

THE COLLEGE OF  
**WOOSTER**

**FACULTY NOTES/ACHIEVEMENTS**  
**2008-09**

**DENISE M. BOSTDORFF (PROFESSOR OF COMMUNICATION)**

**Publications:**

*Proclaiming the Truman Doctrine: The Cold War Call to Arms.* College Station: Texas A&M University Press, 2008.

*Preparing Undergraduates for Democratic Citizenship: Upholding the Legacy of William Norwood Brigance through Rhetorical Education. Rhetoric and Democracy: Essays in the Tradition of W. Norwood Brigance.* Ed. David M. Timmerman and Todd F. McDorman. East Lansing: Michigan State University Press, 2008. 39-74.

Interviewed about the rhetoric of the 2008 campaign and cited in stories that appeared in *The Christian Science Monitor* and *The Houston Chronicle*, among other publications.

**Presentations:**

"Judgment, Experience, and National Security: The 2008 Presidential Primaries and the Iraq War." Part of Featured Panel at Meeting of the Rhetoric Society of America. Seattle. May 2008.

Discussion panel on "The Voices of Democracy Project: Public Address Scholarship and Pedagogy." National Communication Association. San Diego. November 2008.

Respondent to panel. "A View From the Hill: Focusing on Congressional Communication." National Communication Association. San Diego. November 2008.

Keynote address "Citizens Speaking: Rhetorical Education and Civic Engagement." Brigance Colloquy on Public Speaking as a Liberal Art. Center for Inquiry in the Liberal Arts. Wabash College. February 2009.

**SUSAN D. CLAYTON (WHITMORE-WILLIAMS PROFESSOR OF PSYCHOLOGY)**

**Publications:**

Clayton, S., Fraser, J., & Saunders, C. *Zoo Experiences: Conversations, Connections, and Concern for Animals*. *Zoo Biology*, 28. 2008.

*Attending to Identity: Ideology, Group Membership, and Perceptions of Justice*. In K. Hegtvedt & J. Clay-Warner (Eds.) *Advances in Group Processes: Justice* (pp. 241-266). Bingley, UK: Emerald. 2008.

## **KRISTIN R. DOMIKE (INSTRUCTOR IN PHYSICS)**

### **Publications:**

*Kinetics of Spherulite Formation and Growth: Salt and Protein Concentration Dependence on Proteins <math>\beta</math>-lactoglobulin and Insulin; Kinetics of Spherulite Formation and Growth: Salt and Protein Concentration Dependence on Proteins  $\beta</math>-lactoglobulin and Insulin$* . Kristin R. Domike and Athene M. Donald. *International Journal of Biological Macromolecules*, Volume 44, Issue 4, May 1 2009, Pages 301-310.

## **CAROLYN DURHAM (INEZ K. GAYLORD PROFESSOR OF FRENCH AND COMPARATIVE LITERATURE)**

### **Conference Papers:**

*Looking for France . . . in All the Wrong Places*. *Midwest Modern Language Association*, Minneapolis, Nov. 13- 16, 2008.

*The West Coast Writer as European Midwesterner: The Fiction of Diane Johnson*. *Society for the Study of Midwestern Literature: Midwest Writers and Western Spaces*. *Modern Language Association*, San Francisco, Dec. 26- 30, 2008.

## **JOHN GABRIELE (RAYMOND AND CAROLYN DIX PROFESSOR OF SPANISH)**

### **Book:**

TEATRO ESPAÑOL DEL SIGLO XXI: ACTOS DE MEMORIA. Winston-Salem, NC: Editorial Teatro. 2008 (with Candyce Leonard).

### **Articles:**

“Antonio Buero Vallejo, autor posmoderno. El ejemplo de MISIÓN AL PUEBLO DESIERTO.” *TEATRO ESPAÑOL. AUTORES CLÁSICOS Y MODERNOS. HOMENAJE A RICARDO DOMÉNECH*. Ed. Fernando Doménech. Madrid: Fundamentos, 2008. 297-308.

