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Teaching Portfolio

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1 Teaching Philosophy Statement

How do you convince a state senator that your strategy for solving a local environmental problem best represents constituents' needs? When I was asked to tackle this problem as an undergraduate, I needed to apply political science theories and concepts, to collaborate with a diverse team of students all working to develop an answer, and to deliver a relevant public policy proposal. The state senator did not end up implementing our policy proposal, but throughout that political science course I learned the tools necessary to be what I call an "engaged citizen." My teaching philosophy is to guide all students, no matter their level of background knowledge, through the process of becoming engaged citizens so that they can utilize political science literature, theories, and research methods to solve current and future community problems. To me, an engaged citizen has three components: disciplinary skills, collaboration, and public policy focus.

Students in my courses learn about political science by developing the key disciplinary skills of critical thinking, research, and writing. I value learning by doing, so I guide students through the political science research article writing process as a way to develop these skills. My courses are structured to introduce students to each component of this process, from identifying research questions to writing up results sections and presenting their work, and then to ask students to practice these components by completing their own research assignments. In my upper-level *Scope and Methods in the Social Sciences* course, students develop these skills in class-long workshops and then complete parts of a scaffolded research article assignment throughout the term. Research and computer programming skills alike are critically important for developing logical thinking and sound argumentation techniques that are a cornerstone of law school education and many other careers. My approach to large introductory courses like *National Government in the U.S.* is more flexible: students still engage with each part of the research article writing process, but they complete a substantial portion of this work during small group activities in class. For me, the key is that students are fully welcomed into the world of political science, that their work uses the same tools and engages with the same literatures as do journal articles written by career political scientists, and that their development of these skills enables them to tackle public policy problems. With this approach, disciplinary skills are no longer about producing published research articles, rather they build in-demand skills useful for a wide range of career paths in law, government, non-profits, and professions of interest to non-majors.

Collaboration is the cornerstone of being an effective engaged citizen. Impactful public policy solutions require a diverse team of experts working together toward a common goal. I endeavor to build a classroom environment where both specialization and collaboration facilitate equity and inclusion. When students engage with the research article writing process, they choose their own topic of interest, usually related to a public policy problem they care deeply about. In my *Representation, Identity, and Dissent* course, I give students space to reflect on their topic through free form online blog posts. Blogs provide an opportunity to ensure that personal connections to content are valued. I then, for example, take an international student choosing to study repression and a football player examining inequities in sports hiring and ask them to collaborate with one another. Collaboration involves opportunities to improve student understanding through small group discussions and peer review.

Small groups are then responsible for promoting the work of their members, culminating in a gallery walk around the classroom where students learn about their colleagues' valuable ideas. This system of collaboration reflects my fundamental belief that everyone, regardless of course level or major, has valuable contributions to make to student learning.

Public policy applicability makes political science relevant to students and to the local community. I emphasize the public policy relevance of my courses through research-based policy simulations and local community engaged projects. For example, in *Comparative Foreign Governments* students engage in a Model UN-like simulation that uses readings from comparative politics and international relations as the basis for negotiations over resolutions. Through the simulation, students learn negotiation tactics, briefing paper writing, and public speaking skills, all of which are immediately applicable to a wide variety of careers. I partner with local community organizations to create experiential learning opportunities that address their current needs. Students in *Representation, Identity, and Community* read comparative politics literature on representation and applied it to develop a proposal to increase community engagement on campus. This process involved students learning project planning, marketing, and collaboration skills that jump-started a university-wide initiative on civic and community engagement. Community engaged pedagogy provides an excellent opportunity for students to learn from community members with diverse backgrounds and perspectives and to intentionally engage in discussions highlighting the disproportionate impacts many public policies have on people who are underserved. Even simple activities like asking students to learn about the demographic composition of their home community and to attend course-related community events often uncover privileges and biases about which students may be unaware.

I use assessment best practices to evaluate the effectiveness of how I teach engaged citizenship and to adapt my teaching practices both across courses and over time. These methods include mid-course surveys and "ticket out" assignments. For example, when I learned that students in my *Comparative Foreign Governments* course were relatively unfamiliar with identifying and using appropriate scholarly literature, I devoted additional time in class about this topic and checked in individually with students to ensure that they were comfortable with this task. Since I teach students from a wide variety of backgrounds, it is essential to ensure that they can develop as engaged citizens in ways that resonate.

Additionally, I implement scholarship of teaching and learning practices to assess key student learning objectives. I have shown using pre- and post-test surveys how students in my *Representation, Identity, and Dissent* course improve their community engagement skills. Further, I am assessing the community group project model that I employ in *National Government in the U.S.* to determine how to make political science relevant and impactful for non-majors. This work adds to existing publications on the importance of even small community engaged projects for enhancing student learning.

My engaged citizen philosophy is adaptable, and I am continuously working to improve my teaching pedagogy. Current projects consider how to more effectively prepare pre-law students for law school, ways to facilitate equity and inclusion through community partnerships, and considering new approaches like class coauthored work. Practicing engaged citizenship may not convince state senators to change their policy priorities, but it does empower students to apply their learning to solve current and future public policy and career-related problems.

2 Diversity, Equity, and Inclusion Statement

“I didn’t think I could just call the mayor.” Inequity and exclusion are built into the university experience. Instructors are responsible for not only providing an inclusive classroom climate, but for leading efforts toward equity and inclusion. This nursing student in my *National Government in the U.S.* course could (and did) tell me all about identifying viruses in petri dishes, but she did not feel that it was appropriate for her to contact a local elected official to voice her concern about a problem in her neighborhood. More than just knowledge is required. I promote equity and inclusion in three stages: tailoring support to individual students, building a collective engaged citizen identity, and expanding students’ perspectives through community engaged partnerships and projects.

Students enter my classroom with a wide range of backgrounds and experiences. My introductory courses are filled with future nurses earning Associate’s Degrees, education majors, engineering majors, and more. In upper-level courses, I teach many transfer students and students planning to graduate early. Most of my students are the first in their family to attend college and work at least part-time. My first step is to assess students’ backgrounds and to ask them directly how I can best support them. I do this by assigning pre-course surveys and then using individual and small group activities to get to know students throughout the term. I call this “running around” because that’s what it looks like, but it gives me an opportunity to greet and check in with students in even the largest introductory courses. In doing so, I set a tone — also outlined in the classroom community contract that students write on the first day of class — that encourages students to build and maintain connections with me. Students may need additional support structures that can help address inequalities and better integrate them into the course and to college in general. These structures should be collaborative and personal. When I mentor students, we make a plan and implement it together. For example, a student struggling with being concise in his writing worked out a plan to focus on rewriting one paragraph of his work each week and then coming by my student office hours to discuss it. This discussion soon led to learning more about the student and assisting him with job applications for which clear and concise writing was a requirement. My initial accessibility and openness toward getting to know students translates into an improved ability to support student learning throughout their college career.

