Contributors

Victor Asal, SUNY-Albany, USA
Victor Asal is Director of the Center for Policy Research and an associate professor in the Department of Political Science at the University at Albany, State University of New York. In addition to his work on the use of simulations and games as pedagogical tools to teach political science he also does research on political violence and political discrimination.

Elizabeth A. Bennion, Indiana University South Bend, USA
Elizabeth A. Bennion, Professor of Political Science and Campus Director of the American Democracy Project at Indiana University South Bend, earned her BA in American Studies from Smith College, and her MA and PhD in Political Science at the University of Wisconsin–Madison. Bennion teaches courses in American politics with an emphasis on political behavior. She has received numerous teaching and service awards, and her grant-supported scholarship has been published in multiple books and academic journals. Bennion is co-editor of the book *Teaching Civic Engagement: From Student to Active Citizen* and co-founder of the Intercampus Consortium for SoTL Research. She conducts large-scale, national field experiments testing innovative approaches to civic education and engagement. Bennion also hosts ‘Politically Speaking’, a weekly PBS public affairs show on WNIT-TV.

Erkki Berndtson, University of Helsinki, Finland
Erkki Berndtson is Senior Lecturer in Political Science at the University of Helsinki. He has been a visiting scholar at the universities of Gothenburg (1973), Chicago (1983), California, Berkeley (1990) and Harvard (1990). He has also held the titles of Editor-in-Chief of *Politiikka*, a journal of the Finnish Political Science Association (1985–86), a member of the Executive Committee of the Nordic Political Science Association (1981–93), President of the Finnish Political Science Association (1995–99) and a member of the Executive Council of the European Political Science Network (2002–05). Currently, he is a chair of the IPSA Research Committee on ‘The Study of Political Science as a Discipline’. His research interests include the history of political science and the politics of higher education.

Jeffrey L. Bernstein, Eastern Michigan University, USA
Jeffrey L. Bernstein is Professor of Political Science at Eastern Michigan University, where he has been on the faculty since 1997. He holds a BA from Washington University and an MA and PhD from the University of Michigan. His research interests include public opinion and political behavior, citizenship education, and the scholarship of teaching and learning. Bernstein was a 2005–06 Carnegie Scholar with the Carnegie Foundation for the Advancement of Teaching in Palo Alto, California. He is co-editor and contributing author of *Citizenship Across the Curriculum* (Indiana University Press, 2010) and of numerous scholarly articles and book chapters, many co-authored with the kind of remarkable students who make being an academic so much fun, and so rewarding.
Alasdair Blair, De Montfort University, UK
Alasdair Blair is Jean Monnet Professor of International Relations, Head of the Department of Politics and Public Policy, and Director of the Jean Monnet Centre of European Governance at De Montfort University, Leicester, UK. In 2006 he was awarded a National Teaching Fellowship. His main research and teaching interests are British foreign policy, European integration, and teaching and learning in Politics and International Relations. He is the author of 11 books and numerous articles and book chapters. His most recent book is *Britain and the World since 1945* (Routledge, 2015). In 2014 he received the Political Studies Association Politics Learning and Teaching Prize for the best learning and teaching article published in the journal *Politics* in 2012–13.

Mark A. Boyer, University of Connecticut, USA
Mark A. Boyer is Board of Trustees Distinguished Professor and Director of the Environmental Studies Program at the University of Connecticut. His current research focuses on environmental policy and particularly climate change adaptation. He also very much enjoys developing simulations and problem-based learning exercises to stimulate student learning.

Andreas Broscheid, James Madison University (JMU), USA
Andreas Broscheid is Associate Professor of Political Science at James Madison University. His work centers on American, particularly judicial, politics, European Union interest groups, the scholarship of teaching and learning, and faculty development. His publications include articles in *European Union Politics*, the *Journal of European Public Policy* and the *Law & Society Review*. An empirical study of Team-Based Learning in a large introductory political science class is forthcoming in the *Journal of Political Science Education*. From 2011 through 2013, Andreas Broscheid was a faculty associate at JMU’s Center for Faculty Innovation. He received his PhD from Stony Brook University.

