

Pols 437: Causes of War and Peace

Spring 2027, Monday and Wednesday 1-2:15, Tschoepe 102

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Student Office Hours: Tuesday 8:15-9:15 and 1:15-2:15, Thursday 1:15-2:15

Syllabus Updated: January 15, 2027

One Drive Link:

Course Description: Few of you in this course will directly experience war, despite its prevalence. Conversely, we frequently directly experience peace, though conflict is ever present. We aim to link the causes of war and peace to our local context to understand how discrimination and prejudice can be counteracted by conversation and action, sometimes spurred by violence, negotiation, and intervention. On their face, our two cases --- the Bosnian War and community building in Seguin --- cannot be more orthogonal. But both cases are stories about people, collectives, and governments wherein we, as constituents, have an obligation to become involved. Our attempt to make this connection meaningful will manifest in a collaboration with organizations working to turn the old Juan Seguin school into a community center and, more practically, in you serving, leading, and teaching bicycle repair and maintenance. You will practice key communication skills including facilitating conversations, leading demonstrations, summarizing work performed, and teaching skills.

Prerequisites: None.

Text: None. See readings on Brightspace.

Transportation and Timing: Half of the class sessions for this course meet at the Juan Seguin school at 421 Dolle Avenue. Students are required to arrange for transportation to the site such that they arrive by the start of class and can stay to the end of class.

Physical Ability: This is an active course, where students are required to stand for a period, to lift objects, and to traverse uneven surfaces. Risks will be mitigated through proper adherence to safety procedures, but they are non-zero.

Other Requirements: Students should dress appropriately when working at the school, including wearing clothing that can get dirty and closed toed shoes and bringing water and snacks as needed.

Catalog Description: An examination of reasons why states go to war with primary attention to theoretical and empirical analysis of the various causes of the outbreak of war as well as the cessation of war or the achievement of peace.

Student Learning Objectives:

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

1. Describe the main theoretical and empirical reasons why people and states engage in violence and seek peace.
2. Compare and contrast individual and collective actions during war to those during times of intergroup conflict.
3. Lead, facilitate, demonstrate, and teach concepts using appropriate communication skills and techniques.

4. Apply findings from theoretical and empirical literature to better understand local community issues and conflicts.
5. Understand the importance of civic engagement for promoting community development and as a way to engage in vocational discernment.

Course Philosophy:

This course is being taught as part of the Department of Political Science 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. This course focuses on developing communication and teaching skills.

A note on the course content: the content of this course includes extended descriptions of genocide, violence, and war crimes. The course also requires interacting and engaging with topics surrounding local community development that are challenging. Physical labor is required. Course readings include descriptions of a wide range of potentially sensitive topics.

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

	“A” Contract	“B” Contract	“F”
Guiding Question Journal	Complete at least 10 guiding question journals of the 13 possible	Complete at least 8 guiding question journals of the 13 possible	Complete fewer than 8 guiding question journals of the 13 possible
Reading	Spend at least one hour reading	Spend at least 40 minutes reading	Spend less than 40 minutes reading
Attendance	Miss no more than 3 classes	Miss no more than 5 classes	Miss more than 5 classes
Intentional Conversation	Complete 5 of 9 intentional conversations	Complete 4 of 9 intentional conversations	Complete fewer than 4 intentional conversations
Class Engagement	Ask questions and participate <u>in each</u> class. Uses electronic devices appropriately	Ask questions and participate <u>in each</u> class. Uses electronic devices appropriately	Does not participate in class. Fails to use electronic devices appropriately
Seguin/Bosnia Connection	Evaluate yourself as an “A” on this assignment	Evaluate yourself as a “B” on this assignment	Miss this assignment or evaluate yourself lower than a “B”
Shop Leader	Evaluate yourself as an “A” on this assignment	Evaluate yourself as an “B” on this assignment	Evaluate yourself as lower than a “B” on this assignment
Leadership in War and Peace	Complete each component of the assignment successfully	Complete each component of the assignment successfully	Missing one or more components of the assignment

Saturday Workday	Successfully completed	Successfully completed	Not successfully completed
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Topic Overview:

This course studies the causes of war and peace in the context of the Bosnian War. We are studying the Bosnian War as it effectively demonstrates both the causes of war and of peace. It is recent enough that you (unfortunately) probably skipped learning about it in many of your history courses in high school and also long enough ago that there has been a period of meaningful peace following the war.

