

Looked at in this way, the standard syllabus relies on and assumes an authoritarian model of power. The premise of this workshop is that there are concrete pedagogical benefits to abandoning this model of course design under certain circumstances, particularly when teaching a course on the democratic principles or dynamics. In this workshop, attendees will learn about a method for teaching democracy democratically by replacing the standard course syllabus with a class constitution that relies on popular sovereignty, separation of powers, checks and balances, and an expanded set of student rights and responsibilities.

Workshop: Teaching Colonial American Politics Through Civic Immersive Learning

Verdis Robinson, The Democracy Commitment

Room: Potomac

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

Workshop: Meet the Editors of the JPSE

Victor Asal, University of Albany, SUNY

Mitchell Brown, Auburn University

Shane Nordyke, University of South Dakota

Joseph Roberts, Roger Williams University

J Cherie Strachan, Central Michigan University

Room: Chesapeake III

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

Panel: Innovative Subfield Strategies: Public Policy & Public Good

Chair: Chad Kinsella, Ball State University

Room: Loch Raven

Teaching Public Policy as Public Good

Margaret Purcell, The University of Alabama

Stakeholders and the Public Good

JoAnne Myers, Marist College

Michael Yelovich, Marist College

Lynn Eckert, Marist College

A Bachelor's Degree in Political Science: Are We Training Researchers, Analysts, or Both?

Josh Franco, University of California, Merced

Effectively Developing a Homeland Security program in Political Science Departments

Herma Percy, American Military University

Panel: International Perspectives & Collaboration

Chair: William Jennings, University of Tennessee, Knoxville

Room: Severn I

Teaching Liberal Arts in an Illiberal Society? Perils and Promise from International Collaboration

Thomas C. Ellington, Wesleyan College

Europe Teaches Trump

John Craig, Leeds Beckett University

Alasdair Blair, De Monfort University

Mark Shanahan, Reading University

Panel: Simulating Courts

Chair: Julie Keil, Saginaw Valley State University

Room: Camden

Undergraduate Moot Court as Experiential Learning

Julie Keil, Saginaw Valley State University

Simulation Simplified: Choosing the Right U.S. Supreme Court Cases to Discuss Political Issues with Students

John Bublic, Barton College

Appellate Court Simulation and Civic Engagement in the Classroom

Nattawan Junboonta, Rutgers University and the United States Court of Appeals for the Second Circuit

Teaching Civic Engagement Across the Disciplines

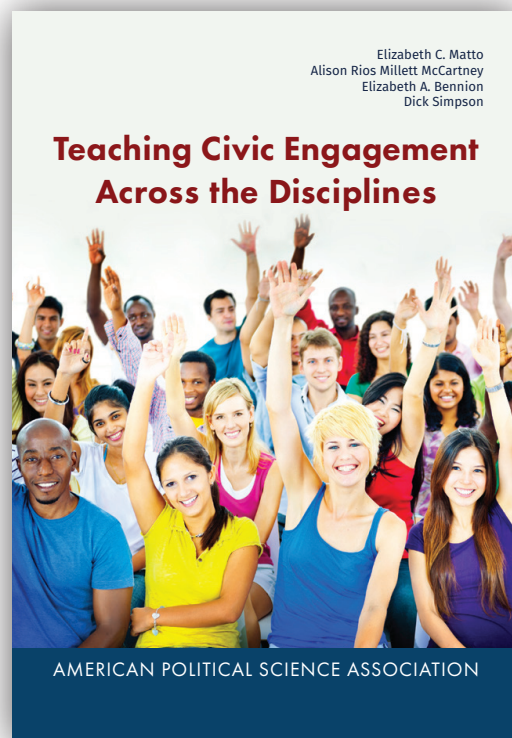
Now Available Online!

Read the book at www.apsanet.org/tce2.

A new wave of civic instruction is moving through American education. As numerous national groups and institutions are joining this effort, political science is uniquely equipped to advance teaching civic engagement. The discipline should lead the movement for high quality civic education across the curriculum and across the disciplines.

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

The book redirects the focus from teaching better political science courses to teaching civic engagement across the disciplines. Building on the 2013 book *Teaching Civic Engagement: From Student to Active Citizen*, this book advances the conversation on civic engagement and provides critical scholarly insight into where to go next.



