

The International Studies Profession

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VISIONS OF INTERNATIONAL STUDIES

Visions of International Studies
in a New Millennium

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We live in interesting times. The last two decades of the twentieth century played host to dramatic changes in almost every aspect and walk of life. The world community is in the midst of extremely turbulent and unsettling times. From our own personal experiences, we know that the lives of international studies professionals have not been spared the impact of these changes. Intellectually, we cope with the implications of the end of the Cold War, the globalization of the world political economy, the impact of the Internet, and a plethora of new phenomena that we have only begun to understand and synthesize theoretically, conceptually, and empirically. Academically, we face forces working to transform higher education through the application of business principles of management to a most often decidedly nonbusiness environment. We confront rhetoric and pressure urging us to change our methods of teaching age-old concepts. We must cope with a requirement of greater accountability for the amount and types of work we do in our "privileged" academic environments and the implications various approaches to accountability have on how we pursue our careers in academia (Irow, 1998). Politically and socially, we are challenged to demonstrate the applicability of our work in relation to the problems in the world around us. Merely thinking great thoughts in our ivory towers is not enough; we must demonstrate our

relevance and value to society beyond the simple teaching of students. These are truly interesting times.

In carving out the mission and scope of *International Studies Perspectives* (ISP), we seek to provide an intellectual forum that will allow all international studies professionals, whether in academia or in policy-making circles, to explore ways of coping with these challenges to the traditional world of international studies scholarship and practical application. In this introductory essay, we, the editors of ISP, intend to lay out our vision for this newest journal of the International Studies Association (ISA). While we plan to be as comprehensive as we can about how we perceive our editorial mission, we cannot cover every potential editorial contingency and expect that this essay provides only the starting point for an ongoing intellectual dialogue about the role ISP can and should play for the Association and the profession in the coming years. We look forward to engaging all of you in this dialogue in the pages of the journal, in electronic venues, and when we see you at the various ISA gatherings throughout the year.

A Fourfold Mission

ISP was created to address a number of gaps in the array of journal publications in the international studies field. As such, we see four broad areas of scholarship that will find a home in ISP. These are: (1) articles dealing with imaginative and innovative visions of the international studies field; (2) articles that focus on international studies pedagogy; (3) scholarly articles with distinct policy relevance or essays on the application of international studies concepts in practical settings; and (4) articles that focus on important aspects of the international studies profession. Although we have just begun to create and define the boundaries for ISP, we hope that each issue of the journal will contain articles in each of these four areas. This may not always be the case, as we know that the contents of each issue is at least partly a product of the submissions we will receive for peer review, and because other sections may be added to the journal as we go along or as demand dictates. For instance, as will be discussed below in more detail, we plan to include a section called *The Forum* in the journal, when scholarly debate in and around ISP suggests the need for open and published discussion. Each of the four main components of the ISP mission is dealt with more extensively below.

Visions of International Studies

A quick perusal of the international studies field provides even a casual observer with a sense of the number and breadth of perspectives on international studies that exist in the field today. Examining the 2000 ISA program for the Los Angeles annual meeting illustrates the enormous diversity of approaches, theoretically, philosophically, and methodologically, that coexist, sometimes peacefully, sometimes not, but almost always in interesting and thought-provoking ways. Annual convention themes, created by that year's ISA President and his or her program chair, also bear witness to this diversity. In 1997 in Toronto, the theme was "Coping with Insecurity: Threats More Than Enemies." In 1998 in Minneapolis, it was "The Westphalian System in Global and Historical Perspective"; and in 1999 in Washington, D.C., "One Field Many Perspectives: Building the Foundations for Dialogue" explicitly paid homage to the diversity of the field in which we operate

professionally. This trend continued this year in Los Angeles as "Reflection, Integration, Cumulation: International Studies Past and Future" focused our attention on this diversity of the field, both substantively and over time. It also implies the desire for synthetic work aimed at weaving common threads in the field into a larger, more comprehensive tapestry of scholarship. In ISP, we will strive explicitly to cultivate this diversity to encourage dialogue and publishing across intellectual communities that are separated ideologically, methodologically, and geographically.