Mitchell Brown, Auburn University, USA
Mitchell Brown, PhD, is an associate professor in the Department of Political Science at Auburn University, and is a member of the department’s MPA and PhD faculty. Dr. Brown is the author of numerous publications, including *Applied Research Methods in Public and Non-Profit Organizations* (2014) with Dr. Kathleen Hale, and ‘Cross-Integration of Community, Research, and the Classroom: Extensions of a National Evaluation’ in *Scholarship in Action: Community, Leaders and Citizens* (2013). She is the recipient of several research and teaching awards, among them the 2013 Student Government Association (SGA) Outstanding Faculty Award for the College of Liberal Arts at Auburn University.

Fiona Buckley, University College Cork (UCC), Ireland
Fiona Buckley is a lecturer in the Department of Government, UCC, Ireland. Her research and teaching areas include gender politics, Irish politics, and the scholarship of teaching and learning. She is co-editor (with Yvonne Galligan) of *Politics and Gender in Ireland: The Quest for Political Agency* (Routledge, 2015). Within the area of teaching and learning, Fiona has researched experiential learning in political science and the use of online discussion forums and Twitter in teaching.
John Craig, Higher Education Academy, UK
John Craig is Assistant Director at the Higher Education Academy in the UK. He is Chair of the Political Studies Association Teaching and Learning Specialist Group and a member of the editorial board of the *Journal of Political Science Education*. He has taught Politics at the University of Huddersfield, University of Leeds, Teesside University and the Open University. He was awarded a National Teaching Fellowship in 2009.

Bobbi Gentry, Bridgewater College, USA
Bobbi Gentry is a scholar of Teaching and Learning who focuses on improving student engagement in the classroom through simulations, policy problem/solution proposals and research projects. She is also a youth voting scholar and does extensive research in political identity development. As a political psychologist, Dr. Gentry applies psychological methods to understanding political phenomena including leadership, political participation and youth involvement. She has written on topics of Political Science education such as service learning and improving student writing. Her current work on the Scholarship of Teaching and Learning includes assessment of performance learning, curriculum review in higher education and identity development in the Political Science classroom.

Rebecca Glazier, University of Arkansas, Little Rock, USA
Rebecca Glazier is an assistant professor at the University of Arkansas at Little Rock. She joined the faculty of the Political Science Department there in 2009, after completing her PhD at the University of California, Santa Barbara. Rebecca’s research agenda addresses issues of religion, framing and US foreign policy. She is particularly interested in how religion motivates political action, and has published research on the role of providential religious beliefs in the process. Rebecca also studies the Scholarship of Teaching and Learning and has published articles on various teaching strategies, including simulations, satire and smartphone apps. She has a substantive interest in the Middle East and coordinated the Middle Eastern Studies Program at UALR from 2012–14.

Kerstin Hamann, University of Central Florida, USA
Kerstin Hamann (PhD Washington University) is Professor of Political Science at the University of Central Florida. She is currently the Editor-in-Chief of the *Journal of Political Science Education*. Prof. Hamann’s books include *Assessment in Political Science* (co-edited with John Ishiyama and Michelle Deardorff); *The Politics of Industrial Relations: Labor Unions in Spain*; *Parties, Elections, and Policy Reform in Western Europe: Voting for Social Pacts* (with John Kelly); and *Democracy and Institutional Development: Spain in Comparative Political Perspective* (co-edited with Bonnie N. Field). Her research on Spanish politics, comparative industrial relations, and the Scholarship of Teaching and Learning has been widely published in book chapters and journals such as *Comparative Politics, Comparative Political Studies, PS: Political Science & Politics, Journal of Political Science Education, British Journal of Industrial Relations, West European Politics, European Journal of Industrial Relations, South European Society & Politics, Industrial & Labor Relations Review* and *College Teaching*, among others.

Jesse Hamner, University of North Texas, USA
Dr. Jesse Hamner is the Director of Research and Assessment at the UNT Libraries, Adjunct Professor of Political Science, and Technical Director for the Social Conflict in
Africa (SCAD) project. His research and teaching interests include hydropolitics, civil war, research methods and data science.