Track: Civic Engagement Education: Foundations

Moderator: J. Cherie Strachan, Central Michigan University

Room: Loch Raven

Saturday, February 3, 10:00 AM

Civic Engagement Education Curriculum

Citizenship and Civic Engagement in the Classroom: A Comparative Study

Ruxandra Paul, Amherst College

Encouraging Civic Engagement in Introductory American Politics Courses: A Pilot Study Comparing Methods

Edward Kammerer, Occidental College

Saturday, February 3, 10:15 AM

Implementing & Designing Civic Engagement Education Initiatives

Connecting Applied Research Methods to Civic Trust and Tolerance: Analyzing the Multiple Benefits of Student-Led Surveys

Melinda Mueller, Eastern Illinois University

How Can Civil Discourse on Social Media Forward Civic Engagement? The Case of College Debate 2016

Hannah Rodriguez-Farrar, Dominican University of California

Bolstering Trust, Resources, Engagement and Invitations: Using Insights from Political Science to Design Effective Civic Engagement Interventions

J. Cherie Strachan, Central Michigan University

Track Participants:

Claire Abernathy, Stockton University
 Elizabeth Bennion, Indiana University
 Benjamin Collgert, Arkansas Tech University
 Brian Blanchard, Arizona State University
 Brittany Bramlett, University of Georgia
 Sivan Chaban, Towson University
 Patricia Crouse, University of New Haven
 Jessica Defenderfer, Bloomsburg University of Pennsylvania
 Lynn Eckert, Marist College
 Lauren Elliott-Dorans, Ohio University
 Michael Ferguson
 Jennifer Forestal, Stockton University
 Katy Harriger, Wake Forest University
 Jean Harris, University of Scranton
 Adam Hoffman, Salisbury University
 Nina Kasniunas, Goucher College
 Jerry Inmon, South Texas College
 Connie Jorgensen, Piedmont Virginia Community College
 Edward Kammerer, Occidental College
 David Kershaw, Slippery Rock University
 Martin Kobren, University of Maryland Baltimore County
 Alison McCartney, Towson University
 Anita Manion, Webster University
 Jack Miller, Portland State University
 Margot Morgan, Indiana University Southeast

Saturday, February 3, 2:00 PM

Assessing Outcomes & Impacts of Civic Engagement Education

How to Assess Civic Learning Outcomes: Best Practices & Helpful Resources

Elizabeth Bennion, Indiana University, South Bend

Does It Bear Fruit? Long-Term Impacts of Civic Engagement Education

Alison McCartney, Towson University

Mackenzie Rice, Towson University

Sivan Chaban

Effective Teaching for Civic Learning: Assessing Student Learning Outcomes Across Political Science Courses

Claire Abernathy, Stockton University

Jennifer Forestal, Stockton University

Saturday, February 3, 3:45 PM

The Educational Benefits of Practicing Politics

Interning in the State Legislature: Partisan Politics and Political Efficacy

Adam Hoffman, Salisbury University

Politics as a Vocation: the Role of Visual Methods in Critical Pedagogy

Daniel Fitzpatrick, Aston University

Melinda Mueller, Eastern Illinois University
 JoAnne Myers, Marist College
 Rodrigo Nunes, St. Edwards University
 Ruxandra Paul, Amherst College
 Mackenzie Rice, Towson University
 Hanna Rodriguez-Farrar, Dominican University of California
 Michael Rogers, Arkansas Tech University
 Alice Sardell, Queens College, CUNY
 Sam Scinta, University of Wisconsin-La Crosse
 Sue Skipworth, University of Mississippi
 Anjelica Smith, Democracy Works, Inc.
 Rogers Smith, University of Pennsylvania
 Quinn Sorenson, United States Military Academy
 J. Cherie Strachan, Central Michigan University
 Andrew Straight, University of Tennessee, Knoxville
 Emily Sydnor, Southwestern University
 Janet Tran, Ronald Reagan Presidential Foundation and Institute
 Clarissa Unger, Young Invincibles
 Stephanie Walls, BGSU Firelands
 Natasha Washington, Arkansas State University
 Gregory Williams, Fielding Graduate University
 Karen Wright, University of Glasgow
 Michael Wright, United States Military Academy
 Michael Yelovich, Marist College
 Virginia York, NIFI