The course then asks you to apply what you have learned from the Bosnian War context to address challenges of community development in Seguin. There are numerous obvious differences in these two cases. Your job is to draw out lessons from (primarily) leaders during the Bosnian War and comparing those leadership styles, challenges, and lessons to how Seguin leaders approached questions of integration, representation, and voice.

The Juan Seguin school community center is a recent community development effort that recognizes the need for representation and voice in the West End community where TLU is located. Founded by Spirit of Joy (SOJ), an ELCA congregation, the effort currently is taking on a two-pronged approach. While SOJ is working to develop the plans for the community center, Community Cycles Seguin (CCS) is operating as a proof-of-concept in the Juan Seguin school building as a non-profit pay-what-you-can community bike shop.

We will use CCS as our classroom for half of this course. During those sessions, we will perform bicycle repair and maintenance tasks led by students in the class who will teach, demonstrate, and supervise us in our work. During the performance of these tasks, we will hold reflective discussions with other members of the class about how our reading connects to the work that we are doing. That is the vision anyway. You are involved in civic engagement work where the only constant is change.

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 14: Introduction and Course Purpose

- Location: Classroom.

January 19: Case Context

- Location: Classroom (be prepared to walk to SOJ).
- Guiding Question: Why does the Bosnian War remain relevant today?
- Reading Due:
 - BBC. 2022. "Bosnia-Herzegovina Profile --- Timeline." <https://www.bbc.com/news/world-europe-17212376>

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

- Remembering Srebrenica. “What Happened.” Browse this and other pages on the site: <https://srebrenica.org.uk/what-happened>
- IRMCT. “Srebrenica Timeline.” <https://www.irmct.org/specials/srebrenica/timeline/en/story>
- Assignments Due: Beginning of semester survey. Complete and upload initial contract.

January 21: Individual Participation

- Location: Classroom.
- Guiding Question: What seems to prompt a person to make the choice to go from observing violence to participating in it?
- Reading Due: Buford, Bill. 1991. *Among the Thugs: The Experience, and the Seduction, of Crowd Violence*. London: Secker & Warburg. Selection.

January 26: Individual Participation

- Location: SOJ.
- Reading Due: None.

January 28: Collective Action

- Location: Classroom.
- Guiding Question: How does one determine their threshold? How does the distribution of thresholds lead to collective action?
- Reading Due: Granovetter, Mark. 1978. “Threshold Models of Collective Behavior.” *American Journal of Sociology* 83(6): 1420-1443.

February 2: Collective Action

- Location: SOJ.
- Reading Due: None.

February 9: Collective Action

- Location: Classroom.
- Guiding Question: How do Lohmann’s assumptions differ from Granovetter and other authors, and how do these differences impact the predicted collective action behavior?
- Reading Due: Lohmann, Susanne. 1994. “The Dynamics of Informational Cascades: The Monday Demonstrations in Leipzig, East Germany.” *World Politics* 47(1): 42-101.

February 11: Collective Action

- Location: SOJ.
- Intentional Conversation: Can social media be used to participate in collective action? If so, how? If not, why not?
- Reading Due: None.
- Shop Leader: Wheel removal: <https://www.parktool.com/en-us/blog/repair-help/wheel-removal-and-installation>
- Assignments Due: Contract evaluation.

February 16: Leadership

- Location: Classroom.
- Guiding Question: How involved does Milošević see and portray himself as in the War and its negotiations?
- Reading Due: Slobodan Milošević Interviews: TIME Magazine 1995, KHOU 1999, FOX News 2001.
- Seguin/Bosnia Connection:
 - Reading Due: Flores, Sam. 2011. “In His Own Words.” *La Voz*.
 - Question: Compare and contrast Milošević and Flores’ approaches to leadership, aiming to find similarities and differences in their approaches (ignoring the fact that Milošević was convicted of war crimes).