**Clodagh Harris**, University College Cork (UCC), Ireland
Dr. Clodagh Harris is a senior lecturer in the Department of Government, UCC. Her research interests include deliberative and participatory democracy, democratic innovations, and the Scholarship of Teaching and Learning. She established and convenes with Dr. Brid Quinn (University of Limerick) the teaching and learning specialist group of the Political Studies Association of Ireland (PSAI) and sits on the committee that awards the PSAI prize for excellence in teaching. She served on the International Scientific Advisory Board of Ireland’s first Citizens’ Assembly and was an international observer for the G1000 Belgian Citizens’ Summit. She was also a member of the Academic and Legal Advisory group of Ireland’s Constitutional Convention. She has published in international journals such as *Representation*, *European Political Science* and the *Journal of Political Science Education*.

**John Ishiyama**, University of North Texas, USA
John Ishiyama is University Distinguished Research Professor of Political Science at the University of North Texas. He is also the Editor-in-Chief for the *American Political Science Review* and Director of the National Science Foundation’s Research Experience for Undergraduates Program in Conflict Management and Peace Science at the University of North Texas. He is the author or editor of seven books and author or co-author of 130 journal articles and book chapters on democratization, party politics, ethnic politics, and post-communist Russian, European and African politics. He has also written widely on curriculum development, educational opportunity and educational assessment.

**Kinga Kas**, American Girne University, Cyprus
Kinga Kas received her PhD in Political Science at the Corvinus University of Budapest. She taught undergraduate and graduate courses as well in the field of Political Science and International Relations at the Eotvos Lorand University of Budapest and at the Girne American University of North Cyprus. She has been involved in projects dealing with issues related to the teaching of Political Science and is a founding member of the standing group on Teaching and Learning Politics in the European Consortium for Political Research (ECPR). She is the author of several related papers and is co-editor of the book *Teaching Theory and Academic Writing* (Budrich Verlag, 2008).

**Brenda Kauffman**, Flagler College, USA
Dr. Kauffman earned her PhD in Political Science from Auburn University, a master’s degree in Liberal Arts and Philosophy from Spring Hill College, a bachelor’s in Philosophy and Religious Studies from Georgia State University, and an associate’s degree in Liberal Arts and Sciences from Penn State University. Her areas of specific interest include environmental politics, international organizations and international political economy.

**Kimi King**, University of North Texas, USA
Dr. Kimi King has taught for over twenty-five years at four different universities and is the recipient of multiple teaching and service awards. Her teaching and research interests
include American institutions, as well as constitutional and international humanitarian law. She has published both empirical and pedagogical works ranging from the courts, presidential power and foreign policy to the role of gender in sexual violence cases before war crimes tribunals. Her use of classroom simulations dates back to the first class she taught, and she has been using some variation of engaged learning ever since. Her proudest accomplishment is her amazing family, who support her teaching and zombie addictions.

**Cristina Leston-Bandeira**, University of Hull, UK

Cristina Leston-Bandeira is a senior lecturer at the School of Politics, Philosophy and International Studies, University of Hull, UK. She has written on active learning, online learning and research methods teaching. She is the recipient of numerous awards in recognition of the quality and innovation of her teaching, such as a National Teaching Fellowship from the UK Higher Education Academy.

**Simon Lightfoot**, University of Leeds, UK

Simon Lightfoot is a senior lecturer in European Politics at the University of Leeds, UK. He is editor (with Cathy Gormley-Heenan) of *Teaching Politics and International Relations* (Palgrave, 2012) and is on the editorial board of the *Journal of Contemporary European Research*. He is a National Teaching Fellow and holds a University Student Education Fellowship from the University of Leeds. In 2009 he won the Political Studies Association’s Bernard Crick Prize for Outstanding Teaching.

**Jennifer K. Lobasz**, University of Delaware, USA

Jennifer K. Lobasz, PhD (University of Minnesota, 2012) is an assistant professor at the University of Delaware, with a joint appointment in the Department of Political Science and International Relations and the Department of Women and Gender Studies. Her teaching and research interests include critical international relations theories, gender and global governance, religion and politics, and trafficking in persons. Prof. Lobasz currently serves as President of the International Studies Association – Northeast.