Track: Civic Engagement Education: Across Disciplines, Campus, and Communities

Moderator: Mary McHugh, Merrimack College

Room: Harborview Ballroom

Saturday, February 3, 8:00 AM

Civic Engagement Education Across the Curriculum

Democracy Across the Disciplines: Engaging Students in the Study and Practice Through an Interdisciplinary, Team-Taught Course

Sarah Surak, Salisbury University
Shane Hall, Salisbury University

The Role of Centers and Institutes in Civic Engagement Education

Elizabeth Matto, Rutgers University
Mary McHugh, Merrimack College

Embedding Civic Engagement in the Curriculum on a Whole of University Basis

Chris Eichbaum, Victoria University

Saturday, February 3, 10:15 AM

Civic Engagement Education on Campus

Fostering Politically Engaged Campus Climates: the Role of Free Speech and Inclusion

Nancy Thomas, Tufts University

Political Engagement in a Military Academy

Lynne Chandler Garcia, United States Airforce Academy

Teaching Politics in the City: Using the City outside the Classroom to Enhance Students' Civic and Political Engagement

Jennifer Mueller, Marymount Manhattan College

Track Participants:

Mary Anderson, University of Tampa
Catherine Bartch, University of Pennsylvania
Elizabeth Beaumont, University of California, Santa Cruz
Kenneth Betsalel, University of North Carolina, Asheville
Mikhail Beznosov, University of West Georgia
Bidisha Biswas, Western Washington University
Alasdair Blair, De Montfort University
Mike Burns, Campus Vote Project
Rachel Bzostek, Collin College
Savannag Dye, Arkansas Tech University
Lynne Chandler-Garcia, US Air Force Academy
Mark Charlton, De Montfort University
Kathleen Cole, Metropolitan State University
Margaret Commins, Queens University of Charlotte
Chris Eichbaum, Victoria University
Heather Federick, Slippery Rock University
Catherine Fish, ALL IN Campus Democracy Challenge
Melinda Frederick, Prince George's Community College
Janice Gallagher, Rutgers University-Newark
Robert Glover, University of Maine
Abraham Goldberg, James Madison University
Edie Goldenberg, University of Michigan, Ann Arbor
Shane Hall, Salisbury University
Lauren Harding, Tennessee Technological University
William Jennings, University of Tennessee

Saturday, February 3, 2:00 PM

Evaluating Service Learning Outcomes

Using Service-Learning to Build Social Capital for Civic and Political Engagement—A UK Case Study

Alasdair Blair, De Montfort University
Mark Charlton, De Montfort University

Service Learning, Civic Engagement, and Creative Inquiry: Assessing the Impact of Service Learning on Creative Inquiry Learning Objectives

Lauren Harding, Tennessee Tech University

Saturday, February 3, 3:45 PM

Community-Based Learning & Research

Teaching for Civic Engagement

Jyl Josephon, Rutgers University, Newark
Janice Gallagher, Rutgers University, Newark

ENACT-ing Legislative Change at the State Level: A National Network for Engaged Citizenship

Robert Glover, University of Maine
Kathleen Cole, Metropolitan State University
Katharine Owens, University of Hartford

Haiying Jiang, Women's Federation of Provincial
Jyl Josephon, Rutgers University-Newark
Nattawan Junboonta, Rutgers University
Heidi Kelley, University of North Asheville
Diane Lowenthal, American University
Elizabeth Matto, Rutgers University, New Brunswick
Erin McAdams, Presbyterian College
Mary McHugh, Merrimack College
John McTague, Towson University
Carol Mershon, University of Virginia
Jennifer Mueller, Marymount Manhattan College
Katharine Owens, University of Hartford
Margaret Purcell, University of Alabama
Janet Reilly, Sarah Lawrence College
Amy Risley, Rhodes College
Verdis Robinson, The Democracy Commitment
Laura Roost, Newberry College
Dick Simpson, University of Illinois, Chicago
C. Taylor Simmerville, Arkansas Tech University
June Speakman, Roger Williams University
Sarah Surak, Salisbury University
Nancy Thomas, Tufts University
Grant Walsh-Haines, South Texas College
James White, Concord University
John (Pat) Willerton
Peggy Wright, Arkansas State University-Jonesboro

Track: Liberal Arts

Moderator: Steven McGuire, Villanova University

Room: Potomac

Saturday, February 3, 8:00 AM

Liberal Education and Citizenship

The Crisis of Political Science and of Engagement Displacing Civics: Restoring the Nexus of Civic Education and Liberal Education

