

Pols 332: Environmental Politics

Spring 2025, Tuesday and Thursday 10:30-11:45, LNGH 233

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Student Office Hours: Tuesday 8:15-9:15 and Wednesday 9-11

Syllabus Updated: January 18, 2025

One Drive Link: <https://pols.tiny.us/332spring2025>

Course Description: Political science often studies human interaction, but we most frequently interact with the environment. This course examines major environmental challenges from both the macro and micro levels. We explore how these challenges are impacted by political decision-making, particularly environmental policy, management, and regulation. Using this knowledge, we conduct a campus sustainability audit to better inform sustainability processes based on established methods.

Prerequisites: None.

Text: None. See readings on Brightspace.

Catalog Description: This course will explore the dynamics, issues, ideologies, and power differentials in environmental politics at the local, national, and global level.

Student Learning Objectives:

At the completion of this course, students will be able to:

1. Describe and make connections between different environmental issues and challenges.
2. Connect regulatory and theoretical frameworks to different environmental problems.
3. Synthesize the policy making, management, and regulatory processes to develop a comprehensive and holistic understanding of environmental impacts.
4. Apply your knowledge to understand and carry out process-based audit procedures.
5. Collaborate in a team to produce meaningful, evidence-based community work.
6. Connect political science to local issues and to public policy.

Course Philosophy:

This course is being taught as part of the Department of Political Science, Sociology, and Geography Research Lab. Lab courses are small seminars wherein students work together to complete major research-related projects. In addition, all lab courses are focused on developing teamwork, project management, and career-focused skills. There are a wide variety of readings in this course that span highly technical scientific reports to personal narratives. Typical class sessions will alternate between a group discussion on the topic or skill for the day and work on individual and group tasks for the project. While I have defined the scope of the project, the planning and execution is up to the class. If you are still interested after the semester is over, there are opportunities to continue to work on the project and to see it through to completion. Think of this course as preparation for the kinds of civic or community engaged tasks you might encounter in the workforce.

Project Overview:

As TLU students, we directly contribute to TLU's environmental impact. TLU has several environmentally related organizations including EnAct, the Environmental Studies minor, and the Environmental Sustainability committee. These organizations have important roles in conducting environmental work at TLU. We seek to contribute to this work by developing the framework for a comprehensive sustainability audit. Such an audit will identify steps that TLU can take to make sustainability related decisions more systematically. The industry standard for these audits is the AASHE STARS program. We will work within the STARS framework to conduct a preliminary sustainability audit that we then present to TLU leaders. Areas to specifically explore may include course offerings, building procedures, purchase decisions, waste, hazard mitigation, environmental health and safety, and universal design, among others. I imagine that we will develop the audit framework into a list of suggestions and a proposal with potential recommendations, and an approach to implementing those recommendations. The rest is up to you as the class.

Holden Village Trip:

Some students in this class may have signed up to go on the trip to Holden Village. If you have done so, you are required to complete the Holden Village trip. As a result, final grades for those students going on the trip will be posted after the trip is complete. Students going on the trip are required to participate in programs at Holden Village to receive credit for the course. Should a student sign up for the Holden Village trip component of this course and not complete the Holden Village trip, they will receive a grade of F or NC for the lab component of the course and the grade earned for the non-lab component.

Assignments: This course is contract graded with four contract evaluation points throughout the semester.

	"A" Contract	"B" Contract	"F"
Social Annotations	Complete at least 14 substantive annotations of the 17 possible	Complete at least 9 substantive annotations of the 17 possible	Complete fewer than 9 substantive annotations of the 17 possible
Reading	Spend at least one hour per annotations assignment	Spend at least 40 minutes per annotations assignment	Spend less than 40 minutes per annotations assignment
Attendance	Miss no more than 3 classes	Miss no more than 5 classes	Miss more than 5 classes
Class Engagement	Consistently ask questions and participate in class. Uses electronic devices appropriately	Consistently ask questions and participate in class. Uses electronic devices appropriately	Does not participate in class. Fails to use electronic devices appropriately

Small Assignments	Successfully complete all assignments	Successfully complete 3 assignments	Successfully complete fewer than 3 assignments
Discussion Leader and Observation (x2)	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as lower than a “B” on this assignment
Science Policy Note	Evaluate yourself as an “A” on this assignment	Evaluate yourself as a “B” on this assignment	Evaluate yourself lower than a “B” on this assignment
Time Log	Satisfactory time log with at least 28 hours	Satisfactory time log with at least 20 hours	Unsatisfactory time log with fewer than 20 hours