When students are equitably supported, the classroom is more conducive to learning. Adding in inclusive teaching strategies and representing diverse scholarly voices also helps. Yet, I think about equity and inclusion in the classroom as promoting a deeper, mutual understanding between students that transcends a single course. One of my course goals is to encourage students to develop a collective identity as an engaged citizen. We know from research — including my own — that establishing a common identity among a diverse set of individuals promotes diverse friendships and increased tolerance. Therefore, I structure my courses to facilitate collective identity formation in a way that incorporates diverse perspectives. Students are challenged through social annotation, reflective blogging, and research activities to investigate topics in political science that they are deeply and personally invested in — these topics often revolve around life experiences, including experiences with diversity and inclusion. After working individually, I ask students to develop and apply each others’ ideas collaboratively. For example, students in my *Comparative Foreign Governments*

course must take their individual research interests and integrate them as members of UN country delegations. Integrating both individual and collaborative work in a supportive environment creates common bonds among students and helps to build collective identity.

My recent leadership toward equity and inclusion has involved local community activities and projects. Community engagement both asks students to work alongside people with diverse backgrounds and life experiences and challenges them to better understand their own values, beliefs, and priorities. However, community engaged projects can perpetuate inequality if students gain knowledge from community partners without contributing meaningfully to improve their community. I tackle this potential power imbalance head on. I take care in my large *National Government in the U.S.* classes to help students understand how they can contribute to addressing community problems through their group community engaged project without overwhelming the resources of the relatively small number of community organizations in our area. My community partnership in *Representation, Identity, and Dissent* was built from several years of experience volunteering with a local youth jobs program, working with staff to identify ways in which my class could contribute to their program and setting up activities that promoted mutual exchange and benefit. Including the community in my courses also pushes students to become more involved in the community and introduces them to a number of relevant local community organizations.

I cultivate diversity, equity, and inclusion using evidence-based practices. First, I have several years of experience mentoring students from different backgrounds within academia and more than a decade of experience mentoring youth in community organizations. I have been selected to lead mentoring efforts for both undergraduate and graduate students at the department and university level. Second, my research investigates how diversity impacts perceptions of, attitudes about, and collaboration with others. Using interviews, surveys, and experiments, I show that relationships are important for determining tolerance. This is good news: it means that interventions that encourage students to collaborate with one another are likely to succeed in promoting a collective identity. Additionally, pre- and post-test surveys implemented in my *Introduction to Comparative Politics* course show that students' identification as social scientists increased, a result consistent with establishing an identity as an engaged citizen. Third, my community engaged activities and projects significantly increase student understanding of different perspectives and their ability to work with people from different backgrounds. Qualitative reflections and pre- and post-test surveys in my *Representation, Identity, and Community* course demonstrate that students' attitudes toward inclusion and diversity-related issues meaningfully increased.

My work supporting students, building collective identity, and establishing community engaged partnerships is ongoing as a process of constant evolution and improvement. Beyond opportunities for students to get involved with my own research on identity-based representational inequality, I plan to continue and to strengthen my collaborations with students by creating a mentoring group where students can explore representation and identity-based inequality. I envision that students will be involved in various ways, from conducting independent and collaborative research to exploring connections to ongoing public policy issues. I also want to continue to strengthen my work on community engaged pedagogy as a way to increase equity and inclusion. That nursing student who felt that her voice did not matter ended the term interviewing a campus Dean about policy transparency. Her voice was heard, and I work to cultivate that voice in my classroom, on campus, and in the local community.

3 Teaching Experience Summary

Below, I provide a summary of my teaching experience. At Louisiana Tech University, I teach our introductory American politics courses, our comparative politics and international relations courses, and our research design and methods courses. I have two colleagues, one theorist and one Americanist. We serve a student body of approximately 10,000 undergraduates and at or above 100 political science majors.

Course	Term	Description	Highlight
Politics of Developing Nations (click for syllabus)	Spring 2023 (Anticipated)	Senior-level research lab seminar. Topics from comparative politics and international relations work on development. Teaches research and collaboration skills along with communicating research results to public audiences. Contract graded.	Lab conducts collaborative research with the aim of producing a manuscript suitable for submission to a peer-reviewed journal. Students work in teams to develop the manuscript, analyze its legal implications in a legal analysis, and describe and implement a policy action plan in order to communicate about the research to policy-makers.
Representation, Identity, and Community (click for syllabus)	Spring 2022	Senior-level community engagement seminar. Topics from American and comparative politics about representation and identity. Skill-building topics about project management and working with community partners. Team-based with self-assessment.	Students collectively produced a proposal to increase community engagement on campus by teaching students civic knowledge, promoting voter registration and engagement, and developing community involvement. Proposal presented to university President and began campus community engagement initiatives.
Scope and Methods in the Social Sciences (click for syllabus)	Winter 2023, Winter 2022	Major capstone course. Build research design and methods skills in a scaffolded manner so students collect and analyze data and write a full research article. Introduction to R computer programming and basic statistics. Qualitative group project where students interview community members and analyze qualitative data. Professional development workshops.	Students identify question of interest and develop full research article. Students work in groups during class to provide feedback on each other's work and complete peer reviews on drafts. All course content tied directly to the scaffolded research article assignment. Build foundation in R through in-class activities and individual student mentoring.
Comparative Foreign Governments (click for syllabus)	Fall 2022, Fall 2021	Major required course built as precursor to Scope and Methods. Introduces literature review and theoretical development concepts in scaffolded writing assignment. Covers key comparative politics concepts within an international relations Model UN simulation.	Students work in teams as UN Security Council delegates to craft resolutions as part of a term-long simulation. Comparative politics readings and concepts shape negotiations during class time. Introduction to working with political science data including reading codebooks and basic data manipulation.