In *Visions of International Studies*, we are looking to publish forward-looking, innovative, and imaginative manuscripts that will engage debate about the field broadly, or focus on developments in specific subfields or disciplines not often engaged by the ISA public. *Visions* articles should directly capitalize on the diversity that exists within our field, build on it, and provide fresh insights into the way we perceive any or all aspects of our profession: intellectual, pedagogical, and political. *Visions* articles should also make every attempt to focus in some way on visionary writing about pedagogy, policy, or the profession or a combination of our other three primary mission components discussed below. Our editorial intention is to publish thought-provoking and often controversial articles that will always push the boundaries of how we perceive the international studies field today. We chose the heading, *Visions*, because we hope that these articles will be truly visionary in scope and address topics that are fundamental to our lives as international studies professionals.

A few possible examples are illustrative. We can imagine publishing a sweeping essay on the international studies field that takes some time to look backward to where we have been, but spends more time building from that history and thinking about how the past and present bias our future and what we might and should do to change that future. We can envision an article that engages the recent popular and academic debate about the lack of policy relevance that has emerged from rational choice approaches to political science and international relations. It would be interesting to have a rational choice scholar argue and demonstrate the policy implications of his or her work and a strategy for getting this scientific approach to the field integrated into the policy-making realm. We can foresee an article from a gender studies scholar that might map out a nongendered vision of academia, the politics of scholarship, or the world of international policy-making. These examples are not meant to provide definitive boundaries, but rather to illustrate that the boundaries of *Visions* will be defined by the imagination of our professional colleagues.

International Studies Pedagogy

The days of "if you know it, you can teach it" are over. Most college-level international studies educators obtained teacher training on the job. We were thrown into the fray of teaching undergraduates because a course was available during the summer in graduate school and no one else could, or would, teach it. Sometimes, we had no teaching experience until we landed our first job after graduate school. And very rarely was any time spent on learning how to teach in our graduate programs. If you knew the material substantively, it was assumed that you could teach it.

This history of college teacher training is changing as many other portions of academic life also change. Young teachers are encouraged to develop

innovative courses to attract students in a competitive market for good undergraduates. This competition within and across colleges and universities is heightened by administrative organs that award resources based on student enrollments and departmental reputation and acclaim. At institutions that have traditionally emphasized research as the primary criterion for advancement and evaluation of performance, faculty are increasingly encouraged to maintain "teaching portfolios" in tandem with the files demonstrating their own publication proficiency. In many instances, the administrative strategies and dictums we see at our colleges and universities have been drawn directly from the business world, as we are all asked to become more accountable in our professional lives (Breneman and Taylor, 1996; Frost, 1998). And these changes to traditional academic environments are not confined only to North American higher education (Smyth, 1994).

Throughout our teaching environments, we hear widespread use of such terms as "active learning," "collaborative learning," "learning assessment," "case teaching," and "student-centered approaches" and we are beginning to understand what they mean and engage in debates over their different forms and implications (Sutherland and Bonwell, 1996). As a telltale sign of the reality behind the rhetoric, there has even been some money flowing in support of active approaches to teaching in our field and throughout academia more generally. The Pew Initiative in Diplomatic Training in the 1980s and its successor, the Pew Faculty Fellowship in International Affairs in the 1990s, provided millions of dollars to institutions and scholars to promote active learning approaches to college-level international studies education. Many major research institutions are establishing institutional offices and opportunities for teacher training and innovation. This even includes the availability of small amounts of competitive internal funding for teaching innovations.

The major thrust behind much of the effort toward teaching innovation focuses on the movement away from a more passive, instructor-centered, approach to college teaching to a more active, student-centered, approach. This includes the use of simulation, discussion and case teaching, problem-based learning, the integration of multimedia into the newly electronic classroom, and many more emerging approaches. Movement in an active direction is at least partly based on educational research that provides evidence of higher retention levels in students engaged in an active classroom environment. One study, for instance, found that students retain 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say, and 90% of what they do and say together (Stice, 1987:293).