“Engendering Narrative Equality in Ángela de Azevedo’s EL MUERTO DISIMULADO.”  
BULLETIN OF THE COMEDIAN TES 60.1 (2008): 127-38.

“La desintegración del marco teatral en LA SEÑORITA DE TREVÉLEZ de Carlos Arniches.”  
HECHO TEATRAL 8 (2008): 53-72.

“Reading Endlessly: The Case of Enrique Vila-Matas’s PARÍS NO SE ACABA NUNCA.”  
SYMPOSIUM 62.2 (2008): 113-27.

“Prolegómenos para un teatro de relámpago y a contracorriente: las “pulgas dramáticas” de José  
Moreno Arenas.” LA RATONERA 25 (2009): 40-44.

### **Conference Papers:**

“Staging National/Personal Tragedy: Paloma Pedrero’s ANA EL ONCE DE MARZO.” Modern  
Languages Association Convention, San Francisco, CA, Dec. 27-30, 2008.

“Jerónimo López Mozo: radiografía de una dramaturgia desafiadora.” Northeast Modern  
Languages Association Convention, Boston, MA, Feb. 26-March 1, 2009.

### **Other:**

Named Associate Editor of ESTRENO and to the Editorial Board of GESTOS.

## **KENT J KILLE (ASSOCIATE PROFESSOR OF POLITICAL SCIENCE)**

### **Publications:**

Jeffrey S. Lantis, Kent J. Kille and Matthew Krain. Forthcoming. “The State of the Active Teaching and Learning Literature in International Studies.” Lead Chapter in Active Learning in International Affairs Section’s volume for the International Studies Association Compendium Project. Accepted 12/01/2008. To Appear in 2009. The volumes featured in the International Studies Association Compendium illustrate the sheer breadth and depth of the discipline. Yet one key dimension of work in the field, teaching, has historically received relatively less scholarly attention than deserved. This chapter reviews the state of the literature, and the state-of-the-art in active teaching and learning in international affairs. We review the motivation and pedagogical emphases in the active teaching and learning literature. Five key dimensions of the active teaching and learning literature – case studies, alternative texts, simulations, games and role-play, technology in the classroom, and service-learning – are surveyed in order to evaluate the state of the scholarship in relation to these forms of exercises. This review illustrates the significant scholarship on teaching in international relations that has developed over time but also addresses limitations in this literature. Across these five dimensions, the analysis emphasizes four core areas – Educational objectives, Examples/range of applications, Procedures or rules, and Assessment and Debriefing (EEPA) – that represent best practices in international

relations education. The chapter returns to these themes in the conclusion and addresses the critical goal of the cumulation of knowledge about teaching in the discipline.

Kent J. Kille, Matthew Krain and Jeffrey S. Lantis. 2008. "Active Learning Across Borders: Lessons From an Interactive Workshop in Brazil," *International Studies Perspectives* 9, 4 (2008): 411- 429. This article reports on the results of a workshop on active teaching and learning sponsored by the Instituto de Relações Internacionais at the University of Brasilia. This two-day, intensive workshop was designed by the authors to introduce teaching and learning strategies and to promote critical dialogue for professors and advanced students from institutions across Brazil. Details are provided on sessions that addressed the philosophy behind active teaching and learning, resources available for developing and carrying out exercises, a wide range of techniques, and the importance of debriefing and assessment. Finally, the article provides an evaluation of the workshop experience, emphasizing its potential value for training international relations instructors, both within the United States and across other international contexts, on ways to integrate active teaching and learning into their classrooms.