Course	Term	Description	Highlight
National Government in the U.S. (click for syllabus)	Fall 2022 x2, Spring 2022 x2, Winter 2022 x2, Fall 2021	Intro-level course (40-160 per class enrollment) with wide range of represented majors and grade levels. Focus on democratic citizenship, building civic knowledge skills, and possible avenues for involvement in local government. Connects political science with many majors and interests.	Scaffolded research memo assignment where students develop basic social science problem solving and critical thinking skills. Policy briefing paper as part of group community engaged project where students identify local problem and develop a potential solution while interacting with government officials.
Representation, Identity, and Dissent (click for syllabus)	Summer 2020	Junior-level online seminar taught with synchronous and asynchronous components. Integrated diverse literature on identities (ethnicity, gender, region, religion) and different forms of action (representation, protest, civil war, decentralization) into a cohesive course. Major community engagement project.	Asynchronous interactive blog component. Legislative policy-making simulation with research based briefing paper and interviews with community members. Student-led project partnering with a community organization to develop training to teach local youth about identity-based discrimination and how to contact their representatives about their concerns.
Introduction to Comparative Politics (click for syllabus)	Summer 2019	Intro-level seminar with non-traditional high school students and non-majors; fulfills major requirement. Introduced substantive comparative politics topics, writing skills, political data and methodology.	Redesigned the course. Guided students through the process of writing their own research article. Taught basic data science skills and provided an introduction to all subfields in political science. Emphasis on peer review and active, group based learning. Readings from diverse authors, regions, and approaches with reflective journals.
Immigration, Identity, and the Internet (click for syllabus)	Fall 2018	Senior-level seminar; fulfills writing intensive requirement. Draws on American and comparative politics literature, contemporary pieces, and cross-disciplinary sociology and anthropology work.	Team taught. Redesigned course to scaffold writing assignments and to introduce new literature. Local policy simulation with qualitative interviews. Incorporated active learning and reflection. Individual writing tutorials with students. Reflective reading journals.

Additional Teaching Interests

- **South Asian Politics:** Takes a practical, evidence based approach to studying politics in South Asia. Many important topics are difficult to study in South Asia because of the complexity of and the difficulty in obtaining appropriate data. Examines the politics of development in the South Asian region through these data problems in order to help students develop data driven policy solutions to political issues.
- **International Interventions in Civil Conflict:** Bridges international relations and comparative politics literature to study the interaction between the international community and local leaders during civil conflict. Relies on a term-length simulation where students take on the roles of either international or local actors during a civil conflict.
- **Meta-Analysis for Social Scientists:** Introduces meta-analysis techniques for social scientists. Students will collaborate with me to conduct a meta-analysis on a topic of their choosing.
- **Experimental Design:** Teach basic aspects of designing an experiment and conducting experimental data analysis. Course will be designed around a collaborative effort to conduct an experiment as a class using an online survey panel.
- **Foundations of Citizenship and Community:** Transdisciplinary core course in major ideas of democratic citizenship through American and international political thought. Students work to apply foundational texts, documents, data, and ideas to address contemporary political and social problems.
- **The Engaged Citizen:** Follow-up to the Foundations course, a fully community-based experience where students partner with civic and non-profit organizations to support community improvement efforts using social science analysis, project management, team development, and organizational behavior skills.

Courses as a Teaching Assistant

- **Research Workshop (Spring 2020, Fall 2019):** Graduate workshop on writing, research design, grant writing, and dissertation prospectus development.
- **Party Politics (Spring 2020):** Graduate seminar on comparative party politics.
- **Introduction to Comparative Politics (Spring 2019):** Undergraduate lecture with discussion sections. Developed discussion section curriculum and led team of ten undergraduate teaching assistants in teaching discussion sections.
- **Political Protest and Violence (Spring 2018):** Undergraduate seminar on comparative and American approaches to protest and violence.
- **Theories of Social Justice (Fall 2017):** Undergraduate political theory lecture.

4 Summary of Teaching Evaluation Record

In what follows, I provide quantitative and qualitative feedback I have received from anonymous university-administered end-of-term surveys (where such information is available). I seek out and value feedback as a tool to help me improve my teaching. These evaluations take many forms, including frequent “ticket out” assessments of a particular day’s teaching, self-administered midterm and end-of-course surveys, informal conversations with students, and university course evaluations. Much of my scholarship of teaching and learning research relies on developing reliable assessments of student learning in my courses. Course evaluation reports are available in full ([click here](#)).

Representation, Identity, and Community (Spring 2022)

4 is the highest score	
	Spring 2022
Appropriate Examinations	3.9
Organized Presentations	3.7
Expressiveness	4.0
Stimulates Interest	3.9
Explains Difficult Material	3.8
Concerned About Learning	4.0
Willing to Answer Questions	4.0
Gained Greater Understanding	3.9
Accomplished Class Purposes	3.9
Rating of Instructor	3.9

- “I feel as though this course as a uniquely positive experience that I was fortunate to end it off on. I do hope you will be able to teach other such courses in the future and would most certainly recommend you give other students the opportunity to involve themselves in much the same way if at all possible.”
- “I just wanted to say that I really respect how you’ve integrated into Tech. I can tell that you genuinely care about us and the department. It’s impressive that, even fresh to the university, you’ve already involved yourself in projects trying to better students’ education.”
- “The fact that we followed through with what we wanted to do was the best part. This wasn’t hypothetical, it’s real.”
- “The ability to communicate with other passionate students and be given the opportunity to share my perspective as well as learn theirs. I also enjoyed the readings, and being able to self-asses.”
- “None of my other classes have involved group collaboration to this extent. I think the skill of working with others in a larger group is a skill that I will definitely be able to use not only in law school but during my legal career.”

- “I learned a lot about civic knowledge and education in general; rated to statistics and ways to get people involved. Additionally I learned a lot about civic engagement programs that have already been started and ways to implement them here.”

Scope and Methods in the Social Sciences (Winter 2022)

4 is the highest score	
	Winter 2022
Appropriate Examinations	4.0
Organized Presentations	3.9
Expressiveness	3.9
Stimulates Interest	3.9
Explains Difficult Material	3.9
Concerned About Learning	4.0
Willing to Answer Questions	4.0
Gained Greater Understanding	3.9
Accomplished Class Purposes	4.0
Rating of Instructor	4.0

- “I have learned more about political science in this single course than I have in all of my courses combined at Louisiana Tech. I have learned how to code in a program called R, which I thought would be impossible for me to try to figure out. I have been able to discover a passion for a topic and learn different methods to research it by. Although this course has been challenging and time consuming, it has been extremely beneficial and has increased my confidence in my major two fold.”
- “This course was quite challenging, but it is designed to be so. Dr. O’Brochta was always available to answer questions and his responses to emails was almost immediate. I liked that he provided us with the rubric at the beginning of the course so we knew exactly what was expected of us. This course was easily navigable in terms of deadlines and organization, which allowed us to focus on producing quality papers.”
- “Hardest class I’ve had at Tech, best professor.”
- “Dr. O’Brochta is always beyond willing to give help and accommodate in any way he can. He also gets feedback to us on assignments in a timely manner, which is appreciated.”
- “I would not be exaggerating if I said that Dr. O’Brochta was likely the best professor I have had in general (not the put down others). The course he teaches contains both difficult (at least at first) and new content that many have not encountered before and yet he is able to, provided questions are asked, to explain things in such a way as to allow for proper answers to be given. Furthermore, his coverage of the class in terms of helping them has seemingly been extended beyond what one would expect as, despite continually shifting around the class constantly to help, he is able to eventually

provide answers in the event those asking them are patient enough to ask. I believe Dr. O'Brochta has been a excellent addition to Louisiana Tech and would have like to have the chance to have taken more of his classes during my time at Tech."