This does not mean, however, that as the editors of *JSP*, we are only interested in considering material for publication that focuses on active learning approaches to teaching international studies. At each of our home institutions and in the field more generally, there remains debate about the value of active learning versus more traditional forms of teaching. In fact, even most proponents of active learning approaches acknowledge the value of a good lecture for imparting important information in a clear and efficient way. The discussion of a "great book" still persists as an effective means of drawing students into the classics of our field.

Moreover, adopting active learning approaches also implies a number of trade-offs in coverage of material. In almost all instances, active approaches take more class time and require decisions on the part of instructors about

the volume of international studies substance that can be covered in the normal college classroom. All the articles on pedagogy published in this issue at one point or another discuss some of these trade-offs in approach.

In sum, we hope that we will receive submissions for the *Pedagogy in International Studies* section that thoughtfully lay out the teaching goals of the particular application discussed, are cognizant of the debates over approaches to teaching international studies, and rigorously provide approaches to teaching that are readily adaptable to the classroom settings of our readers. Put simply, publishing articles on a broad array of pedagogical topics will allow us to create an unprecedented "database" of material on teaching international studies. There exist few outlets in the field today for peer-reviewed scholarship on teaching and none exist that solely focus on the international studies field. Thus, *JSP* provides a unique outlet for the dissemination of teaching materials, approaches, and ideas that we hope will be of great service to our readers. As such, we hope for creative and unusual submissions in the teaching area that include, but also go beyond the limits of active learning approaches. Moreover, *JSP* represents an unprecedented opportunity in the field to get "publishing credit" in a peer-reviewed journal, all the while focusing on teaching our field. Authors can get the best of both worlds by publishing articles in *JSP*'s pedagogy section.

Examples of possible article topics include the following. Many of us confront the trials and tribulations of teaching large, multi-section courses and in that setting struggle to find ways of engaging and keeping students interested throughout a semester. Articles that provide strategies for classroom management in such a setting would be welcome by many in our profession. An article critically discussing "the art of a captivating lecture" would be of value to all of us, not only for our classroom needs, but also to help us prepare for the occasional non-classroom speaking engagement that is outside our normal frame of scholarly reference. We also expect to publish articles in this section that present reviews of both print and non-print teaching materials, features on curriculum development projects, and reports on professional training programs. One such training program, the International Affairs Network (IAN) run by the University of Pittsburgh, is featured in a short article on the back inside cover of this issue.

Also, authors should not confine themselves to writing only about teaching undergraduates. Articles on innovative professional diplomatic training programs, international MBA or JD programs, and new developments in how we train the next generation of international studies Ph.D.'s will also be considered. Prospective authors should note that we are particularly interested in articles that include more than just descriptions of new courses and lists of curricular resources. Rather, we hope that articles will discuss the costs and benefits of innovations and also provide some evidence, qualitative or quantitative, of the success or failure of curricular reforms or classroom innovations. These types of articles will be much more helpful to our readers as they can provide more data for understanding how such approaches might be adapted and reshaped for use in other academic settings.

Policy and International Studies

Change defines the current international policy environment. From the profound structural changes brought on by the end of the Cold War to the emergence and increasing importance of global environmental policy issues

to the resurgence of ethnic and sub-state violent conflict as the dominant form of aggression in the world community, policy-makers struggle with a need to create new strategies to cope with an extremely fluid international environment. At the same time, scholars struggle to keep up with developments in the field in their efforts to teach "what is" rather than "what was" and to bring their research on such issues to the attention of those who might benefit from creative and innovative thinking on difficult contemporary international problems.