## **MATTHEW KRAIN (ASSOCIATE PROFESSOR OF POLITICAL SCIENCE)**

### **Publications:**

Jeffrey S. Lantis, Kent J. Kille and Matthew Krain. Forthcoming. "The State of the Active Teaching and Learning Literature in International Studies." Lead Chapter in *Active Learning in International Affairs Section's volume for the International Studies Association Compendium Project*. Accepted 12/01/2008. To Appear in 2009. The volumes featured in the *International Studies Association Compendium* illustrate the sheer breadth and depth of the discipline. Yet one key dimension of work in the field, teaching, has historically received relatively less scholarly attention than deserved. This chapter reviews the state of the literature, and the state-of-the-art in active teaching and learning in international affairs. We review the motivation and pedagogical emphases in the active teaching and learning literature. Five key dimensions of the active teaching and learning literature – case studies, alternative texts, simulations, games and role-play, technology in the classroom, and service-learning – are surveyed in order to evaluate the state of the scholarship in relation to these forms of exercises. This review illustrates the significant scholarship on teaching in international relations that has developed over time but also addresses limitations in this literature. Across these five dimensions, the analysis emphasizes four core areas – Educational objectives, Examples/range of applications, Procedures or rules, and Assessment and Debriefing (EEPA) – that represent best practices in international relations education. The chapter returns to these themes in the conclusion and addresses the critical goal of the cumulation of knowledge about teaching in the discipline.

Kent J. Kille, Matthew Krain and Jeffrey S. Lantis. 2008. "Active Learning Across Borders: Lessons From an Interactive Workshop in Brazil," *International Studies Perspectives* 9, 4 (2008): 411- 429. This article reports on the results of a workshop on active teaching and learning sponsored by the Instituto de Relações Internacionais at the University of Brasilia. This two-day, intensive workshop was designed by the authors to introduce teaching and learning strategies and to promote critical dialogue for professors and advanced students from institutions

across Brazil. Details are provided on sessions that addressed the philosophy behind active teaching and learning, resources available for developing and carrying out exercises, a wide range of techniques, and the importance of debriefing and assessment. Finally, the article provides an evaluation of the workshop experience, emphasizing its potential value for training international relations instructors, both within the United States and across other international contexts, on ways to integrate active teaching and learning into their classrooms.

Reprint of: Anne Nurse and Matthew Krain “Mask-Making: Incorporating Service Learning into Criminology and Deviance Courses,” *Teaching Sociology* 34, 3 (2006): 278- 285. Reprinted in *Teaching the Sociology of Deviance*. Bruce Hoffman and Ashley Demyan, eds. Sixth Edition. Washington, D.C., American Sociological Association, 2008. This article presents service-learning as an effective way to help students understand crime and deviance sociologically, and as a less ethically problematic method than some proposed alternatives. It details a project that involved bringing students to a juvenile prison where each was paired with a resident who was roughly the same age as the student. The partners worked on creating and decorating plaster masks of their faces. Juvenile prisoners are among the most neglected and stigmatized groups in society. By bringing our students into the prison, we provide the residents with a healthy outlet, a larger perspective, and a sense that they have not been forgotten. In addition, the juvenile prisoners, along with the students, learn that they are not significantly different from one another. The bond this understanding creates encourages them to share their separate life experiences. Both groups are enriched as a result. The mask-making project provides its own unique benefits to the service-learning experience, including the rich symbolism of “giving a face to the faceless.”

## **JEFFREY S. LANTIS (PROFESSOR OF POLITICAL SCIENCE)**

### **Publications:**

Book *The Life and Death of International Treaties: Double-Edged Diplomacy and the Politics of Ratification in Comparative Perspective*, (Oxford University Press, 2008)

Jeffrey S. Lantis, Kent J. Kille and Matthew Krain. Forthcoming. “The State of the Active Teaching and Learning Literature in International Studies.” Lead Chapter in *Active Learning in International Affairs* Section’s volume for the International Studies Association Compendium Project. Accepted 12/01/2008. To Appear in 2009. The volumes featured in the International Studies Association Compendium illustrate the sheer breadth and depth of the discipline. Yet one key dimension of work in the field, teaching, has historically received relatively less scholarly attention than deserved. This chapter reviews the state of the literature, and the state-of-the-art in active teaching and learning in international affairs. We review the motivation and pedagogical emphases in the active teaching and learning literature. Five key dimensions of the active teaching and learning literature – case studies, alternative texts, simulations, games and role-play, technology in the classroom, and service-learning – are surveyed in order to evaluate the state of the scholarship in relation to these forms of exercises. This review illustrates the significant scholarship on teaching in international relations that has developed over time but also addresses limitations in this literature. Across these five dimensions, the analysis

emphasizes four core areas – Educational objectives, Examples/range of applications, Procedures or rules, and Assessment and Debriefing (EEPA) – that represent best practices in international relations education. The chapter returns to these themes in the conclusion and addresses the critical goal of the cumulation of knowledge about teaching in the discipline.