Paul Carrese, Arizona State University

Civic Education, Liberal Education, and the Lincoln Paradigm

Rodolfo Hernandez, Texas State University

Civic Education, Public Higher Education and the Responsibility to Invite Students to the Political Table

Carol McNamara, Arizona State University

Saturday, February 3, 10:15 AM

Historical Reflections on Politics and Liberal Education

Can Education Undermine Democracy? Hobbes and Rawls

Geoffrey Vaughan, Assumption College

Political Versus Ideological Education

Steven McGuire, Villanova University

Paradoxes of Intellect in a Republic: Public Goods and the Desire to Know

RJ Snell, Witherspoon Institute

Liberal Education, Nonviolence, and the Catholic University

William Werpehowski, Georgetown University

Track Participants:

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

Saturday, February 3, 2:00 PM

Contemporary Reflections on Politics and Liberal Education

The Social Arts and the Public Good

Ajay Singh Chaudhary, Brooklyn Institute for Social Research

Diversity in the Oakeshottian Seminar

Lorraine McCrary, Wabash College

On Teaching the Discredited

John-Paul Spiro, Villanova University

Saturday, February 3, 3:45 PM

Contemporary Concerns in the Politics of Liberal Education

Microaggressions and the Public Good

Elizabeth Corey, Baylor University

Plato, Democratic Man, and the 'Psychic' Decline of the American University

Luke Sheahan, Duke University

Clyde Ray, Duke University

Teaching to Promote Free and Civil Campus Discourse

Robert Boatright, Clark University

Kristen Williams, Clark University

Mark Miller, Clark University

Preparing Students for Politics: The Struggle between Academic Freedom and Academic Justice

Paul Corey, Humber College



Track: Disciplinary Curriculum and Assessment

Moderator: Bobbi Gentry, Bridgewater College

Room: Camden Room

Saturday, February 3, 8:00 AM

Introducing Students to the Political Science Classroom

The Long-Term Effects of Early Start: A Political Science Summer Bridge Program

Richard Herrera, Arizona State University
Gina S. Woodall, Arizona State University

The Challenges We Inherit: How Changes in K-12 Teaching Have Impacted College Instruction

Erin Rowland, University of Tennessee, Knoxville

How Do We Introduce Political Science? An Analysis of Introductory Requirements at 409 National Colleges and Universities

Brent Hierman, Virginia Military Institute

Saturday, February 3, 10:15 AM

Curriculum Design

Creating and Delivering a Solo Political Science Program with Transparency

Jeremy Lewis, Huntingdon College

Political Science Education in the Netherlands: What Can We Learn from their Outcome-based Curriculum?

Marijke Breuning, University of North Texas

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

Fletcher McClellan, Elizabethtown College

Kyle Kopko, Elizabethtown College

Kayla Gruber, Elizabethtown College

Track Participants:

Kelly Bauer, Nebraska Wesleyan University
Megan Becker, University of Southern California
Bethany Blackstone, University of North Texas
Marijke Breuning, University of North Texas
Cathy Brigham, The College Board
Jacqueline Chattopadhyay, University of North Carolina at Charlotte
Michelle Deardoff, University of Tennessee at Chattanooga
Heidi Demarest, US Military Academy
Thomas Doleys, Kennesaw State University
Shawn Easley, Cuyahoga Community College
Ruth Ediger, Seattle Pacific University
Maureen Feeley, University of California, San Diego
Daniel Fitzpatrick, Aston University
Rick Foster, Pitas Peak Community College
Josue (Josh) Franco, University of California, Merced
Rachel Fuentes, University of Tennessee at Knoxville
Bobbi Gentry, Bridgewater College
Kayla Gruber, Elizabethtown College

Saturday, February 3, 2:00 PM

Training and Mentoring

Internships and Faculty Perceptions at Community Colleges

Bobbi Gentry, Bridgewater College

Holistic Mentoring for the Next Generation of Teacher-Scholars

Megan Becker, University of Southern California
Kelebogile Zvobgo, University of Southern California

Classroom Debates That Work: Strategies to Promote Citizenship and Civic Education through Meaningful, Student-led Classroom Debate

Jonathan Scriven, Centre International de Valbonne (ASEICA)

Saturday, February 3, 3:45 PM

Assessment of Students & Teachers

The Drunkard's Search: Student Evaluation in Assessing Teaching Effectiveness

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

The Political Economy of Grading

Mark Rom, Georgetown University

"Of Course I Want an 'A'": How Much Do Students Care About Grading Criteria?