February 18: Leadership

- Location: SOJ.
- Intentional Conversation: When have you led others? What was your experience?
- Reading Due: None.
- Shop Leader: Tire and tube removal: <https://www.parktool.com/en-us/blog/repair-help/tire-and-tube-removal-and-installation>

February 23: Leadership

- Location: Classroom.
- Guiding Question: What kind of leader is Izetbegović? How does he view his role as a leader in the War as different from Milošević?
- Reading Due: Alija Izetbegović Speeches: OSCE 1992, UN General Assembly 1994, Paris 1995.
- Seguin/Bosnia Connection:
 - Reading Due: Aguirre, Cindy. 2023. “Community Mourns Loss of Co-Founder of Teatro De Artes De Juan Seguin.” *Seguin Daily News*. Plus, research Teatro at: <https://www.teatrodeartes.org>
 - Question: How do Izetbegović and De La Rosa view community? How and why is community an important component of leadership?

February 25: Leadership

- Location: SOJ.
- Intentional Conversation: Who is a leader you admire? Why?
- Reading Due: None.
- Shop Leader: Patching a tube: <https://www.parktool.com/en-us/blog/repair-help/inner-tube-repair>

March 2: Violence

- Location: Classroom.
- Guiding Question: How does Koljević portray the Srebrenica genocide? What role does he say he played?
- Reading Due: Koljević, Nikola. 2014. *Creating the Republika Srpska: Journals 1993-1995*. New York: Unwritten History, Inc. Selections.
- Seguin/Bosnia Connection:

- Reading Due: Anderson, Stephen. 2024. *Forward in Faith: A History of Texas Lutheran University*. Selection from Chapter 12.
- Question: What does ambivalence to violence and injustice look like? Why and how does it occur?

March 4: Violence

- Location: SOJ.
- Intentional Conversation: In what ways (that you are comfortable sharing) has violence shaped your life?
- Reading Due: None.
- Shop Leader: Cleaning a chain: <https://www.parktool.com/en-us/blog/repair-help/chain-cleaning-with-a-park-tool-chain-scrubber>

March 16: Victims

- Location: Classroom.
- Guiding Question: How do the witnesses characterize their own experiences and actions during and after the War?
- Reading Due: Choose to read either Witness DD or Witness O from *Prosecutor v. Radislav Krstić* (2000).
- Seguin/Bosnia Connection:
 - Reading Due: Ewing, Barbara. 2020. “Barbara Ewing, Class of ’67.” *Learning Boldly*.
 - Question: What is the role and/or responsibility of victims during and after conflict?

March 18: Victims

- Location: SOJ.
- Intentional Conversation: Who decides who is a victim? Is it self-identified, government identified, societal identified, or does someone else decide?
- Reading Due: None.
- Shop Leader: Replacing the chain: <https://www.parktool.com/en-us/blog/repair-help/chain-replacement-derailleur-bikes>
- Assignments Due: Contract evaluation.

March 23: Conversation

- Location: Classroom.
- Guiding Question: How did the U.S. respond to the situation in Bosnia? Why was action decisive or not?
- Reading Due: Clinton, Bill. 2013. *Bosnia, Intelligence, and the Clinton Presidency*. Selections from President Clinton, Madeline Albright, and intelligence documents.
- Seguin/Bosnia Connection:
 - Reading Due: Drive and walk around the West End neighborhood (where SOJ and TLU are located) and view and analyze maps at <https://open-data-seguin-utility.hub.arcgis.com/pages/interactive-maps>

- Question: Do those not directly involved in perpetrating a conflict or injustice have a responsibility to act? When and why?

March 30: Conversation

- Location: SOJ.
- Intentional Conversation: When (that you are comfortable sharing) have you used conversation to resolve a problem? How well did it work?
- Reading Due: None.
- Shop Leader: Adjusting the saddle: <https://www.parktool.com/en-us/blog/repair-help/how-to-adjust-a-bike-saddle-seatpost>

April 1: Negotiation

- Location: Classroom.
- Guiding Question: Does negotiation mean compromise in this case (or in any case)? Why or why not?
- Reading Due: Holbrooke, Richard. 2005. *Richard Holbrooke on Dayton Agreement*. Dayton Council on World Affairs. <https://youtu.be/dO2wWvb9HaQ?si=LxaOaCgYdj-Bf3KU>
- Seguin/Bosnia Connection:
 - Reading Due: Márquez, Benjamin, and Rodolfo Espino. 2010. “Mexican American Support for Third Parties: The Case of La Raza Unida.” *Ethnic and Racial Studies* 33(2): 290-312.
 - Question: How does a group decide to advocate for their own political interests instead of fitting into existing political structures?