**David Malet**, University of Melbourne, Australia

David Malet is Senior Lecturer in International Relations at the University of Melbourne. Previously he was the founding Director of the Center for the Study of Homeland Security at Colorado State University. From 2000 to 2003 he served as a defense and foreign policy aide to United States Senate Majority Leader Tom Daschle. His dissertation research on transnational militant recruitment was published as *Foreign Fighters* (Oxford University Press, 2013). During 2011–14, he led a study funded by the US Environmental Protection Agency to analyze the use of social media in public risk communications following bioterrorist incidents. After student-teaching at a Massachusetts high school, he earned a BS in Education and a teacher certification.

**Michael P. Marks**, Willamette University, USA

Michael P. Marks is a professor of Politics at Willamette University in Salem, Oregon, where he teaches courses on international relations and comparative politics. He received his MA and PhD in Government from Cornell University. Prof. Marks is the author of three books, including *The Prison as Metaphor: Re-Imagining International Relations* and most recently *Metaphors in International Relations Theory*. His current
research and writing interests include the use of metaphors in international relations theory, pedagogical techniques and the role of the media in politics.

**Heidi Maurer**, Maastricht University, the Netherlands
Dr. Heidi Maurer is an assistant professor in European Studies at the Department of Political Science at the Faculty of Arts and Social Sciences at Maastricht University. She has been the 2012/13 Austrian Marshall Plan Foundation Fellow at the Center for Transatlantic Relations (CTR) at the School for Advanced International Studies (SAIS) at Johns Hopkins University in Washington DC. Heidi’s research interests focus on EU foreign policymaking and European diplomacy. Since joining Maastricht University, she has also engaged actively in research about alternative teaching methods and in particular Problem-Based Learning. With Simon Lightfoot she co-edited a 2014 special issue on ‘Old and New Tools for Student Engagement’ in *European Political Science*.

**E. Fletcher McClellan**, Elizabethtown College, USA
E. Fletcher McClellan is Dean of Faculty and Professor of Political Science at Elizabethtown College, Elizabethtown PA, USA. Before becoming Dean, he served as Interim Provost, Associate Dean of Faculty and Chair of the Department of Political Science at Elizabethtown. His principal areas of interest are the American presidency, public administration and democratic theory. He contributed to the APSA monograph *Assessment in Political Science* (2010) and has delivered numerous conference presentations on teaching and learning in political science. He served on the executive council of the Political Science Education section of APSA. He holds a bachelor’s degree in Government from Franklin and Marshall College, a master’s degree in Political Science from East Tennessee State University and a doctorate in Political Science from the University of Tennessee–Knoxville.

**William J. Miller**, Flagler College, USA
William J. Miller is the Director of Institutional Research and Effectiveness at Flagler College, where he also teaches in both Political Science and Public Administration. He received his PhD from the University of Akron in 2010 in Urban Studies and Public Affairs. Previous education has included a master’s degree in Applied Politics from the Ray C. Bliss Institute for Applied Politics at the University of Akron, an MA in Political Science from Ohio University and a BA from the Ohio University Honors Tutorial College. He focuses his research on campaigns and elections, public opinion toward public policy and events (especially attitudes within the Muslim world), and the pedagogy of political science. His research appears in *Journal of Political Science Education, Journal of Political Marketing, Studies in Conflict & Terrorism, International Studies Quarterly, Nonproliferation Review, Afro-Americans in New York Life and History, Journal of South Asian and Middle Eastern Studies, American Behavioral Scientist, PS: Political Science & Politics*, and *Journal of Common Market Studies*.