Chad Kinsella, Ball State University

Claire Haeg, College of St. Benedict & St. John's University
Robert Harbaugh, College of Western Idaho
Richard Herrera, Arizona State University
Brent Hierman, Virginia Military College
Chad Kinsella, Ball State University
Kyle Kopko, Elizabethtown College
Christopher Lawrence, Middle Georgia University
Jeremy Lewis, Huntingdon College
Raul Madrid, University of Texas, Austin
Fletcher McClellan, Elizabethtown College
Heather Rice, Slippery Rock University
Thomas Ringenberg, Rockhurst University
Mark Rom, Georgetown University
Erin Rowland, University of Tennessee, Knoxville
Jonathan Scriven, Centre International de Valbonne (ASEICA)
Christi Siver, College of Saint Benedict
James Szymalak, University of Wisconsin-La Crosse
Kelebogile Zvobgo, University of Southern California

Track: Simulations and Games

Moderator: Michelle Allendoerfer, George Washington University

Room: Chesapeake Ballroom III

Saturday, February 3, 8:00 AM

When Are Simulations Useful?

Classroom Simulations: Advantages and Challenges

Gretchen Gee, Northern Arizona University

Lecture Versus Simulation: Which is Better and How?

Adam Wunische, Boston College

All That You Can Leave Behind: Designing Your Simulation for Learning, Not Doing

John FitzGibbon, Boston College

Erin Baumann, Harvard University

Saturday, February 3, 10:15 AM

What Outcomes Do Simulations Produce?

Knowledge Surveys as an Assessment Tool of Simulation Outcomes

Patricia Stapleton, Worcester Polytechnic Institute

Do Simulations Improve Long-term Retention?

Michelle Allendoerfer, George Washington University

Game Design as Part of an Active Learning-Based First-Year Seminar

Chad Raymond, Salve Regina University

Board Games and Introduction to International Relations

Petra Hendrickson, Centre College

Track Participants:

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

Saturday, February 3, 2:00 PM

How Can Simulations Teach Content and Skills?

Gaming Levels of Analysis in International Relations Teaching

Victor Asal, University at Albany, SUNY

Learning by Experiencing: Improving Student Learning through a Model United Nations Simulation

Craig Albert, Augusta University

Assessing the Evidence in Support of Model United Nations

Kelly Siegel-Stechler, Johns Hopkins University

Simulations, Pseudo-Reality and Learning Opportunities

Nicholas Thomas, City University of Hong Kong

Saturday, February 3, 3:45 PM

Game and Post-Game Design Strategies

Games, Movies, and Zombies: Making IR Fun for Everyone

Shawna Brandle, Kingsborough Community College

The Pragmatic Simulation: An Interdisciplinary Simulation of the War of Austrian Succession

Casey Delehanty, Gardner-Webb University

Ian Hopper, Gardner-Webb University

Play Your Role: A Policymaker Simulation to Ground East-Asian International Relations

Konrad Posch, University of California, Berkeley

Whack Pack Cards and SCAMPER: Creativity-Building Techniques for Effective Brainstorming

Elizabeth Radziszewski, Rider University

Ian Hopper, Gardner-Webb University
 Amnah Ibraheem, University of Tennessee0Kn
 Justin Lance, California State University-Sacramento
 Ian Lear-Nickum, King School
 Young-Im Lee, California State University-Sacramento
 Tianjing Liao, University of Tennessee-Knoxville
 Lee Lukoff, University of Georgia
 Patrick McKinlay, Morningside College
 Marcella Morris, Emory University
 Marsha Olive, Johns Hopkins SAIS
 Konrad Posch, University of California, Berkeley
 Elizabeth Radziszewski
 Chad Raymond, Salve Regina University
 Joseph Roberts, Roger Williams University
 Lance Roxasm Community College of Philadelphia
 Kelly Siegel-Stechler, Johns Hopkins University
 Patricia Stapleton, Worcester Polytechnic Institute
 Nicholas Thomas, Department of Asian and International Studies
 Adam Wunische, Boston College