- "Professor O'Brochta takes time to get to know his students. He constantly checks in to see if you understand the material. Great professor."

Comparative Foreign Governments (Fall 2022, Fall 2021)

4 is the highest score	
	Fall 2021
Appropriate Examinations	4.0
Organized Presentations	4.0
Expressiveness	4.0
Stimulates Interest	4.0
Explains Difficult Material	4.0
Concerned About Learning	4.0
Willing to Answer Questions	4.0
Gained Greater Understanding	4.0
Accomplished Class Purposes	4.0
Rating of Instructor	4.0

- "I really enjoyed taking this course and I feel like I have learned a lot."
- "I will use what I learned in this course in future political science courses as well as my career. This class has allowed me to think more critically about other countries outside of the U.S. which is important because it allows us to not just focus on the U.S. but how people and government interact worldwide."
- "Dr. O'Brochta does a very good job of teaching this class."
- "The best thing about this course was the class discussion. The readings are helpful in building a foundation but the discussion really locked in the information."
- "Thank you for teaching the course. I really enjoyed coming to this class."
- "I was able to see first-hand [through the policy day simulation] that a policymaker must be intentional with the words used in their policy to ensure his or her goals were met. Laws following could misinterpret words, whether intentionally or unintentionally. Although reaching an agreement/compromise wasn't too difficult, I can see how things could easily become super complicated/debatable if the original policy [recommendations] are vastly different."

National Government in the U.S. (Fall 2022 x2, Spring 2022 x2, Winter 2022 x2, Fall 2021)

	4 is the highest score				
	Winter 2022		Winter 2022		Fall 2021
	Class 1	Class 2	Class 1	Class 2	Class 1
Appropriate Examinations	4.0	3.5	4.0	3.6	3.6
Organized Presentations	4.0	3.6	3.8	3.8	3.7
Expressiveness	3.8	3.8	3.9	3.7	3.6
Stimulates Interest	3.8	3.8	3.8	3.8	3.8
Explains Difficult Material	3.8	3.6	3.7	3.7	3.6
Concerned About Learning	3.9	3.8	3.8	3.7	3.8
Willing to Answer Questions	4.0	4.0	4.0	3.8	3.9
Gained Greater Understanding	3.7	3.5	3.4	3.8	3.6
Accomplished Class Purposes	3.9	3.8	3.9	3.8	3.7
Rating of Instructor	3.8	3.9	3.8	3.7	3.7

- “Mr. O’Brochta is one of the most informative, passionate professors I have had so far. He does an excellent job at presenting all the facts how they are and shows the class all sides of an argument. He allows every student to make decisions for themselves when thinking and talking about politics. He does not push his opinions on the class. He is a very educated professor and I am happy to have taken his class.”
- “A big strength of yours is keeping a topic like politics interesting and not stressful to talk about. I was very worried about this course at the beginning and now I am actually enjoying learning about politics. It makes me want to pay more attention and try to get involved more wherever I can. I do keep up with politics in general, but the entire process makes a little more sense to me now. Thank you for teaching this class with everyone’s views in minds.”
- “This is a one-in-a-million type of class. An instructor with all the necessary traits to actually accomplish something. High charisma, especially for an 8 am class. Lots of brain stimulating activity, the class doesn’t really get boring. There are lots of opportunities to get to know your classmates and actually have discussions. There are some fun things mixed in every so often and it really makes a difference. The syllabus has everything you need to know, it’s organized well too. He adheres to the rules that he set at the beginning of the quarter, you know exactly what you’re getting into after the first class. The group project was one of the more enlightening projects because it is set up in such a way that you realize how difficult it actually is to get things done in your community. There is a good balance in this class and it was a good experience overall.”
- “Dr. O’Brochta is an amazing teacher! He took me from disliking Political Science and being worried about not understanding the class to enjoying it and understanding it so much i actually loved being in class. So personable and so fun!!”

- “INCREDIBLE instructor!! So kind, thoughtful, engaging, intentional, and thorough. Wiling to answer any and every question- no matter how silly. Though this kind of class is not very interesting to me, he made it as enjoyable and fun as possible!”
- “He was an amazing teacher that effectively communicated with us.”
- “This instructor was one of the most well organized that I have ever had and took much pride in teaching this material to students. He was very concerned in student’s need and ensured to have an open-office policy to where students were able to come and chat to him during his office hours regarding any concerns that we had. He additionally provided a foundation to early preparation of certain techniques that assisted with foundations later down the line for other assignments in the course. He each day followed a strict schedule that he adhered to and not one time got off topic. Although this course required a variety, it wasn’t as difficult if you made sure to pay attention and do all required assignments.”
- “Dr. O’Brochta did an amazing job at teaching straight forward knowledge of the course without ever inflicting his own agenda/propaganda on it as well. I can not stand government or anything to do with politics. Dr. O’Brochta made the class not just bearable, but also a bit intriguing and knowledgeable.”

Representation, Identity, and Dissent (Summer 2020)

4 is the highest score (rescaled)		
	Mean	Median
Learning	3.7	4.0
Organization	3.7	4.0
Enthusiasm	3.8	4.0
Individual Rapport	4.0	4.0
Classroom Environment	4.0	4.0
Technology Effectiveness	3.9	4.0

- “Professor O’Brochta was phenomenal and just a joy to take a class with him. He is very quick to respond, goes out of the way for his students, is adaptable, and gives very helpful feedback. He does everything in his power to help you understand and gain something from the course material and truly cares about the course and his students. The course is incredibly topical and does a great job of relating material to present day. It also does not matter what your educational background is, as my class was filled with students from all areas of study and we all kept up.”
- “This professor is so enthusiastic and knowledgeable. Instead of grading harshly, this professor takes a genuine interest in improving the skills of his students by offering in-depth comments and feedback.”
- “This course gave me invaluable experience in conducting political science research, and learning how to do social science research more generally. It also got me thinking

about how different social movements require different elements of collective action and the emphasis of different identity-based characteristics. I will certainly apply this new knowledge of research methodologies, identity, representation, and dissent to future classes. I will also remember to engage with my community to make real change! Thanks so much for an awesome class!”