April 6: Negotiation

- Location: SOJ.
- Intentional Conversation: What things or experiences in life are negotiable? What things or experiences in life are non-negotiable? Why?
- Reading Due: None.
- Shop Leader: Brake service: <https://www.parktool.com/en-us/blog/repair-help/linear-pull-brake-service>

April 8: Legal Proceedings

- Location: Classroom.
- Guiding Question: How can Mladić be proven to be responsible for the crimes in the indictment?
- Reading Due: The Prosecutor of the Tribunal Against Ratko Mladić (2002).
- Seguin/Bosnia Connection:
 - Reading Due: *Ramos v. Koebig* (5th Cir. 1981) and “Reflecting on the 10th Anniversary of *Shelby County v. Holder*.”
 - Question: What are different theories or models of justice? How do they work and apply to these situations?

April 13: Legal Proceedings

- Location: SOJ.
- Intentional Conversation: What is justice? Why?
- Reading Due: None.
- Shop Leader: Front derailleur adjustment: <https://www.parktool.com/en-us/blog/repair-help/front-derailleur-adjustment>

April 15: Reconciliation

- Location: Classroom.
- Guiding Question: How is the collective memory of the Bosnian War determined? What is it? Who determines it?
- Reading Due: Ljubojević, Ana. 2022. “Walking the Past, Acting the Past? Peace March to Srebrenica Commemoration.” *Nationalities Papers* 50(6): 1125-1142.
- Seguin/Bosnia Connection:
 - Reading Due: Evangelical Lutheran Church in America. 2025. *A Social Statement on...Faith and Civic Life: Seeking the Well-Being of All*. Read parts of this document that you find interesting.
 - Question: What is our civic responsibility? How do you know?

April 20: Reconciliation

- Location: SOJ.
- Intentional Conversation: What is civic engagement? Why is it important?
- Reading Due: None.
- Shop Leader: Lateral truing: <https://www.parktool.com/en-us/blog/repair-help/wheel-and-rim-truing>

April 22: Continuation

- Location: Classroom.
- Guiding Question: Is peace stable or unstable? How do we know that peace will last?
- Reading Due: Dzebo, Semir. 2025. “Unpacking Populist Secessionism: Elite Discourse and Mass Attitudes in Republika Srpska, Bosnia and Herzegovina.” *Nations and Nationalism*.
- Seguin/Bosnia Connection:
 - Reading Due: Dunn, Darren. 2022. “Council Approves Redistricting Map for its Eight Single-Member Districts.” *Seguin Daily News*. Plus see who is on the Seguin City Council: <https://www.seguintexas.gov/990/Meet-the-City-Council>
 - Question: Reflect on the cliché “history repeats itself.” Perhaps consider the other, different cliché that “those who forget history are doomed to repeat it.”

April 27: Continuation

- Location: SOJ.
- Reading Due: None.
- Assignments Due: Contract evaluation.

Final Exam Period:

- Location: SOJ.

- Final discussion and presentation (complete end-of-semester survey in class).

Description of Assignments:

Guiding Question Journal

This course requires you to read intentionally for each reading assignment. To facilitate this, you will submit a journal entry answering the guiding question using specific passages from the reading prior to class periods when reading is assigned.

To start, read the assigned passage. Most of the reading consists of primary source documents or compilations of reflections from primary sources. You should spend at least one hour doing the reading. Read actively, as you need to produce a reading analysis that is meaningful and contributes to the discussion.

Your guiding question journal must reflect close reading and analysis. It should be written to someone who has already read the assigned reading --- this means that you should not summarize the reading, nor should you include any direct quotations. Each guiding question journal must:

1. Attempt to the best of your ability to fully answer the guiding question presented in the syllabus using passages from the assigned reading.
2. Cite passages by page number in the assigned reading.
3. Interpret the reading based on concepts and discussions from class.
4. Ask at least one question that you intend to bring up during class.
5. In at least half of your guiding question journals, review the Seguin/Bosnia connection reading and question. Incorporate some of what you learn into your guiding question journal.