Topics and Readings: Below is the schedule of reading and assignments for each class. I may change the course outline, but I will give you plenty of prior notice.¹

January 16: Introduction and course purpose

January 21: Salad Days

- Reading Due (annotations due): Salazar, Melissa, Gail Feenstra, and Jeri Ohmart. 2008. “Salad Days: A Visual Study of Children’s Food Culture.” In: Carole Counihan and Penny Van Esterik, eds. *Food and Culture: A Reader* pp. 423-437.
- Assignments Due: Beginning of semester survey. You must complete the beginning of semester survey to access the reading on Perusall. Upload initial contract if not completed during class. Sign up for discussion leader on OneDrive.

January 23: Sustainability Audits

- Reading Due: None.
- Assignments Due: Read through an AASHE STARS report for one of the following institutions: Austin College (<https://reports.aashe.org/institutions/austin-college-tx/report/2022-02-09/>), Gustavus Adolphus College (<https://reports.aashe.org/institutions/gustavus-adolphus-college-mn/report/2021-11-30/>), Luther College (<https://reports.aashe.org/institutions/luther-college-ia/report/2022-02-25/>), or Muhlenberg College (<https://reports.aashe.org/institutions/muhlenberg-college-pa/report/2022-12-23/>). You should spend an hour reading one of these reports. Then, prepare the following: a 250-word description of the types of things contained in an AASHE STARS audit that stood out to you, a 250-word description about the selected college’s audit that stood out to you, and at least 3 specific audit standards you would like to discuss in class. Submit to Brightspace.

January 28: Tragedy of the Environmental Commons

- Reading Due (annotation due): Dietz, Thomas, Elinor Ostrom, and Paul C. Stern. 2003. “The Struggle to Govern the Commons.” *Science* 302: 1907-1912.

¹ I have made a conscious effort to represent gender and ethnic/regional diversity of scholarship in these readings.

January 30: Project Workday

- Reading Due: None.
- Assignments Due: Select one institution from each of the two lists below. Search online for information about sustainability initiatives at each institution. Pay particular attention to the institution's website. Read as much as you can find about sustainability initiatives on campus, including sustainability reports, audits, or other certifications.
 - For each institution, provide URL links to everything you find and briefly describe each link. Choose a few links that you find particularly important and describe those materials in several paragraphs of detail. Provide an overall assessment of sustainability at each institution in several paragraphs. Then, make a list of efforts, initiatives, or ideas that stood out to you from either or both institutions. Be prepared to pull up the links and to discuss your findings (or lack of findings) in class.
 - Regional: Texas State, Our Lady of the Lake, St. Mary's, Trinity, Incarnate Word, St. Edward's, Concordia Texas, Huston-Tillotson, Southwestern, Mary Hardin-Baylor, UTSA, TAMU SA, or UT Austin.
 - Peer/ELCA: Schreiner, Austin, Albright, Hendrix, Westminster (PA), Augsburg (MN), Augustana (IL), Augustana (SD), Bethany (KS), Cal Lutheran, Capital, Carthage, Concordia (Moorhead, MN), Gettysburg, Grand View, Gustavus Adolphus, Lenoir-Rhyne, Luther (IA), Midland, Muhlenberg, Newberry, Pacific Lutheran, Roanoke, St. Olaf, Susquehanna, Thiel, Wagner, Wartburg, or Whittenberg.

February 4: The Precautionary Principle

- Reading Due (annotations due): Hartzell-Nichols, Lauren. 2013. "From the Precautionary Principle to Precautionary Principles." *Ethics, Policy, and Environment* 16(3): 308-320.

February 6: Science Policy

- Reading Due: None.
- Assignments Due: Read through the two handouts on writing science notes: <https://mostpolicyinitiative.org/research/writing-science-notes/>. Then, select at least two science notes about environmental issues: https://mostpolicyinitiative.org/search/?post_types=science_note&_sft_category=agriculture-and-environment. Write 300-words naming the notes you read and outlining specific principles from the science notes you read that are important in writing good science notes. Submit to Brightspace.
- Note: Class will be held on Zoom on this day. <https://zoom.us/my/wobrochta>

February 11: Project Workday

- Reading Due: None.
- Assignments Due: First Contract Assessment, optional mid-semester survey.