**Matthew J. Moore**, California Polytechnic State University, USA
Matthew J. Moore is Associate Professor of Political Science at California Polytechnic State University in San Luis Obispo, CA. He received a PhD in Political Science from the Johns Hopkins University in 2004. His specialty is political theory, and he has published on value pluralism, theories of legal interpretation, the philosophy of Ludwig Wittgenstein, political theory as a discipline and Buddhist political thought.
Elizabeth A. Oldmixon, University of North Texas, USA
Elizabeth A. Oldmixon is Associate Professor of Political Science at the University of North Texas. She is formerly a Fulbright Scholar at University College Cork (Fall 2010) and an American Political Science Association Congressional Fellow (2001–02). Her research and teaching interests include legislative policymaking, religion and politics, and Irish, Israeli and American politics.

Agnieszka Paczynska, George Mason University, USA
Agnieszka Paczynska is Associate Professor at the School for Conflict Analysis and Resolution, George Mason University and Co-Principal Investigator of the FIPSE-funded Undergraduate Experiential Learning Project (UELP). She is the co-editor of the book series Studies in Conflict, Justice, and Social Change (Ohio University Press). Her research interests include the relationship between economic and political change and conflict, distributive conflicts, the relationship between globalization processes and local conflicts, and post-conflict reconstruction policies. She is the author of State, Labor, and the Transition to a Market Economy: Egypt, Poland, Mexico and the Czech Republic (Penn State University Press, 2013, updated edition) and has published in the Review of International Political Economy, New Political Science, PS: Political Science & Politics and Eastern European Politics and Societies, among others.

Gabriela Pleschová, Comenius University in Bratislava, Slovakia
Gabriela Pleschová teaches at the Department of East Asian Studies at Comenius University in Bratislava. Her background is in Political Science, and in 2012 she graduated from the MSc program in Education (Higher Education) offered by Oxford University. Since 2004, she has been coordinating workshops and other development activities for beginner teachers in higher education. Currently she serves as the Chairperson of the ECPR standing group Teaching and Learning Politics as well as a member of the editorial board of the Journal of Political Science Education. She is co-editor with Eszter Simon of Teacher Development in Higher Education: Existing Programs, Program Impact and Future Trends, which was published by Routledge in 2012. In 2013 she become Senior Fellow of the Higher Education Academy.

Chad Raymond, Salve Regina University, USA
Chad Raymond is Associate Professor of Political Science and International Relations at Salve Regina University, where he teaches in the undergraduate Political Science and Global Studies majors and in the graduate program in International Relations. He has a PhD in Political Science from the University of Hawai‘i at Manoa and bachelor’s and master’s degrees in the same field from MIT. His research interests and publications fall into two general areas: the political economy of development, especially as applied to Asia and the Middle East, and evaluating the effectiveness of teaching methods used in the university classroom. He is the managing editor of the Active Learning in Political Science blog at http://activelearningps.wordpress.com.

Erin Richards, Cascadia College, USA
Erin Richards earned a master’s degree and completed doctoral coursework in Political Science at Washington State University. She has been teaching in the Washington State Community College system since 2005, and joined Cascadia Community College in 2007 where she is a Senior I Tenured faculty member. She served on the planning committee
for the APSA Teaching and Learning Conference, is a current member of the APSA Political Science Education section council and is the 2013–14 President of the Pacific Northwest Political Science Association. Her teaching interests include American government, state and local government, and women in politics. She also teaches International Relations, Comparative Government, Introduction to Politics, and any other course that needs teaching.

Boris E. Ricks, California State University, Northridge, USA

Boris E. Ricks is an associate professor of political science at California State University, Northridge. Prof. Ricks specializes in urban politics, state and local politics, racial and ethnic politics, environmental justice, public policy, political leadership, public administration, and health disparities. He is a former Andrew Mellon Postdoctoral Fellow in the Politics Department at Pomona College (2004–06). He is also former Assistant Professor of Political Science at the University of Missouri, Kansas City (2006–08). He received his PhD from the University of Southern California (MA in Political Science), Master of Public Administration (MPA) from the University of Mississippi and Bachelor of Science (Honors) in Criminal Justice from Mississippi Valley State University. Ricks is an advocate of Civic Engagement. His scholarly research has appeared in the following publications: National Political Science Review, Journal of American Ethnic Studies, Journal of Rhetoric and Public Affairs and the Encyclopedia of African American Religion and Politics, not to mention several book chapters, book reviews, monographs and technical reports. Prof. Ricks has been awarded several research grants including the prestigious Robert Wood Johnson Foundation Award, CSUN-RIMI Research Grant and CSBS Summer Research Grant.