Track: Teaching Research, Writing, and Information Literacy

Moderator: Delton T. Daigle, George Mason University

Room: Chesapeake Ballroom I

Saturday, February 3, 8:00 AM

Teaching Students How to Write

Institutional Collaborations: An Innovative Approach to Writing Instruction in Political Science

Adrienne DeLeon, University of Houston

Teaching Critical Thinking through Reflective Writing in Political Science

Catherine Borck, University of Hartford

"Start Writing Now" - An Analysis of Student's Evaluations of Writing-Intensive Non-Writing Courses

Clinton Jenkins, George Washington University

Susan Wiley, George Washington University

Saturday, February 3, 10:15 AM

Research Methods Curriculum Design

A Reflection on Methods and a Method of Reflection

Howard Sanborn, Virginia Military Institute

The Humboldtian Ideal of Higher Education – Undergraduate Research-based Learning in Political Science

Christian Zettl, Zeppelin University Friedrichshafen

Iris-Niki Nikolopoulos, Zeppelin University Friedrichshafen

Comparing Undergraduate Methods across America: Results from a Random Sample

Delton T. Daigle, George Mason University

Austin Hofeman, George Mason University

Track Participants:

Leah Airt, Seattle Pacific University

Jean Apanda, Lone Star College

Sara Arnold-Garza, Towson University

Jeffrey Bernstein, Eastern Michigan University

Catherine Borck, University of Hartford

Jeremy Bowling, California Polytechnic State University

Iva Bozovic, University of Southern California

Elliot Brandow, Tufts University

Colin Brown, Harvard University

Mitchell Brown, Auburn University

Jeremy Caddel, Washington University in St. Louis

Kelly Clancy, Nebraska Wesleyan University

Delton Daigle, George Mason University

Marc Davignon, Binghamton University

Adrienne DeLeon, University of Houston

Amber Dickinson, Oklahoma State University

David Ettinger, George Washington University

Eric French, Oklahoma State University

Maria Gabryszewska, Florida International University

Alena Gericke, SUNY Binghamton

S. Suzan Harkness, Notre Dame of Maryland University

Jennifer Horan, University of North Carolina-Wilmington

Aaron Houck, Queens University of Charlotte

Juan Huerta, Texas A&M University-Corpus Christi

Anna Hutcheson, Kent State University

Saturday, February 3, 2:00 PM

Teaching Research Methods

Misuse of Data as a Teaching Tool

Iva Bozovic, University of Southern California

Critical Thinking about Critical Thinking: Course-Embedded Research Into Politically Motivated Reasoning

Aaron Houck, Queens University of Charlotte

Improving Confidence and Enhancing Engagement: Undergraduate Research Methods Teaching and Learning

Anna Hutcheson, Kent State University

Ashley Nickels, Kent State University

Saturday, February 3, 3:45 PM

Teaching Information Literacy

Fake News: Tools for Teaching in an Era of Misinformation

Maria Gabryszewska, Florida International University

Historiography and Fake News: Civic Engagement in the Political Science Classroom

Holly Oberle, American University in Cairo

How We Think about Superdelegates, and What That Tells Us about Teaching Political Science

Jeffrey L. Bernstein, Eastern Michigan University

Sarah James, Harvard University

Clinton Jenkins, George Washington University

Ruoxi Li, California State University, San Marcos

Cherry McCabe, Simpson University

Helen McManus, George Mason University

Ashley Nickels, Kent State University

Sarah Niebler, Dickinson College

Iris Nikolopoulos, Zeppelin University

Shane Nordyke, University of South Dakota

Holly Oberle, American University in Cairo

Alexandra Reckendorf, Virginia Commonwealth University

Erin Richards, Cascadia Community College

Sarah Rose-Jensen, George Mason University

Oindrila Roy, Cottey College

Faith Rusk, University of the District of Columbia

Howard Sanborn, Virginia Military Institute

Bob Smith, National Intelligence University

Erin Tolley, University of Toronto, Mississauga

Renee Van Vechten, University of Redlands

Susan Wiley, George Washington University

Christian Zettl, Zeppelin University

Track: The Virtual and Technology Enhanced Classroom

Moderator: Nanette Levinson, American University

Room: Severn I

Saturday, February 3, 8:00 AM

Student Engagement in Online Courses

Student Engagement in MOOCs: Narratives and External Sources Matter for Engaged Online Environments

Marcella Morris, Emory University
Katherine Izsak, University of Maryland

Teaching International Diplomacy: Designing and Implementing Engaged Simulations in an Online Course Environment