February 13: Regulations

- Reading Due (annotations due): National Environmental Policy Act of 1969. 2023.

February 18: International Regulations

- Reading Due (annotations due): Schleussner, Carl-Friedrich, Joeri Rogelj, Michiel Schaeffer, Tabea Lissner, Rachel Licker, Erich M. Rischer, Reto Knutti, Anders Levermann, Katja Frieler, and William Hare. 2016. "Science and Policy Characteristics of the Paris Agreement Temperature Goal." *Nature Climate Change* 6: 827-835.

February 20: Religion and the Environment

- Reading Due: None.
- Assignments Due: Choose two statements from leaders of different religious traditions: <https://interfaithpowerandlight.org/242974-2/>. In 300-words, name the statements you read, describe similarities between these statements and provide a reflection on how these statements might be used to motivate the importance of our sustainability audit at TLU, an Evangelical Lutheran Church of America institution. Submit to Brightspace.

February 25: Food

- Reading Due (annotations due): Kingsolver, Barbara. 2007. *Animal, Vegetable, Miracle*. New York: HarperCollins. Ch. 1-2.

February 27: Food Continued

- Reading Due (annotations due): Kingsolver, Barbara. 2007. *Animal, Vegetable, Miracle*. New York: HarperCollins. Ch. 3-4

March 4: Project Workday

- Reading Due: None.
- Assignments Due: Second Contract Evaluation, optional mid-semester survey

March 6: Waste

- Reading Due (annotations due): Watch all:
 - The New York Times. 2024. *This Man Collects 13 Tons of Compost Every Night in NYC*. <https://www.youtube.com/watch?v=9y2WezKYgo4>
 - 60 Minutes. 2011. *The Wasteland*. <https://www.youtube.com/watch?v=-jSbYTNAJIQ>

March 18: Science Notes Workday

- Reading Due: None.
- Assignments Due: Science Notes first submission

March 20: Consumerism

- Reading Due (annotations due): Niinimäki, Kirsi, Greg Peters, Helena Dahlbo, Patsy Perry, Timo Rissanen, and Alison Gwilt. 2020. "The Environmental Price of Fast Fashion." *Nature Reviews: Earth and Environment* 1: 189-200.

March 25: Water

- Reading Due (annotations due): Water and Tribes Initiative. 2021. *Universal Access to Clean Water for Tribes in the Colorado River Basin*. Salt Lake City: University of Utah. Ch. 2, 3, 6, 7.

March 27: Air

- Reading Due (annotations due): Videos and reading all on Perusall.
 - U.S. Chemical Safety and Hazard Investigation Board. 2020. *Updated BP Texas City Animation on the 15th Anniversary of the Explosion*. <https://www.youtube.com/watch?v=goSEyGNfiPM>
 - U.S. Chemical Safety and Hazard Investigation Board. 2007. “U.S. Chemical Safety Board Concludes Organizational and Safety Deficiencies at All Levels of the BP Corporation Caused March 2005 Texas City Disaster That Killed 15, Injured 180.” <https://www.csb.gov/u-s-chemical-safety-board-concludes-organizational-and-safety-deficiencies-at-all-levels-of-the-bp-corporation-caused-march-2005-texas-city-disaster-that-killed-15-injured-180/>
 - U.S. Environmental Protection Agency. 2023. “BP Texas City Clean Air Act Settlement.” <https://www.epa.gov/enforcement/bp-texas-city-clean-air-act-settlement>

April 1: Transportation

- Reading Due (annotations due): Videos and reading all on Perusall.
 - Kimble, Megan. 2022. “Texas is Skirting Federal Environmental Law to Push for Highway Expansion.” *Grist*. <https://grist.org/transportation/texas-is-skirting-federal-environmental-law-to-push-for-highway-expansion/>
 - Texas Department of Transportation. 2023. *Final Environmental Impact Statement and Record of Decision: I-35 Capital Express Central Project from US 290 East to US 290 West/SH 71*. Selections.