Evaluation: Submit each guiding question journal prior to when the reading is due on Brightspace in your assigned discussion forum. I will read and comment on some students' guiding question journals each class. You will complete a self-assessment of your guiding question journal in your contract evaluation:

1. Describe your process of close reading. When and where do you read? How do you approach the reading? How much time do you spend on the reading? How have your strategies changed and improved since the last assessment? (after the first assessment)
2. Discuss how you have focused your journal on the guiding question for each day. How do you approach answering the question?
3. Discuss your engagement with the text including citing passages by page number and making connections to class concepts.
4. Discuss how you have listed questions in your guiding question journal that you bring up in class.
5. Discuss how you have incorporated what you have learned from the Seguin/Bosnia connection reading and question in at least half of your guiding question journals thus far.
6. Confirm that your guiding question journals are solely your own work.
7. If you were to evaluate your guiding question journal with a grade from A to F based on the criteria above, particularly the reading process and journal writing, what grade would

you assign and why? There is no strict length if all questions are answered; at least 300 words is expected.

Intentional Conversation

You will sign up and complete intentional conversations from among nine available class sessions. Intentional conversations last at least ten minutes and occur during our time working at the shop. There are infinite things to talk about when you are working on a project with others, and you will intentionally facilitate a conversation on a topic of your choosing related to the course topic of the day.

To do so, prepare for your intentional conversation in advance: construct a plan for what to talk about and why. Choose some time when we are working at the shop --- not the first or last 15 minutes of class. Bring up your topic with at least one other person and discuss it for at least ten minutes. Then, submit a reflection for each of your intentional conversations as part of your contract evaluation.

Evaluation: Complete these questions in your contract evaluation for each intentional conversation:

1. Write a paragraph discussing how you planned for your intentional conversation. What research did you do? How did you decide on the question to ask? How did you hope your conversation would go?
2. Write a paragraph reporting on the intentional conversation. Who did you talk to? How long did it last (remember 10+ minutes). What was said?
3. Write a paragraph reflecting on the intentional conversation. What did you learn? How well did you do facilitating the conversation?

Class Engagement

This course only succeeds if you are engaged and if you encourage others to be engaged. Engagement means being prepared, being present, and making meaningful contributions. You must actively participate and contribute to each class session.

Evaluation: You will evaluate your class engagement at three points during the semester:

1. Describe how you actively participate in each class session. You must make at least one meaningful comment each class.
2. Discuss your class engagement strategy. How do you decide when to participate and what to contribute? How do you use your guided questions journal and intentional conversations to facilitate meaningful contributions?
3. Reflect on your past class engagement and prospects for the future. What are you doing differently since the start of the semester? Since the last contract assessment? What do you plan to do differently in the future?
4. If you were to evaluate your class engagement with a grade from A to F based on the criteria above, what grade would you assign and why?

Seguin/Bosnia Connection

You will be responsible for co-leading class discussion with me during class. You will sign-up for class sessions at the beginning of the semester. To prepare for leading the discussion, first

identify the topic for the class session and the specific question and reading listed for that class session in the syllabus. Read the assigned Seguin/Bosnia connection reading and conduct additional research that you think is pertinent to helping you answer the question. After your reading and research, prepare a short report as described below and a guide for the discussion based on all the assigned reading, the guiding question, and the Seguin/Bosnia connection question for that class session. You must be present in class on the day you signed up to lead.

Short report:

- In a paragraph, describe what you learned from the Seguin/Bosnia connection reading and additional research you conducted (cite your sources).
- In several paragraphs, discuss your answer to the Seguin/Bosnia connection reading question.

Discussion guide:

- List at least three questions you would like to discuss based on the guiding question and the Seguin/Bosnia connection question.
- Provide a paragraph description of why you want to discuss each of these questions 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.
- Note: The use of PowerPoint slides is prohibited!

Evaluation: Upload your completed assignment as a single file to Brightspace by class time when you are assigned to lead the discussion. Then, in the next contract evaluation answer:

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?

Shop Leader

You will sign up to lead (or co-lead) the shop for one of the times we are working there. The shop leader sets the tone and objectives for the workday, checks in with and manages other students, introduces and closes the workday, teaches a skill, and produces the daily shop report that is then presented at the next shop workday. You must be present in the shop on the day you signed up.