- “I’ve learned so much throughout these five weeks, it is hard to pick one thing. I think one element that I had not previously had experience in though is the elements involved in the research paper. This process has been so helpful for me and I genuinely enjoyed constructing each of the elements to my paper. While I know that my first research article still has room for improvement and growth, I’m excited to bring the skills I gained from it to future classes. Thank you again for all of your feedback and support. I really appreciate it.”
- “As someone who came into this course hesitant about political science, especially writing the research paper, I have a new found confidence and desire to explore different subjects to broaden my point of view. I really enjoyed and appreciate your style of teaching and the way you allowed us all to tailor our content through the RQ to personal interest. This kept me continually engaged, something that is not always the case with my other courses.”

Introduction to Comparative Politics (Summer 2019)

4 is the highest score (rescaled)		
	Mean	Median
Learning	3.7	4.0
Organization	3.7	4.0
Enthusiasm	3.8	4.0
Individual Rapport	3.9	4.0
Classroom Environment	4.0	4.0

- “William is pedagogical prodigy. He has consistently demonstrated an unusually strong ability to teach and more importantly has the passion and drive to constantly improve himself. His teaching even exceeds many of my previous, tenured professors. William would be an incredible addition to any department. His presence should be viewed not as a cost but as a high dividends investment.”
- “William does truly respect everyone and gives everyone opportunity to bring up his or her idea to the class.”
- “This is the first politics related class that I have ever taken, and it was something I enjoyed doing, as well as actually learned a lot from. I became better at managing a heavy work load. I learned about what questions to ask and how to be more thorough when explaining something.”

- “This has been the most rewarding political science course I have ever taken. William did a really good job of teaching and reinforcing [how to read and analyze articles]. I thoroughly enjoyed writing my article, as it was a very rewarding experience. This is the first political science course where I felt like a political scientist.”
- “William was always on time grading and up front on what he expected of us. More political science classes need to use the canvas weighted grading system he used and updated daily. We were never kept in the dark with how we stood in the class and more professors and courses should take William’s example.”

Immigration, Identity, and the Internet (Fall 2018, Co-Instructor)

4 is the highest score (rescaled)		
	Mean	Median
Clarity	3.7	4.0
Pace	3.7	4.0
Preparation	3.9	4.0
Time Management	3.8	4.0
Effectiveness	3.7	4.0
Availability	3.9	4.0
Classroom Environment	3.8	4.0

- “This truly is a writing intensive course but the feedback given will really help you improve your writing.”
- “It’s a lot of writing, but take your time with the assignments, you’ll learn a lot from them.”
- “The professors are amazing.” “Professor Parikh and William are both incredibly well informed on the issues.” “Professor Parikh and William are both really passionate and knowledgeable about the subjects being taught.”
- “Teachers also actively sought out feedback from students both at the beginning of the semester and in the middle and were always willing to meet for appointments.”
- “My favorite part has been the interactive activities that we do in class - they really help to engage me and bring to life the concepts we’ve been learning about.”
- “The conversational style of class allowed me to feel very comfortable talking to the professors.”

5 Professional Development in Teaching

Certifications

- **University Teaching Citation, 2019:** I was the only political science graduate student in several years to complete the university sponsored teaching citation program. This is the highest, university-wide teaching training program. Completing the teaching citation requires at least three terms of significant teaching experience coupled with a reflection and an assessment of these experiences. The goal is to approach teaching with a critical and analytic eye that then helps build your teaching philosophy. Each teaching experience must be evaluated, and I worked closely with professionals in the university teaching center throughout this process.
- **Scholarship of Teaching and Learning Scholar, 2020:** The Scholarship of Teaching and Learning Scholar certification is the highest university-wide certification in the SoTL field. I successfully implemented a SoTL project, documented and reflected on the experience, and presented the work at the American Political Science Association Teaching and Learning conference.

Courses Completed

- **Learning Mindsets:** I completed a course on learning mindsets and motivating learners offered by the Louisiana Board of Regents and the University of Virginia.
- **Instructional Design Foundations and Applications:** I completed a course on instructional design theory offered by the University of Illinois.
- **Learning Technologies Foundations and Applications:** I completed a course on designing learning technologies offered by the University of Illinois.
- **Assessment for Learning:** I completed a course on assessment, educational data management, and evaluation offered by the University of Illinois.
- **Introduction to Online Teaching:** I attended a three week course on online pedagogy that focused on designing both synchronous and asynchronous course content for the online environment.
- **Scholarship of Teaching and Learning Course:** I was the first non-STEM student to participate in Washington University's term-length Scholarship of Teaching and Learning course. This course was designed to provide a basic overview of SoTL as a discipline and to walk students through designing their first SoTL project in a collaborative environment.
- **Course Design Institute:** I enrolled in Washington University's first course design institute. During this month-long program, I learned the principles of best-practice course design, and I worked to create my own course following these principles. I also provided advice and support to others participating in the program from a wide variety of disciplines and levels of teaching experience.

- **Leading for Equity, Diversity, and Inclusion in Higher Education:** I completed a course on leadership toward issues of diversity, equity, and inclusion offered by the University of Michigan.

Pedagogy Workshops

I have attended a number of advanced-level university teaching center hosted pedagogy workshops:

- **Developing Critical Reading Skills:** I emphasize learning disciplinary reading skills at the beginning of all of my courses in order to prepare students. This workshop provided me with some strategies to increase student motivation when reading and to mix-up the ways that I assess reading comprehension and understanding.
- **Facilitating Engaging Discussions:** Most of my courses are centered around productive discussions. I learned some of the theory behind discussions as a pedagogy and a number of new ways to have discussions that keep the classroom mood fresh and exciting.
- **Motivating Student Learners:** I aim to challenge my students, so motivation is important. This workshop discussed both intrinsic and extrinsic motivation and suggested a number of theories that explain student motivation and how to increase it.
- **Collaborative Learning in Groups:** This workshop was about ways to introduce small and medium sized group activities into the classroom, and it was especially focused on larger classes. I used a number of these techniques in the Political Protest and Violence course.
- **Increasing Media Literacy:** Students increasingly need to know how to evaluate news sources for bias. This workshop helped me think of activities to incorporate into class related to course concepts, but that also taught media literacy skills. I have developed a newspaper article bias assignment that I used in the Political Protest and Violence course very successfully; I plan to continue including this subject in all of my courses.
- **Facilitating Challenging Conversations:** This workshop discussed how to handle “hot moments” during class sessions. We discussed techniques for avoiding such situations by encouraging a respectful classroom environment and strategies for debriefing and calming tensions during difficult classroom topics. These techniques were useful in the Immigration, Identity, and the Internet course, as many students were heavily invested in deeply personal topics.
- **Active Learning in Lectures:** Active learning is particularly hard to foster in large classroom settings. This workshop provided suggestions for how to create active moments to break-up lecture material.