April 3: Project Workday

- Reading Due: None.
- Assignments Due: Third Contract Evaluation, Science Notes Final Submission

April 8: Renewable Energy

- Reading Due (annotations due): Stokes, Leah, and Hanna Breetz. 2018. “Politics in the U.S. Energy Transition: Case Studies of Solar, Wind, Biofuels, and Electric Vehicles Policy.” *Energy Policy* 113: 76-86.

April 10: Housing

- Reading Due (annotations due): Videos and readings all on Perusall.
 - Terrell, Kimberly A., and Gianna St. Julien. 2022. “Air Pollution is Linked to Higher Cancer Rates Among Black or Impoverished Communities in Louisiana.” *Environmental Research Letters* 17: 014033.
 - Watch one:
 - Vice. 2022. *The US Military Contracted Burn Pits No One is Talking About*. <https://youtu.be/cYZkvmEjvul?si=r5TCuUdVWxH-uCqL>
 - Vice. 2022. *How a Chemical Company Created a Ghost Town*. <https://youtu.be/nfT01KggipA?si=4CIJEu6gOUXITJk>

April 15: Externalities

- Reading Due (annotations due): O’Brochta, William. 2019. “A Meta-Analysis of Natural Resources and Conflict.” *Research & Politics* 6(1): 1-6.

April 22: Climate Change

- Reading Due (annotations due): McClain, S.N., C. Bruch, M. Nakayama, and M. Laelan. 2020. “Migration with Dignity: A Case Study on the Livelihood Transition of Marshallese to Springdale, Arkansas.” *Journal of International Migration and Integration* 21: 847-859.

April 24: Growth

- Reading Due (annotations due): Moyer, Johnathan D., and Steve Hedden. 2020. “Are We on the Right Path to Achieve the Sustainable Development Goals?” *World Development* 127: 104749.

April 29: Project Workday

- Reading Due: None.
- Assignments Due: Fourth Contract Evaluation

Final Exam (Friday, May 2 8:30AM): Project Presentation

- Note: We will complete the end of semester survey in class. Please complete before class time if you will not be there.

Description of Assignments:

Social Annotation

Completing and engaging with course material and other students is essential to your success in this course. We will be using Perusall (linked on Brightspace) for social annotation. The idea behind social annotation is that you can engage with other students in the course while reading the required content. This will help you to read in a more active and engaged way, to come to class more prepared for our discussions, and to generate ideas that you would like to raise in class. My motivation in asking you to do social annotations is to help you read efficiently. This is a skill that you *can* develop.

For each assigned reading where annotations are due, complete the following:

- Go to Brightspace and click on the link for an assigned reading. You must access Perusall through Brightspace for your annotations to be saved.
- Read the text. I recommend skimming through the entire text once, marking any points of confusion, and asking clarification or definition questions. These are not substantive annotations that count toward your grade, but they will help you read more effectively.
- Return to the text later and read it again. While doing so, **make at least five substantive annotations**. Examples of substantive and not substantive annotations follow.

- Reading and completing the annotations for a particular class period should take you no less than 1 hour and no more than 2 hours. Feel free to come talk to me if you are having any difficulty. This assignment is not meant to take up too much time.

How to write a substantive annotation:

1. Find a part of the reading that is interesting, surprising, or about which you would like to make an annotation.
2. Highlight the relevant text and leave an annotation or, if someone else has already highlighted the text, leave a comment responding to their annotation.
3. In your annotation, go beyond agreeing with or re-stating what the reading is saying. Discuss how you have thought about and processed the information you read. Make connections to concepts from your notes or that you learned in class. Discuss how the reading relates to you personally or to current events. Provide depth by writing at least three sentences per annotation.
4. Complete at least five substantive annotations, spread throughout the reading.

Non-exhaustive examples of substantive and not substantive annotations:

Notice that the substantive comments go far beyond a single sentence and focus on explaining and making connections.