Jennifer Schiff, Western Carolina University

Innovations in Teaching Quantitative Skills in Online Courses

Jennifer Bachner, Johns Hopkins University
Sarah O'Byrne, Johns Hopkins University

Saturday, February 3, 10:15 AM

Assessment Technological Tools and Online Learning

Reviewing On-Line and Blended Learning Programs: Examining Innovations and Impacts in International Affairs Education

Nanette Levinson, American University

To Ban or Not to Ban? The Influence of Permissive vs. Restrictive Laptop Policies on Student Outcomes and Teaching Evaluations

Lauren Elliott-Dorans, Ohio University

When Is Plagiarism Not Plagiarism? (Applying Pedagogic Practice When Assessing Plagiarism)

Barbara Morazzani, DeMontfort University



Saturday, February 3, 2:00 PM

Innovative Teaching Tools

Teaching with Spark/Active Learning Classroom

Eric Loepp, University of Wisconsin, Whitewater

Integrating Virtual Reality in the Classroom: Developing Empathy and Bolstering Social Capital

Eric Myers, West Virginia University

Saturday, February 3, 3:45 PM

Civic Engagement Using Online & Technological Tools

Civic Engagement in the Online Classroom

Judithanne Scourfield McLauchlan, USF St. Petersburg

Civic Education and Gamification from Comparative Perspective

Daniel Oross, Hartwick College

Flipping the Political Science Classroom

Tiffany Bohm, Lake Michigan College

Track Participants:

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



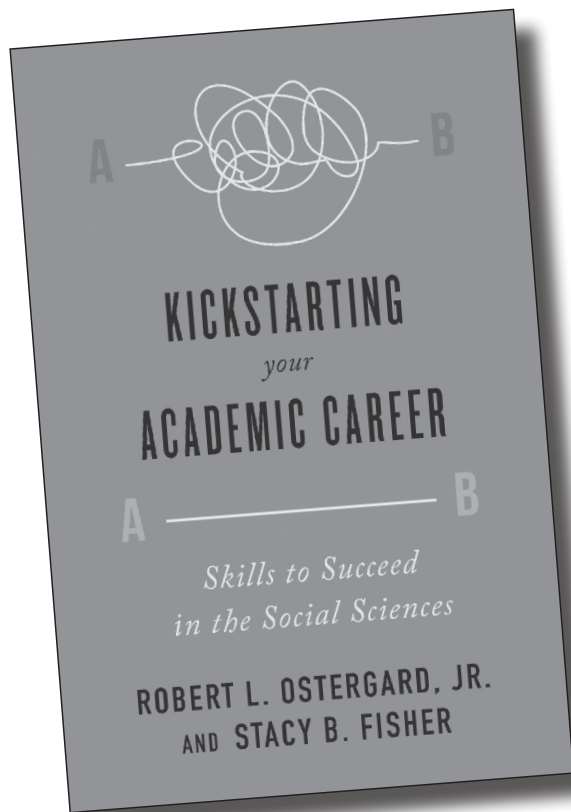
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Victor S. Thomas Professor of
Government and Sociology,
Harvard University

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American Government and Politics in the Information Age, Version 3.0

Published 2017



By David L. Paletz (Duke University);
Diana Owen (Georgetown University);
and Timothy E. Cook (late of Louisiana
State University)

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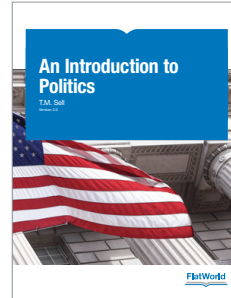
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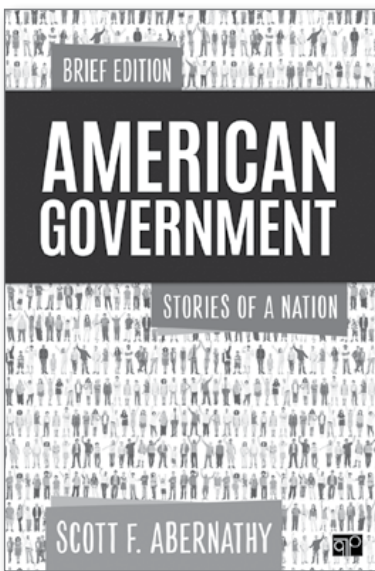
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