- **Developing Effective Summative Assessments:** Summative assessments are a critical component of backwards course design. This workshop discussed effective summative assessment design strategies.
- **Inclusive Undergraduate Research Mentorship:** Research mentorship is a critical skill both in a science lab and when collaborating with students on political science research projects. This workshop discussed key principles for co-creating mentoring opportunities to maximize student benefit.
- **Small Teaching Book Group:** Participated in the first teaching center book group which discussed James Lang's *Small Teaching* over the course of a semester.
- **Intentional Tech Book Group:** Participated in a teaching center book group discussing Derek Bruff's *Intentional Tech* over the course of a semester.
- **Distracted Book Group:** Participated in a teaching center book group discussing James Lang's *Distracted* over the course of a semester.

6 Scholarship of Teaching and Learning

My goal as a teacher is to help students see how political science can help them solve problems in their community — to develop students as what I call “engaged citizens.” As such, my SoTL research focuses on how students work through the political science research process and engage with the community. I view these two topics as the most important skills that political science teaches. The research process helps students to learn reading, writing, and critical thinking skills that are especially important for careers in law, government, and at non-profit organizations. Students then apply these skills through community engagement in order to demonstrate their power and relevance. I also work on developing, implementing, and assessing pedagogy professional development opportunities.

Working Through the Political Science Research Process

Guiding students through the political science research process is one of my signature pedagogies. This is because I use the research process as a way for students to learn reading, writing, and critical thinking skills that are particularly useful for a wide range of careers. Therefore, conducting research is not simply a tool to prepare students for potential graduate school applications, rather it is integral to learning how political science can be applied to solve real-world problems.

The research process involves exposure to all of the key aspects of political science from developing research questions, to evaluating research design options, to presenting and providing feedback on work. The exact ways in which students engage with the research process vary depending on the type of course I am teaching. In the senior-level capstone *Scope and Methods in the Social Sciences* course, I ask students to complete a full research article including analyzing data in R. Other upper-level courses offer opportunities to collaborate in groups and with me to complete a major research project as the main assignment in the course.

In my introductory courses, students still are exposed to each part of the research process, but they produce what I call a “research memo” wherein they describe a research question, define a hypothesis, propose a research design, and detail policy implications in a 2,000 word format. This assignment asks a lot of non-majors for whom this may be their first college course. To evaluate the effectiveness of this approach, I conducted research in my *Introduction to Comparative Politics* course where students had almost no prior exposure to the research article process. My motivation for choosing this course was two-fold: first, if the process is an empowering force, then the best place to start is in introductory courses in order to get students excited about and invested in the applicability of political science to their lives. Second, by teaching these concepts to mostly inexperienced non-majors and assessing their ability to perform article writing related tasks, I can set-up a pipeline where article writing is taught across different courses and expectations build on one another.

Using a pre- and post-test design coupled with a quantitative evaluation of student writing performance, I found that students in an introductory course can successfully navigate the research article writing process and do so quite proficiently. Further, student interest in political science, identification as a social scientist, and willingness to work hard to understand political science concepts significantly increased. My goal moving forward is to more

carefully assess *what* research questions students are interested in examining. If we know more about the topics that non-major students care about and the connections that they make to political science, then these introductory courses can be more effectively framed and structures to increase student interest.

Scholarship

- “[Completing the Research Article Writing Process in an Introductory Course](#),” 2022. *Journal of Political Science Education* 18(1): 35-51 (peer-reviewed article).
- “[Research Articles, Not Research Papers: Empowering Students Through Research Writing](#),” 2021. In Daniel Mallison, Julia Marin Hellwege, and Eric Loepp (eds.) *Handbook of Political Research Pedagogy* Cham, Switzerland: Palgrave Macmillan, 367-378 (editor-reviewed chapter).
- “Writing a Research Article in an Introductory Political Science Course,” American Political Science Association Teaching and Learning Conference, 2020 (conference presentation).

Community Engagement

One of the most important parts of teaching students to be engaged citizens is effectively linking political science topics with relevant, local community problems. In my introductory courses, this takes the form of a group community engaged project; I also teach upper-level courses that are completely focused on producing a product to be delivered to a community partner.

Since I teach comparative politics, one of my main interests is connecting course topics to students’ lives even though many of the topics are ones where students have little direct experience or personal investment. Making these connections requires relatively short and targeted community engaged experiences, as the course content dictates that much of the course be spent discussing comparative politics topics, whereas the community engaged content is focused on students’ local community.

To evaluate the effectiveness of these small scale community experiences, I created three kinds of experiences in my *Representation, Identity, and Dissent* course. For each type, I used pre- and post-test surveys and reflections to assess both students’ improved ability to relate comparative politics theories to the course and to public policy topics and their understanding of people with different backgrounds and experiences. First, students worked alone on three small assignments where they learned about their community. These assignments included developing a community identity profile describing different identity-based groups in their area, attending a community meeting, and identifying public policy problems in the community and organizations working to address these problems. Next, students formed groups and went into the community and conducted qualitative interviews and compiled data on a public policy problem related to the research articles they were writing. Students relied on these data as evidence during an in-class legislative policy-making simulation. Finally, students participated in a whole class project to develop a training designed to help local youth working for a community partner identify issues of identity-based discrimination

that they were experiencing and develop strategies for making their voice heard. I found that each of these types of community engaged projects had major benefits for students' ability to relate course content to their lives, to understand how political science relates to public policy, and to better understand people from diverse backgrounds. In the future, I would like to expand this intervention to assess other potential outcomes that small-scale community engagement projects impact.

In introductory courses, I am interested in how community engaged pedagogy can help non-majors see the relevance of political science and the practical ways in which political science skills can help to solve community problems. In my *National Government in the U.S.* course, students participate in a group community engaged project where they select a local problem that they want to address. With this problem in mind, students contact a local government or non-profit leader who has expertise in the issue and also conduct their own research. Students then collectively propose a solution to the issue and articulate the reasoning behind the solution in a policy briefing paper like the kind that would be presented to an interested policy-maker. Finally, students present their work in a science-fair style poster session. This community engaged experience is designed to help students connect theories and ideas from class to important local problems (through the policy briefing paper) and to appeal to non-majors, walking them through the steps to make local political change. I am currently assessing the impact of the project in my courses using a pre- and post-test design wherein I ask scenario-based questions about how students would respond to a local community problem in order to see whether the community engaged project changed student responses.

The structure of this project is also a key because I teach a large number of students at a university in a small, rural community. This means that I must be careful to manage contact with community organizations in the community or else these organizations will quickly become overwhelmed with requests from students. The group nature of the project, along with the different project options students have that direct them to a diverse range of community organizations helps to address this issue.