	Not substantive	Substantive
Definition	This term means [description of term].	This term means [description of term]. By introducing this concept, the authors [describe why the concept is important]. In addition, we discussed this concept in class [describe how].
Upvote	[Student uses the green checkmark to upvote another student's comment]	[Upvote comment] This makes a lot of sense to me because [describe why]. But, I can also see how [introduce a different point of view].
Question	What are the impacts of [describe something]?	What are the impacts of [describe something]? I think that the impact is [describe impact] because [describe reason]. This is important because [describe why].
Agreement	I agree.	I agree because [describe why]. [Tell story about experience you have had related to the concept being discussed].
Example	This is true today.	This is true today because [describe specific instance]. I know people impacted by [describe topic and how people are impacted].
Clarification	What does this mean?	What does [describe phrase] mean? My interpretation is that it probably means [describe possible meaning], but I also found a source online [list source] that says [describe what the source says]. Clarifying this definition is important because [describe why].
Interesting	This is interesting. I had not thought about this before.	This resonated with me because I have had [describe some experience]. I also see [describe the topic]

		mentioned frequently in the news like in a recent story [describe story].
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Submission and Evaluation: You should submit annotations for the indicated readings. **Your three lowest annotation grades can be skipped, and you can still complete the “A” contract (this includes any annotations you do not turn in, so feel free to skip when you are busy).** Be sure to check your annotation grades frequently, as simply completing five annotations will not get you credit if those annotations are not substantive.

If you experience some problem completing annotations in Perusall, you can e-mail me your annotations by the time they are due.

I evaluate annotations in the following way:

- I will engage with you in Perusall by responding to questions and annotations.
- Annotations will not be automatically graded on Perusall because this course is contract graded. At each contract point, you will be responsible for ensuring that your annotations are substantive. Start by counting the number of annotations you submitted on time to ensure that you submitted at least five annotations. Then check to ensure that your annotations are substantive against the above chart. Evaluate annotations in the following way:
 - Complete: Excellent annotations: at least five substantive annotations; material is engaged well. Substantive annotations are typically at least three sentences each.
 - Incomplete: Unsatisfactory annotations: poor quality annotations (only short responses or not substantive responses) or fewer than five substantive annotations. Or no submission/submitted late.
 - Count up the number of complete annotations and mark it in your contract.

Class Engagement

Your engagement in class is critical for the success of the course. Class engagement goes beyond simply showing up for class. Sufficient class engagement includes listening respectfully, asking respectful questions, and actively participating (completing all tasks assigned to you). You play a critical part in maintaining an inclusive classroom climate. You must participate both during class and during the work we do outside of class (annotations, projects, et. cetera); if you feel uncomfortable participating, please reach out to me so we can figure out a way for you to be engaged.

Evaluation: You will provide a self-assessment of your class engagement at four points during the semester using the following questions:

1. I consistently ask questions and participate in class by (several sentences).
2. I have improved my class engagement thus far by (several sentences).
3. I plan to improve my class engagement by (several sentences).
4. What grade from A to F would you assign yourself for engagement in this course? Why?

Small Assignments

Throughout the semester, you will complete several small assignments instead of annotations. Upload those assignments to Brightspace.

Evaluation: Evaluate small assignments on a complete or incomplete scale:

- Complete: Meets all the criteria described.
- Incomplete: Fails to meet one or more criteria including length, topic, or is not submitted by the deadline.

Discussion Leader and Observation (x2)

You will be responsible for co-leading class discussion with me on two class sessions. You will sign-up for those class sessions at the beginning of the semester. To prepare for leading the discussion, first, identify the topic for the class session. Then, decide on a way that that topic is reflected at TLU (e.g., transportation could relate to commuting patterns). With this topic in mind, spend at least one hour observing the topic at TLU. After your observation, prepare a short report as described below. Additionally, prepare a guide for discussion based on the reading assignment. You must be present in class on your discussion leader days.

Short report:

- In a paragraph, describe how you related the class topic to TLU.
- Summarizes the observation you conducted. Be specific: describe data collected and specific observations. Spend several paragraphs discussing these observations.
- In several paragraphs, discuss how these observations connect to the reading assignment.

Discussion guide:

- List at least three questions you would like to discuss based on what you learned in the reading.
- Provide a paragraph description of why you want to discuss the question and what you hope the class learns from the discussion for each question. Reference specific passages from the reading that motivated you to develop each question.
- Identify at least one outside resource (video, news article, report) related to the reading. List it and describe in at least a paragraph how you can incorporate the resource into the discussion.

Evaluation: Upload your completed assignment as a single file to Brightspace by class time when you are assigned to lead the discussion.

1. Describe how you met the criteria for the short report.
2. Describe how you met the criteria for the discussion guide.
3. If you were to evaluate your discussion materials, what overall grade from A to F would you assign for your work? Why?