The shop schedule is as follows:

- Before class: Shop leader arrives early and sets up anything needed for the skill that they are teaching.
- First 15 minutes of class:
 - Shop leader welcomes everyone to class and reviews any announcements.
 - Shop leader calls on the shop leader from the previous class to present their daily shop report (2 minutes).
 - Shop leader teaches the skill listed on the syllabus for the workday (5-8 minutes).
 - Shop leader calls on me to provide work assignments.
 - Shop leader reminds everyone of the topic for the intentional conversation.
- Class (45 minutes):

- Shop leader assists me in managing the work as needed.
- Shop leader checks in with other students, offers encouragement and support, and troubleshoots any issues.
- Last 15 minutes of class:
 - Shop leader manages the clean-up process.
 - Shop leader leads a discussion of what was accomplished and a brief discussion of intentional conversations.
 - Shop leader calls on me to provide reminders for next class.

Most of the shop leader's duties listed above are relatively self-explanatory save the sections described below:

Teaching a Skill

- You are responsible for leading a demonstration of between 5 and 8 minutes to teach about the skill assigned in the syllabus for a given day. You are responsible for taking up the full time.
- A reference to the types of things you can consider teaching about the skill is included from Park Tool. You may choose to teach only some of this material and/or to add additional material.
- While you are not expected to be an expert, you are expected to thoroughly prepare and to deliver the best lesson you can.
- When delivering the lesson, it should be clear that you have practiced and actually know the material instead of simply trying to recite something from memory. You should be able to answer basic questions appropriately.
- Your plan for teaching the skill, preparations and research, and reflection on how it went are all included in your shop report.

Writing Your Shop Report

Shop reports are written in narrative form and have headings for each of the following sections. Your shop report should be at least 1,500 words long, though it will likely be longer.

- **Grounding:** Discuss your thoughts and feelings going into this activity. What is your relationship with bikes? How comfortable are you with working in the shop and teaching people things? What are your apprehensions?
- **Leadership Approach:** Conduct research on different leadership strategies, including those you have observed from the people whose actions we have studied in this course. Describe your research (citing your sources). Characterize at least two leadership approaches that you would like to emulate during your time leading the shop. Discuss what makes these approaches successful. Consider how you will implement these approaches at the shop. Make a plan for doing so.
- **Teaching a Skill:**
 - **Research:** Describe in detail the research you did about the skill you are assigned to teach. What did you learn? What sources did you access? How did you decide what to teach?
 - **Lesson Plan:** Write out your plan for the 5-8 minute lesson you are delivering. Include learning objectives, materials needed, instructions for yourself, information needed for any demonstrations, et. cetera.

- **Work Product:** Provide a thorough and comprehensive description of what work the class performed during the workday, including any notable achievements or challenges.
- **Leadership Analysis:** Re-visit the two leadership approaches you selected and the plan you made earlier. Describe specific actions you took that reflect these approaches. Discuss those actions in detail, describing how successfully you implemented the approaches. Describe at least one additional approach you did not employ and how your experience might have differed had you used this approach.
- **Reflection:** Spend some time reflecting on how the day went. Was it what you expected? What went well? What would you do differently next time? How will you change the way you work at the shop in response to what you learned?

Presenting Your Shop Report

- You will present a short, two-minute summary of the highlights of your shop report to the class our next time in the shop.

Evaluation: Upload your shop report prior to the class where you present your finalized report. Then, in the next contract evaluation answer:

1. Describe how you met the criteria for the shop report.
2. If you were to evaluate your shop leader assignment including your shop report and your leadership of the shop, what overall grade from A to F would you assign for your work? Why?

Leadership in War and Peace

You will complete a leadership project in three stages, with each stage being due by class time on the date of each contract assessment.

For Contract 1

Consider the leadership approaches we have learned about in this course, your own approaches to leadership, and your own vocation. Research three people in Guadalupe County who you consider leaders in areas related to your vocation. These people cannot be related to you and cannot be people whom you know well. Be creative, and do not equate being a leader to a person's title. Complete the following, handwritten in pen on paper, before class, and submit it during class on the day contract 1 is due:

- List the name and contact information for each person and how you intend to contact them were you to do so (do not contact them yet).
- For each of the three people, write a page about why you selected this person, why this person is a leader in your eyes, and how talking with this person relates to your vocation.