Finally, I am just beginning work to build and assess the effectiveness of a university-wide community engagement effort. This effort started in my *Representation, Identity, and Community* course, where students spent the entire term researching and writing a proposal to create a civic engagement action plan development committee. As part of the preparation for this committee to start its work, I will be leading a study of civic and community knowledge and engagement on campus in order to provide the committee with information about baseline knowledge and interest in civic engagement among students.

Scholarship

- [“Small-Scale Civic Engagement with Big Impacts,”](#) 2022. *PS: Political Science & Politics* 55(2): 389-391 (peer-reviewed article).
- “Small-Scale Community Engagement in Comparative Perspective,” American Political Science Association, 2020 (conference presentation).
- [“Civic Engagement Projects in Online Courses,”](#) 2020. *APSA Educate Blog* (blog post).

Pedagogy Professional Development Opportunities

Finally, I have worked on issues related to graduate student and faculty pedagogical development programs. I am particularly interested in how graduate programs can integrate teaching training into their curriculum and how doing so benefits graduate students. Second, I have an ongoing collaboration with educational developers at three other institutions where we are assessing faculty pedagogical development opportunities, particularly as they relate to learning about and implementing new educational technologies.

Scholarship

- “Department-Level Graduate Student Peer Teaching Workshops Improve Community and Instruction,” Professional and Organizational Development Network, 2021 (conference presentation).
- [“You have an Academic Job Offer...Now What? Negotiating Advice from Two Perspectives”](#) (with Lori Poloni-Staudinger), 2022. In Kevin Lorenz II, Daniel Mallison, Julia Marin Hellwege, Davin Phoenix, and J. Cherie Strachan (eds.) *Strategies for Navigating Graduate School and Beyond* Washington, D.C.: American Political Science Association (editor-reviewed chapter).
- [“Department-Level Graduate Student Peer Teaching Workshops”](#) (with Bryant Moy), 2021. *The Political Science Educator* 25(1): 6–8 (editor-reviewed article).

7 Service, Curriculum, and Program Development

- **Honors Thesis Advising, 2021-present:** Work with students in the Honors program to develop an independent research project. Political science majors have participated in this program in several years. Collaborated with individual students to design a thesis experience that produced a product of interest to them and useful for their careers. Currently working on developing a legal writing thesis program that helps students to discern their interests in the legal profession and to develop basic skills and expertise helpful as they begin law school. As an Honors Thesis Chair, I am responsible for guiding students through the thesis process, which takes about a year and involves a term-long course and a formal thesis defense with two additional committee members.
- **Civic Engagement Initiative, 2022-present:** Identified need for increased civic and community engagement at the university. Collected information from peer institutions and national non-profit organizations. Assessed campus civic knowledge and interest in civic engagement programming by conducting a university-wide civic engagement survey. With support from administration, plan to develop a university-wide committee to write a civic engagement action plan that is then implemented.
- **Professional Development Initiative, 2022-present:** Identified need for professional development opportunities in the political science major. Assisted pre-law society student leadership in re-starting the club and re-structuring it. Introduced meeting themes and developed programming to help students both discern which careers they are interested in and to develop practical job/graduate school application and interviewing skills. Plan to collect feedback from students during this initial programming in order to begin a more formal professional development program that involves written guidelines, formal internship placement and career coaching, and student support groups.
- **Conference Presentation Initiative, 2021-present:** Identified and prepared students to travel to present original research at the Louisiana Political Science Association conference. The university has not previously had students present at conferences. Worked with two students to develop professional presentations on their research including slide design, presentation techniques, and handling questions. Student presentations were extremely well received by faculty from other universities.
- **Analysis and Investigation of Cyber Scenarios, 2021-present:** Transdisciplinary program on cyber security funded by the Department of Defense. A small group of faculty from across the university work in teams to develop hands-on simulations that are then delivered to K-12 students and provided as teaching material for K-12 teachers. Simulations focus on some form of crisis that requires a federal government response.
- **APSA Outstanding Civic Engagement Project Awards Committee, 2022:** Evaluated nominations for civic engagement projects for the American Political Science Association's Civic Engagement section.

- **Fellow, Center for Teaching and Learning, 2021:** I was the first graduate student Fellow hired in the Center for Teaching and Learning. I collected data from peer institutions on graduate student teaching training programs, including interviewing program leaders and completing program certifications. Analyzed qualitative and quantitative data from a university-wide survey of faculty on their teaching experiences during the coronavirus pandemic.
- **Teaching Political Science Workshop Series (founder), 2019-2021:** I founded and led a monthly workshop on teaching pedagogy open to all graduate teachers in the political science department. The goal of these workshops was to provide peer mentoring to new teachers, to provide instruction on basic pedagogy, and to develop interest in teaching among graduate students in the department.
- **Department of Political Science Pedagogy Specialist, 2020:** I was asked by the Department of Political Science to develop best-practice pedagogy for faculty transitioning to teaching online. Started by identifying faculty needs and compiling applicable resources. Developed and presented a guide to teaching best practices including syllabus language, strategies for adapting in-person teaching methods to an online format, and an extensive advice section. Consulted with individual faculty members on pedagogical issues.
- **Teaching Center Graduate Student Advisory Council, 2017-2020:** I served as the Chair of this group from 2018 to 2019. The group advises the university teaching center on programming, new initiatives, and reports graduate student teaching concerns. Members of the group plan once monthly teaching and learning community events focusing on a variety of pedagogy topics that are open to all graduate students and postdocs.
- **Teaching Center Orientation Mentor, 2018-2021:** I was asked to lead the political science teaching orientation workshop for new Assistants in Instruction for the last several years. During this session, I reviewed expectations for graduate teachers in the department and introduced some basic pedagogy tools that will help graduate students get started teaching. I also provided my perspective about teaching political science.
- **University Graduate Advisory Council, 2018-2019:** This committee consists of department Directors of Graduate Studies and a graduate student from each department in the graduate school. We worked on various cross-department graduate student issues, including teaching.
- **University Teaching and Professional Development Committee, 2018-2019:** This committee consists of a small group of Directors of Graduate Studies and graduate students tasked with assessing graduate teaching throughout the graduate school. During my time on this committee, we initiated a review of department teaching mentoring programs to help encourage departments to take a more active role in teacher training.

8 Artifacts

8.1 Engaged Learning: Community Engagement Proposal

Students in my *Representation, Identity, and Community* course spent the term researching and writing a proposal to increase community engagement on campus. They did so by studying previous civic and community engagement efforts at Louisiana Tech, talking to faculty who had started efforts at other universities, and researching scholarly literature on the issue. Their approach is to establish a civic engagement action plan development committee that is responsible for creating a civic engagement action plan that is then implemented university-wide.