Science Policy Note

Scientists often struggle to communicate effectively with policymakers. The MOST Policy Initiative in Missouri has pioneered science notes as effective ways to communicate scientific material to legislators. You will write a science note and plan to submit it to a Texas legislator. Your science note can be on any environmental topic, so long as it is directly connected to proposed legislation in this session of the Texas Legislature.

Writing a science note is an iterative process. Accordingly, you will submit your note twice.

First submission: Include all of the following, indicated by section headers.

- Identify proposed legislation (a bill filed with one branch of the Texas Legislature) related to an environmental issue that you want to investigate. List the bill and describe why you are interested in investigating it.
- Read the bill. Provide a short, non-technical summary of the bill in one paragraph.
- Provide a detailed summary of the bill. The detailed summary should include all of the important components of the bill in detail, but should be written clearly.
- List the major environmental policies or issues discussed in the bill.
- Choose one policy or issue and explain your choice.
- Write a science note on this policy or issue. Follow the MOST guidelines. You must use scholarly sources and present scholarly evidence effectively. The science note should be Texas-specific and related directly to the legislation under consideration.
- Revise your science note. Discuss the revisions you incorporated, why you made these revisions, and provide both an initial version and the revised version of the note. Revisions must be substantive (i.e., substantial structural or content changes).

Second submission: Include all of the following, indicated by section headers.

- Revision memo. Describe the feedback I provided and how you addressed that feedback in a revision.
- Include the revised science note.
- Choose a legislator to whom you would like to send the science note. Explain your choice.
- Research how you would contact the legislator and send the note. Write a draft e-mail to the legislator. Do not send the e-mail.

After I read and evaluate the science note submissions, I may invite authors of particularly strong science notes to work with me to submit them.

Evaluation: Upload your completed assignments to Brightspace.

1. Describe your research process.
2. Describe the science note writing process.
3. Discuss how you met the criteria for the first science note submission.
4. Discuss how you met the criteria for the second (revised) science note submission.
5. If you were to evaluate your science note submission, what overall grade from A to F would you assign for your work? Why?

Time Log

Along with your engagement and participation during class, this course will require a significant time investment on the project outside of class. You will often be assigned or volunteer to complete tasks either individually or as a team. Record all out-of-class time spent working on the project in your time log. **Only hours spent working on the project count for the time log (i.e., annotations, other assignments, and completing the time log itself do not count for the time log).**

Your time log should include the following components:

1. Date and time: List the date and start and end time.
2. Hours spent: List the hours spent. Be sure to have and update a “total hours” entry at the top of your time log as shown in the example.
3. Task description: Brief description of the task you were working on. If you work on multiple tasks during the same period, break up each task into a different entry.
4. Your role: At least one sentence description of what you were doing.
5. Discussion: At least two sentence description of the importance of what you were doing and/or the relationship between your task and the broader project.

There is a folder on the shared class folder where you will update your time log. Please create time log entries in the file with your name on it. Here is an example time log entry:

Total Hours: 25				
Date and Time	Hours Spent	Task Description	Your Role	Discussion
January 25, 4-4:45	0.75	Work on R code	I ran linear regression models in R.	I was assigned to run linear regression models in R based on the specification for the model we described in class. I ran those models and created an output file in our folder with the result. None of the models have statistically significant IVs of interest. This was surprising because I expected that one particular IV would be statistically significant. The next step is to run a different set of models that I have written code for in the R code file.

Evaluation: Satisfactory time logs contain a full description of your role and an appropriate discussion. They demonstrate sufficient effort put into the project and initiative taking to work on project assignments.

Contract Grading

This course uses a contract grading system that is self-assessed, meaning that you will evaluate how well you fulfilled your contract at several points throughout the semester. At the beginning of the semester, you will review the contract options and commit to a contract you are interested in fulfilling. You will then complete assignments and measure your progress toward the contract

before providing a final contract narrative evaluation at the end of the semester. There are two contract grade options in this course: “A” and “B.” “F” is an absence of satisfactory work to warrant passing the course. You must submit all contract evaluations.