The policy problems faced today, too, just seem to be more difficult to solve than those in the past. Probably every generation develops a similar sense of the problems it confronts. But even when recognizing that possibility and realizing that past generations have solved their own vexing situations, our own political, military, and economic challenges often appear insurmountable. Some of the difficulty we face today is based in the way technology has outpaced policy. The speed with which financial transactions take place and have impact makes financial control exceedingly difficult for state officials. The visual impact that localized war can have on a distant population formerly isolated from its effects is only possible because of television and the minute to minute monitoring available on the Internet. In previous generations, the violence in Bosnia, Kosovo, Rwanda, East Timor, and many other places would have caused at most a ripple in the domestic political culture of most industrialized states. Now, although one can argue that little action has taken place regarding these crises, no one can argue that the pain and suffering was not portrayed and felt in many far-off, well-off places. But while these examples of political and economic disintegration provide ample evidence of forces working toward smaller and smaller politically defined units, just as many examples can be found of increasing integration. If anything, inconsistency and contradiction have become defining principles of contemporary international affairs.

In this sense, the policy realm presents the most challenging venue for us academics. Though we have many ideas about how policy could be made and implemented better, few of us have an opportunity to impact policy-making directly or to interact with those who are engaged in those activities. The *Policy and International Studies* section provides a place where scholars can publish articles that are well grounded in the cutting edge research of the day, but that more importantly draw out the policy implications of that research. Scholars can also look to the *Policy* section as a place where practitioners will publish articles on their experiences in the policy field and their application of long-held assumptions and knowledge of international studies.

In addition, while scholars are often quite able to suggest what *optimal* policy choices look like, they are often less able to identify choices that are *feasible* in a policy-making environment constrained by domestic, international, cross-national, and transnational political forces. Practitioners, on the other hand, are often criticized for a lack of vision and for their tendency to advocate policy choices that emerge more from bureaucratic and organizational inertia than from creatively considering innovative strategies for policy development. By engaging policy-makers in academic debates, scholars will be better informed about the feasibility and reality of policy adoption and implementation, while practitioners will have greater access to the creativity and freedom of thought that exists most notably in the academic environment. In a direct way, *ISP* will focus on many of the problems of the

academic-policy interface identified by George (1993), Newsom (1995-96), and others and should help "bridge the gap" between the policy and academic communities.

In this vein, the *Policy* section articles will offer much greater diversity in substance, approach, and philosophy than is the case for most of the policy-relevant journals in the field today. The mainstream orientations of journals like *Foreign Affairs* and *Foreign Policy*, or the inside-the-beltway spin of *Washington Quarterly*, present forums that are not often accepting of work from academics. *International Security*, while a premier academic journal that publishes at least some articles with a policy-relevant bent, displays a mission that is often associated (warranted or not) with the world of traditional realist power politics. And the clear political-military orientation of *Strategic Review* also presents a narrow venue for scholarly research.

Global Governance in many ways has created a niche for itself by playing a role similar to the broad conception for *ISP*. It engages scholars and policy-makers alike in a bi-directional intellectual dialogue, but its substantive mission is more focused than *ISP*'s charge from the Association. Similar things can be said about *Negotiation Journal* and its recurrent sections on "Teaching Ideas," "In Practice," and "In Theory."

This is not to say that substantive breadth cannot be found in the range of policy-relevant publications. The journalistic approaches found in *The New Republic*, *The Nation*, or *The Atlantic Monthly* provide excellent forums for the dissemination of thought-provoking policy-relevant arguments. And the somewhat more academic journals *World Affairs* and *World Policy Journal* provide additional outlets for policy writing. But most of what is published in those forums is not explicitly grounded in the rigor of scholarly research. In contrast, *ISP*'s use of the peer review process will help assure that articles published here will have a scholarly coherence and meet normative standards of methodological rigor that are widely accepted in academia. In a professional and practical way this means that authors whose work is published here will receive the necessary scholarly "credit" they need for tenure review and advancement in the field. For those readers looking for a benchmark, the breadth of work done in *International Journal* under its newly developed, non-thematic format is likely the journal closest to how we perceive the far-reaching boundaries of *ISP*'s policy section.

As the policy articles in this inaugural issue demonstrate, we are dedicated to an eclectic and inclusive course for submissions to this portion of the journal. From the piece by William W. Keller, Theodore J. Lowi, and Gerry Gendlin on "Negative Capital" through Edward C. Luck's piece on "Blue Ribbon Power," we have published a set of articles that spans the international studies field. From international political economy to UN reform, from scholar to practitioner, these articles present a beginning of a format that values innovation, stresses imagination, and is always open to new and unusual thinking about how we can create a better world for present and future generations of global citizens.