Robert G. Rodriguez, Texas A&M University–Commerce, USA

Robert G. Rodriguez is an assistant professor of political science at Texas A&M University–Commerce. Prof. Rodriguez teaches courses in comparative and American politics, and is the recipient of two All-Texas A&M System Student Recognition Awards for Teaching Excellence. He has also been named ‘Faculty of the Year’ by the A&M–Commerce Office of Hispanic Outreach and Student Programs, and was nominated for the Paul W. Barrus Distinguished Faculty Award for Teaching as well as an A&M–Commerce Faculty Senate Teaching-Classroom Award. His research focuses on Latin American politics in addition to the intersections between politics and sports in the USA and abroad. In 2009, he published a book entitled The Regulation of Boxing: A History and Comparative Analysis of Policies among American States.

J. Simon Rofe, SOAS, University of London, UK

J. Simon Rofe is Senior Lecturer in the Centre for International Studies and Diplomacy at SOAS, University of London. He is Founding Chair of the British International Studies Association Learning and Teaching Working Group (https://sites.google.com/site/bisaltwg/), and a founding member of the ECPR Standing Group (SG) on Teaching and Learning Politics. His pedagogic research focuses upon the application of Technology, Online and Distance Learning. His publications include ‘The IR Model and E-moderating’, a case study in Gilly Salmon, E-Moderating: The Key to Teaching and Learning Online, 3rd edition (Routledge Falmer, 2011) and ‘The “IR model”: A Schema for Pedagogic Development through the Integration of Learning Technologies into
Distance Learning (DL) Programmes in International Relations’, *European Political Science*, 10(1) (2011). His broader research interests lie in the field of US Diplomacy and Foreign Relations in the twentieth century.

**James M. Scott**, Texas Christian University, USA

James M. Scott is Herman Brown Chair and Professor of Political Science at Texas Christian University, and he specializes in foreign policy analysis and international relations. He is the author of seven books and more than sixty articles, book chapters, review essays and other publications. He has been conference organizer and President of both the International Studies Association’s Foreign Policy Analysis section and the ISA’s Midwest region. He has also been a two-time winner of the ISA-Midwest’s Klingberg Award for Outstanding Faculty Paper. Since 1996 he has received over two dozen awards from students and peers for teaching, research and research mentoring. He directed the Democracy Interdependence and World Politics Summer Research Program, a National Science Foundation Research Experience for Undergraduates, from 2005–14. He is currently an associate editor of *Foreign Policy Analysis*. In 2012, he received the Quincy Wright Distinguished Scholar Award from the ISA-Midwest for outstanding scholarship and service.

**Elizabeth Sheppard**, University of Tours, France

Elizabeth Sheppard is Associate Professor and Head of the International Relations Program at François Rabelais University, Tours, France where she teaches International Relations and American Studies. She is heavily invested in teaching and learning innovation, particularly in large lecture classes, and is involved with the ECPR Standing Group on Teaching and Learning. She has written a number of articles on the subject, notably on the use of simulations and technology in the classroom.

**Eszter Simon**, Masaryk University, Czech Republic

Eszter Simon is Postdoctoral Fellow at Masaryk University in the Czech Republic and recurring Visiting Professor in the Center for North American Studies at the Economics University in Bratislava, Slovakia. Her research interest includes counterinsurgency, foreign policy analysis, American foreign policy, and Central European politics. Currently, she researches the role of communication technology in superpower conflicts. She has also been active in teaching and learning issues, co-editing a book about instructional development (*Teacher Development in Higher Education*, Routledge), publishing articles in *Journal of Political Science Education* and *European Political Science*, and teaching at ECPR’s Teaching and Learning Politics Summer School.

