

B-5 Issues and Strategies in Teaching International Studies Across the Curriculum

Chair: **Barry J. Balleck**, Georgia Southern University bballeck@georgiasouthern.edu

Jean Garrison, University of Wyoming garrison@uwyo.edu

Steven Redd, University of Wisconsin-Milwaukee sredd@uwm.edu

Ralph Carter, Texas Christian University r.carter@tcu.edu

Energy Security Under Conditions of Uncertainty: A Bureaucratic Politics Simulation Approach

Abstract:

For those who must import oil to maintain their economies and quality of life, any disruption in the delivery of imported oil is a highly threatening prospect. How would U.S. policy makers react to such a threat in the contemporary era? We examine the potential policy-making roles and impact of bureaucratic actors operating at the intersection of energy and security issues. To do so, we employ a simulation approach that envisions an energy supply 'crisis' in the United States due to events in a hypothetical state somewhat inspired by Hugo Chavez's Venezuela. The simulation is run at three very different universities, and the results are surprisingly similar. Despite the obvious security implications of an oil shortage in a time of war, we find more engaged roles for those representing non-military bureaucracies, a greater reliance on diplomatic and economic tools to respond to the crisis, and less reliance on military policy instruments than might have been the case in the past.

Jeffrey Palis, Georgia Southern University jpalis@georgiasouthern.edu

Bringing Our Students to the World: Integrating Study Abroad Programs into the Curriculum and the Emerging Field of International Education

Abstract:

This presentation seeks to explain the growth and use of study abroad as one of the key experiential methods of teaching students the heart and soul of international studies and cultivating global citizenship. Palis brings his background as a Coordinator of Study Abroad and Exchange Programs and his research in his doctoral program to this critical component.

Chris B. Geyerman, Georgia Southern University

A Case for the Centrality of Rhetoric in International Studies Pedagogy

Dana Falstrom, Tulane University falstrom@tulane.edu

An Interdisciplinary Approach to Teaching International Law: Using the Tools of the Law

School Classroom in International Studies

Abstract:

As the world has grown more interconnected, many international studies programs have added courses on international law, international organizations, the laws of war and peace, international human rights, and comparative judicial politics. While in many cases these are relatively new offerings within international studies, all of these subjects have long been part of the law school curriculum. There is, therefore, a long pedagogical history to be examined in terms of the techniques and content used in law schools to teach these courses. Moreover, since these subjects cut across the disciplines of law and international relations, using techniques from the law curriculum provides added depth to the field of international studies. This paper examines a number of techniques, and topics of discussion, frequently used in international and comparative law courses at the law school level and discusses how they may be

used in international studies courses to enhance student learning opportunities and emphasize the interdisciplinary nature of subjects pertaining to international law. These include using legal cases to guide the learning process as opposed to descriptive texts, incorporating discussion of how different domestic legal traditions and different legal cultures shape state actions at the international level, and the use of simulation exercises such as mock trial and moot court to bring the subject matter to life in the classroom. Drawing on my own experience in both law school and undergraduate classrooms, the paper will conclude with some specific examples of these techniques being used to teach international law to undergraduates to create a more interdisciplinary learning experience.

Discussant: **Barry J. Balleck**, Georgia Southern University