Kent J. Kille, Matthew Krain and Jeffrey S. Lantis. 2008. “Active Learning Across Borders: Lessons From an Interactive Workshop in Brazil,” *International Studies Perspectives* 9, 4 (2008): 411- 429. This article reports on the results of a workshop on active teaching and learning sponsored by the Instituto de Relações Internacionais at the University of Brasilia. This two-day, intensive workshop was designed by the authors to introduce teaching and learning strategies and to promote critical dialogue for professors and advanced students from institutions across Brazil. Details are provided on sessions that addressed the philosophy behind active teaching and learning, resources available for developing and carrying out exercises, a wide range of techniques, and the importance of debriefing and assessment. Finally, the article provides an evaluation of the workshop experience, emphasizing its potential value for training international relations instructors, both within the United States and across other international contexts, on ways to integrate active teaching and learning into their classrooms.

## **BOUBACAR N’DIAYE (ASSOCIATE PROFESSOR OF BLACK STUDIES AND POLITICAL SCIENCE)**

### **Publications:**

*Parliamentary Oversight of the Security Sector in West Africa: Opportunities and Challenges*, Boubacar N’Diaye and Adedeji Ebo (published by Geneva Center for the Democratic Control of Armed Forces, 2009)

*Challenges of Security Sector Governance in West Africa* (Transaction Publishers, 2008)

*To “mid-wife”—and abort—a democracy: Mauritania’s transition from military rule, 2005-2008*”, *Journal of Modern African Studies* (47 (1) 2009, 129-152.

### **Other:**

Member of Africa Program at DCAF international advisory board.

## **ANNE M. NURSE (ASSOCIATE PROFESSOR OF SOCIOLOGY)**

### **Publication:**

Reprint of: Anne Nurse and Matthew Krain “Mask-Making: Incorporating Service Learning into Criminology and Deviance Courses,” *Teaching Sociology* 34, 3 (2006): 278- 285. Reprinted in *Teaching the Sociology of Deviance*. Bruce Hoffman and Ashley Demyan, eds. Sixth Edition.

Washington, D.C., American Sociological Association, 2008. This article presents service-learning as an effective way to help students understand crime and deviance sociologically, and as a less ethically problematic method than some proposed alternatives. It details a project that involved bringing students to a juvenile prison where each was paired with a resident who was roughly the same age as the student. The partners worked on creating and decorating plaster masks of their faces. Juvenile prisoners are among the most neglected and stigmatized groups in society. By bringing our students into the prison, we provide the residents with a healthy outlet, a larger perspective, and a sense that they have not been forgotten. In addition, the juvenile prisoners, along with the students, learn that they are not significantly different from one another. The bond this understanding creates encourages them to share their separate life experiences. Both groups are enriched as a result. The mask-making project provides its own unique benefits to the service-learning experience, including the rich symbolism of “giving a face to the faceless.”

**MARK A. WILSON (LEWIS M. AND MARIAN SENTER NIXON PROFESSOR OF NATURAL SCIENCES AND GEOLOGY)**

**Conference Papers:**

"The first macroborings known from quartzite substrates: *Trypanites* in boulders from the Upper Cambrian Deadwood Formation, Black Hills of South Dakota." Geological Society of America Annual Meeting, October 5-9, 2008.

"The Upper Ordovician of the Cincinnati, Ohio, region: A natural laboratory for studying the sedimentological and biological effects of calcite sea chemistry." Geological Society of America Annual Meeting, October 5-9, 2008.