You will complete the contract self-assessment at four points throughout the course. To complete the self-assessment:

1. Review your contract and the standards associated with each item in the contract.
2. Review the schedule you outlined for yourself. Ensure that all portfolios are completed on Brightspace and the time log is updated on the shared folder by the date of the contract self-assessment.
3. Access the contract self-assessment form on Brightspace.
 - a. Complete the table based on the contract you outlined for yourself.
 - b. Complete the individual contract item assessment.
 - c. Write an overall assessment of your progress thus far in the course. The assessment section should be at least 250 words long. The final overall assessment should be at least 750 words long and should include a full discussion of your performance throughout the entire course including whether you fulfilled the entire contract. The assessment should answer the following questions:
 - i. Have you completed the items in the contract you specified you would complete by this particular date?
 - ii. Do you feel that you are making adequate progress toward completing the contract? What are areas you are excelling in? What are areas that you could improve?
 - iii. List actionable steps you are going to take to improve your work during the course. Evaluate your progress in fulfilling those steps at the next contract self-assessment.
 - iv. If you are not fulfilling your contract, what extra work are you going to do to make-up for it? Propose what you think is reasonable, but you then must meet with me during student office hours to discuss your plan, and I must approve it.
4. Submit the assessment to Brightspace by class time on the day it is due.

Pols 332 Initial Contract

My name is _____. I am working to complete a(n) _____ contract in this course by fulfilling all of the items listed in the contract. I commit to the following:

	“A” Contract	“B” Contract	“F”
Social Annotations	Complete at least 14 substantive annotations of the 17 possible	Complete at least 9 substantive annotations of the 17 possible	Complete fewer than 9 substantive annotations of the 17 possible
Reading	Spend at least one hour per annotations assignment	Spend at least 40 minutes per	Spend less than 40 minutes per

		annotations assignment	annotations assignment
Attendance	Miss no more than 3 classes	Miss no more than 5 classes	Miss more than 5 classes
Class Engagement	Consistently ask questions and participate in class. Uses electronic devices appropriately	Consistently ask questions and participate in class. Uses electronic devices appropriately	Does not participate in class. Fails to use electronic devices appropriately
Small Assignments	Successfully complete all assignments	Successfully complete 3 assignments	Successfully complete fewer than 3 assignments
Discussion Leader and Observation (x2)	Evaluate yourself as an "A" or "B" on this assignment	Evaluate yourself as an "A" or "B" on this assignment	Evaluate yourself as lower than a "B" on this assignment
Science Policy Note	Evaluate yourself as an "A" on this assignment	Evaluate yourself as a "B" on this assignment	Evaluate yourself lower than a "B" on this assignment
Time Log	Satisfactory time log with at least 28 hours	Satisfactory time log with at least 20 hours	Unsatisfactory time log with fewer than 20 hours

To help keep me on track throughout the semester and to ensure that other students have an opportunity to benefit from learning from my work, I commit to completing the following by these contract evaluations:

	Contract 1	Contract 2	Contract 3	Contract 4 "A" Contract	Contract 4 "B" Contract
Annotations	XX (out of 3 assigned)	XX (out of 7 assigned)	XX (out of 12 assigned)	14 (out of 17 assigned)	9 (out of 17 assigned)
Time Log				28+	20+

Course Policies:

- General:
 - You agree to the provisions in the Common Syllabus, available on Brightspace.
 - All assignments are to be turned in on Brightspace and are due at class time on the date indicated unless otherwise noted.
 - You are responsible for ensuring that your assignments submit to Brightspace successfully and that the file you submitted can be displayed. All file submissions must be in Microsoft Word (.doc or .docx) or PDF format. Files in other formats -- including Google Docs --- cannot be read by Brightspace.
 - Should you have an accommodation, please meet with me during the first two weeks of classes, either during office hours or by appointment, to discuss.
- Plagiarism:
 - Citations must be in American Political Science Association (APSA) style. Use of this style is important, as it governs the writing of professional political science. The APSA style manual is posted on Brightspace.