**Brian Smentkowski**, Appalachian State University, USA

Brian Smentkowski (Ph.D. 1993, Political Science, University of Kentucky) is Associate Director of Faculty and Academic Development and Research Professor of Government and Justice Studies at Appalachian State University. He previously was Associate Professor of Political Science, Associate Dean of the College of Liberal Arts, and Co-Directing Faculty Associate of the Center for Scholarship in Teaching and Learning at Southeast Missouri State University. He has presented and published widely in political science and faculty development, with recent works appearing in *Transformative Dialogues, International Journal of Teaching and Learning in Higher Education*, and *Tea Party Effects on the 2010 US Senate Elections*. He is co-author of *Misreading the Bill of Rights*. 
Elizabeth T. Smith, University of South Dakota, USA
Elizabeth T. Smith is an associate professor of political science and the Associate Director of the Farber Center for Civic Leadership at the University of South Dakota. Her teaching focuses on American politics and public administration and her research interests center on public participation in political and civic life.

J. Cherie Strachan, Central Michigan University, USA
J. Cherie Strachan received her doctorate in Political Science from the State University of New York at Albany in 2000. She is currently Director of the Women and Gender Studies Program, Co-Director of the Civic Engagement Division and Professor of Political Science at Central Michigan University. She is the author of *High-Tech Grassroots: The Professionalization of Local Elections*, as well as numerous articles and book chapters. Her recent publications focus on the role of civility in a democratic society, as well as on college-level civic education interventions intended to enhance students’ civic skills and identities. Her applied research, which focuses on facilitating student-led deliberative discussion sessions and on enhancing campus civil society, has resulted in an affiliation with the Kettering Foundation. She can be reached at strac1jc@cmich.edu.

Paul E. Sum, University of North Dakota, USA
Paul E. Sum is Professor and Chair of Political Science at the University of North Dakota. Sum’s research addresses citizen mobilization in post-communist countries, especially Romania. His publications investigate voting behavior and other forms of political participation, public opinion, civil society development and political parties of the radical right. A dedicated teacher, Sum also has published a number of studies on assessment of student learning outcomes in higher education. He has served as a consultant and evaluator for a number of agencies including the OSCE, US Department of State, World Bank and the Romanian Ministry of Education.

Stephen Thornton, Cardiff University, UK
Stephen Thornton is Senior Lecturer and Programme Director, Politics at the Department of Politics and International Relations, Cardiff University, UK. He has published widely on the topic of information literacy in the Politics classroom in both Europe and the USA. He does write about other subjects too, his latest book being *Demolishing Whitehall: Leslie Martin, Harold Wilson and the Architecture of White Heat* (co-written with Adam Sharr, Ashgate, 2013).

Simon Usherwood, University of Surrey, UK
Dr. Simon Usherwood is Associate Dean for Learning and Teaching in the Faculty of Arts and Human Sciences, University of Surrey. His background is in Comparative and European Politics, on which he has taught and published extensively. Pedagogically, his primary interest is in the use of simulation games in higher education, which he has used widely, including in courses on negotiation. As well as research publications in this field, he has also produced various web-based resources. He is a regular contributor to the Active Learning in Political Science blog.
Brandon Valeriano, University of Glasgow, UK
Brandon Valeriano is a senior lecturer in global security at the University of Glasgow in the School of Social and Political Sciences. Dr. Valeriano’s main research interests include investigations of the causes of conflict and peace as well as the study race/ethnicity from the international perspective. Ongoing research explores interstate rivalry, classification systems of war, arms buildups, cyber conflict, popular culture and foreign policy, and Latino foreign policy issues. He recently published a book on the origins of rivalry (*Becoming Rivals*, Routledge, 2012) and a book on China, Tibet and Hollywood (*Palgrave, 2012*). His main focus is on two forthcoming books, *Cyber Hype versus Cyber Reality* at Oxford University Press and *Russian Coercive Diplomacy* at Palgrave.

Wendy L. Watson, University of North Texas, USA
Dr. Wendy L. Watson is a senior lecturer and pre-law advisor at the University of North Texas. Her research and teaching interests include constitutional law, judicial process, quantitative methods, and issues of equal access to justice for the economically disadvantaged.