The International Studies Profession

Our last main section for the journal has been created to provide a forum for the systematic discussion of important professional issues and the dissemination of important information and announcements for the field. We envision two main types of material in this section: (1) peer-reviewed articles on

important professional topics and (2) "news" items of events or developments in the field that require broad dissemination to the profession.

Articles on the profession will address a wide variety of issues. A review of non-academic jobs for international studies professionals would be valuable for graduate as well as undergraduate students who want to know what they can do with their liberal arts degrees. A discussion of how to present an effective job talk is universally in demand among our younger colleagues. But beyond the standard methods we teach for presenting such employment-soliciting material, it would be interesting for one or several of our colleagues to discuss how to tailor the same basic job talk for presentation at both research and teaching institutions. The list of examples of important professional topics could go on. Suffice it to say that if you have been mulling over an issue relating to a professional topic of interest to you, it is probably of interest to others. So why not write about it and submit it to *ISP* for us to review for publication?

The second type of material that will be included in the *Profession* section will be items that formerly were included in the *ISA Newsletter*. These might include announcements of summer institutes, calls for papers, notification of new programs at your institutions, and news or announcements from ISA's region and section organizations. In all cases, materials will need to be submitted before the deadlines printed in this issue for publication in a particular issue of *ISP*. Given the approximate four-month lead-time of production for each issue of *ISP*, this will mean that most items will be ones that are not time dependent or have deadlines for submission or application that are not made mute by the four-month production process.

Our Tasks Ahead and Other Topics

The tasks and mission we have laid out before you provide our editorial team with a broad set of guidelines to craft the future of *International Studies Perspectives*. We have had a mere four months to create this first issue and to craft a mission for this newest of ISA publications. As such, we anticipate, and in fact invite, input from all sectors of the ISA public in the months ahead about what we are doing and should do as editors of *ISP*. We are breaking new ground for the Association and in so doing, we realize that we will inevitably do things at times in unexpected ways. Hopefully, what we present to you in the pages of *ISP* will always be interesting, thought-provoking, and useful to you in your teaching, your thinking, research, and writing, and in your service to your university, community, and to the world.

With that in mind, we anticipate that many of the things we publish will generate responses from our readers; some positive, some negative, some challenging, and some complimentary. We invite responses to articles written in *ISP* and we will review them and consider them for publication in subsequent issues of the journal. Along these lines, we plan to include in some issues of *ISP* an additional section called *The Forum* that will provide a structured venue for discussion of important reactions to work already published and also as a place where important topics can be debated in a scholarly way. We expect that submissions that would be appropriate for *The Forum* would be relatively short and that we would also invite rejoinders and reaction from the original author or authors whose work is being addressed in submissions for *The Forum*.

One last item that we plan to publish in each issue of *ISP* falls under the heading of *Pieces on Our Craft*. We envision these articles as academic Op-Ed

pieces—for lack of a better term to describe our intentions here. Such articles should be no longer than 1,000 words, as they will always be published on the single page that is the inside back cover of each issue. *Pieces on Our Craft* might tackle a controversial topic, raise important policy or academic questions, describe a newly developed program of broad interest to the profession, or possibly present a challenge to all of us in the field. The first of these articles, dealing with academic struggles in the transitional states in Central and Eastern Europe, is included at the back of this issue.

So in conclusion, we look forward to an interesting and provocative five-year editorial term and hope that the introduction of *ISP* to the ISA membership represents a valued millennial addition to the body of material that we read each day as scholars and teachers of international studies. We will strive to make *ISP* readily applicable to your own situation by publishing a diverse set of articles for you to read and use and by providing an inclusive outlet for publishing your own scholarship. In so very many ways, we have the luxury of creating a new component of the international studies field and view this as an extremely exciting and challenging task in the coming years. It will be made even more exciting and challenging as we continue to engage all of you in this enterprise.

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