- Book format: Grace, Philip. 2016. *Affectionate Authorities: Fathers and Fatherly Roles in Late Medieval Basel*. London: Routledge.
 - Journal article format: Walsh, Germaine Paulo. 2002. "Is Jane Austin Politically Correct? Interpreting Mansfield Park." *Perspectives on Political Science* 31(1): 15-26.
 - In-text citation format: Professors at TLU are doing interesting research (Grace 2016; Walsh 2002).
 - Plagiarism, including inappropriate attribution, is an Academic Honesty Violation and is grounds for failure from the course.
 - Always cite your sources. If you are unsure if you are paraphrasing, rewrite to use either a direct quotation or paraphrase differently. Feel free to talk to me if you are unsure whether or how to cite a source.
 - You can use the Turnitin draft coach on Word Online to run a Turnitin report.
 - Wikipedia is not an appropriate academic source.
 - Artificial intelligence tools will be of little help in this course. Only tools that assist with brainstorming concepts or basic spelling and grammar are allowed in this course. If you use one of these tools, you must cite it. All work must be wholly your own, and sentences must be constructed without assistance. All other uses are Academic Honesty Violations.
- Student Office Hours:
 - Student office hours are a time for you to come by to speak with me without an appointment. Please come by to see me early in the semester. I am happy to discuss your progress in the course, political science topics, and potential career paths. These student office hours are for you; please do not feel like you are imposing by stopping by. If you want to come by but don't know what to ask, ask me about my favorite cat breed!
- Technology:
 - We will use technology in class. As a result, you are expected to bring a laptop, tablet, or smartphone to each of our class sessions (laptop or tablet preferred). If you will not have regular access to one of these devices, you can borrow a laptop from the library, use a classmate's laptop, or speak with me and we will work out an alternative approach.
 - You are expected to use your devices for class purposes only. Using your device in other ways is distracting to other students, and I reserve the right to deduct up to 10% of your final grade or to drop you from the class in serious cases.
 - Taking photos, recording audio/video of class, or distributing any class materials is not permitted.
- Attendance:
 - I understand that there are reasons that you may need to be absent from class. I expect that you will be responsible and attend class as much as possible. Accordingly, **you do not need to let me know when you will be absent** unless it is a university sponsored absence. If you are absent, it is your responsibility to learn what we did from someone else in class, to review all material on Brightspace, and to come speak with me during student office hours if you have questions.

- Attending class is the biggest key to success in this course. **It is best to limit absences to 3 or fewer during the semester. 6 or more absences result in automatic failure from the course.**
- Late Work:
 - All assignments in this course are most relevant to you and to the rest of the students if they are turned in the day that they are due. As such, assignments will only be accepted late if prior arrangements for an extension have been made.
 - Extensions will only be given in extraordinary circumstances. Feel free to speak with me if numerous assignments are due around the same time; we can develop a plan together to help you complete everything on time. To request an extension, you must e-mail me at least 48 hours before the assignment is due with the reasons behind your request. We can then work together to figure out how you can turn the assignment in on time or make alternate arrangements in extraordinary circumstances.
- Grading:
 - This course is contract graded. You will agree to a grade contract at the beginning of the course and self-assess your progress toward completing that contract at three points during the course.
 - You must submit and meet the requirements for all items in a particular contract. Meeting all but one item in a contract will reduce your final grade by at least letter grade. Earning a C, D, or F is possible for students who do not meet all the requirements for an A or B contract.
 - I will assign a final grade for the course based on the contract that you complete. Grades are only changed if I make an arithmetic error or mistake. If you feel that this happened to you, please send me an e-mail no later than three days after receiving the grade detailing the error. Because this course is contract graded, there are no late assignments and no late work.
 - I do not give incomplete grades unless there is a documented medical crisis or documented emergency late in the quarter and you have communicated about this to me when the incident occurs.
- Checking Your Grade:
 - Since this course is contract graded, grade records are not available on Brightspace. You have evidence of your own progress toward fulfilling the contract in your contract evaluations.
- Contacting Me:
 - E-mail is the best way to contact me outside of student office hours. Please do not use Brightspace Messages, as I am unlikely to see your message promptly. You can call my office phone, but my e-mail response time is likely to be quicker.
 - I will respond to your e-mails promptly. In general, you can expect a response within 24 hours and that e-mails will be answered between 9AM and 5PM, Monday through Friday. While I understand students work outside of these hours, please plan ahead to give me time to respond.
 - Be sure to check the syllabus before e-mailing; questions answered in the syllabus will not be answered via e-mail.
 - Often, e-mail is best used to set-up an individual meeting. It is easier for us to understand each other in a meeting rather than via lengthy e-mail exchanges.

- Please treat e-mails as professional correspondence. E-mails may only come from your tlu.edu e-mail address and should include a salutation (e.g., Dear Dr. O'Brochta), a clear message, and a signature with your name and the class you are enrolled in.