For Contract 2

Following your submission in contract 1, I will approve or provide feedback on each proposed person. You will perform two activities with one of your approved leaders:

- **Interview:** Prepare for and conduct a 30 minute interview with your selected leader. The interview should focus on their approaches to leadership, specific examples of leadership, how they view their work and their role in the community, and their own leadership and career development. You should also explain what vocation is and ask them questions about their own vocational discernment.

- Shadow: Develop a way to shadow your selected leader in some capacity --- at work, in the community, or at home. This experience should be at least an hour, but it will ideally be a few hours. Discuss with your selected leader what they are comfortable with and what fits with everyone's schedule. Try to find ways to shadow that will put you in a position to see their approaches to leadership and involvement in the community.

For contract 2, you are expected to have completed either the interview or the shadowing. You should schedule these activities as early as possible in case it is difficult to get into contact with your selected person. I am happy to assist, though I can only do so if you let me know about any issues several weeks before contract 2 is due. Complete the following, handwritten in pen on paper, before class, and submit it during class on the day contract 2 is due:

- If you conducted the interview, write interview notes (including interview questions) in as much detail as possible.
- If you completed shadowing, write a shadowing narrative including a play-by-play of everything you did and saw and your thoughts and feelings at the time.
- If you did both already, you are only required to submit one at this time.

For Contract 3

Finish both the interviewing and shadowing that you started in contract 2. Then, find a time to meet with another member of the class to discuss what you learned:

- Start by sharing your handwritten materials with the other person. The other person should spend 30 minutes reading your materials and handwriting a reflection on them using paper that you provide. While they are reading and writing their reflection, you should handwrite your own reflection on how the interview and shadowing relates to your vocation and the role of leadership in your vocation.
- Then, spend 30 minutes having a conversation with the other person about your materials and both of your reflections. Be sure you have prepared some topics to discuss in advance to keep the conversation on track. Record the conversation.

Complete the following, handwritten in pen on paper, before class, and submit it during class on the day contract 3 is due:

- Re-submit the work previously submitted for contracts 1 and 2.
- Complete both the interview and shadowing as described in contract 2, and submit the associated written components for both.
- Include your and your partner's handwritten reflections.

In addition, upload your 30 minute recording to Brightspace by class time when contract 3 is due.

Evaluation: Complete each component of each assignment on time to successfully finish this assignment. Incorporate any feedback provided into future assignment submissions.

Saturday Workday

The bike shop is open to the public on the second Saturday of the month from 9AM to 12noon. Sign up for and attend one Saturday workday during the semester. If you are not able to attend any Saturday workdays, make this known during the first week of class so that we can arrange

something else. I must approve alternatives by the first contract evaluation. Alternatives could include attending HOT Dogs Day or completing three hours of approved service through the CSL.

Evaluation: Attend the workday you signed up for. Then do the following in your contract evaluation:

1. Write a few paragraphs reflecting on your experience at the shop working with other volunteers and assisting clients. What were your expectations? How were they met? How was the actual experience different from your expectations? What was new? What was familiar? What did you learn?

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 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.

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 except the class notes must be in Microsoft Word (.doc or .docx) or PDF format. Files in other formats 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 place to travel to!
- 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:
 - Everyone can succeed in this course, and it is my goal to help you do so! Coming to class prepared, completing assignments on time, working hard, and doing your best are the biggest tickets to doing well.
 - Grades will only be changed if I made 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 the assignment is returned detailing the error.
 - If you are concerned about a grade you receive, please discuss it with me. I am happy to discuss how you can improve in future work.
 - I do not give incomplete grades unless there is a documented medical crisis or documented emergency late in the semester and you have communicated about this to me when the incident occurs.
 - Failing to complete a self-assessment results in a zero for the assignments graded on the self-assessment.

- Checking Your Grade:
 - You can always check your grade in the course by looking at the Grades tab. Be sure to view all rubric feedback on graded items.
 - The course grade reflects the points you have earned thus far in the course (starting at 0 points). You can calculate your estimated final grade using the grade estimator spreadsheet on Brightspace.
- 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.