I have included the table of contents and first few pages of their final proposal here, [click here for the full version](#).



Community. Knowledge. Culture.

A Proposal to Increase Civic Engagement

Prepared By: Ana Balestrazzi Mirabal, Caroline Clifton, Emily Cormier, Julie Cupples, Grant Gillespie, Alexandro Hernandez, Ethan Jeffus, Mahalie Matassa, Eryn McDonald, Tyler McMullan, Isabella Moreno, Priscilla Roshto, and Victoria Wells

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Executive Summary

Students want to be engaged in improving their communities. Many colleges and universities over the last several decades have made strong institutional commitments to registering students to vote, educating students on local community challenges and opportunities, and helping students become active and engaged citizens. These efforts have led to major gains in voter turnout and civic engagement across a wide range of institutions, including a record national student voting rate of 66% in the 2020 presidential election.¹

We propose that Louisiana Tech join these other colleges and universities in a concerted effort to increase student civic engagement by developing and implementing a university-wide civic engagement action plan. The implementation of this plan would build on the success of events like Big Event and occasional voter registration drives by making civic engagement a central component of a Tech student's education. This plan could help to reinvigorate student participation in on and off campus clubs and organizations, increase student civic participation, and develop a stronger relationship between Tech and the Ruston and northern Louisiana community. Tech already offers students the best educational value in Louisiana, but in order to provide an unparalleled learning experience for students, Tech must innovate. Cultivating a strong civic engagement identity in students will help to make Tech a pre-eminent public research university with a distinctive identity.

To further this goal, we have outlined the following approach:

1. Prepare to develop a civic engagement action plan by surveying students to identify their civic engagement knowledge and needs. Contact applicable on and off campus partners.
2. Construct a university-wide civic engagement action plan development committee to create a strategic framework for civic engagement on campus.
3. Implement the plan constructed by the civic engagement action plan development committee.

We are seeking presidential approval to complete step 1. Step 1 can be completed using resources already available in the School of History and Social Science and the Waggoner Center for Civic Engagement and Public Policy. In the proposal below, we provide additional details on the need for a civic engagement action plan, the steps to construct and implement a plan, and possible initiatives that could result from implementing such a plan. These initiatives include comprehensive Welcome Week programming, clear and frequent voter education, and opportunities for curricular development, among others.

¹ Thomas, Nancy, Adam Gismondi, Prabhat Gautam, and David Brinker. 2021. "Democracy Counts 2020: Record-Breaking Turnout and Student Resiliency." *The National Study of Learning, Voting, and Engagement* (<https://tufts.app.box.com/v/democracy-counts-2020>).

Our research thus far has shown that Tech students want to be more civically engaged and that they are interested in participating in many of these initiatives. A comprehensive civic engagement action plan will help Tech remain a leader in developing students as leaders and learners.

Vision

Tech 2030 describes Louisiana Tech University's vision as "to be recognized as a pre-eminent public research university with an unparalleled learning experience." Developing and implementing a civic engagement action plan integrates Tech 2030's three key principles — people, knowledge, and culture — in a unique way that would set Tech apart from other universities.

Our vision is for Tech to foster a campus culture of civic engagement that develops citizens whose actions contribute to the betterment of campus, our northern Louisiana community, and society.

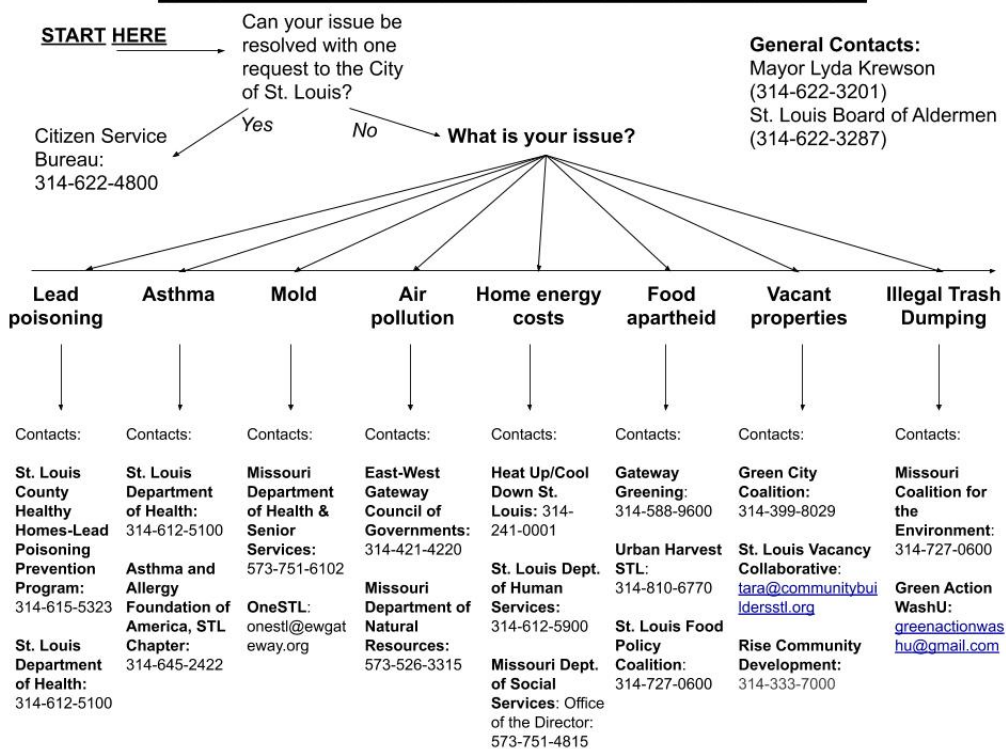
We define civic engagement as knowledge of social and political institutions and processes, skills to participate in civic life, and an interest in taking action to better one's community.²

² Adler, Richard, and Judy Goggin. 2005. "What do we Mean by Civic Engagement?" *Journal of Transformative Education* 3(3): 236-253 (<https://doi.org/10.1177/1541344605276792>).

8.2 Engaged Learning: Community Engaged Project Flowchart

This flowchart is part of the training materials that students developed in my *Representation, Identity, and Dissent* course during our community engaged project. The project worked with a local community partner to help youth identify issues of environmental racism and to make their voices heard about these issues to local representatives. Students developed a four part training program that involved teaching youth about environmental racism issues in St. Louis, helping them identify an issue relevant to them, using this flowchart to determine who to contact to address the issue, and coaching them through actually making contact with local government or a non-profit organization in order to successfully discuss their issue with a community leader.

OYC Environmental Racism Contact Flowchart



8.3 Activity Example: Finding an Available Dataset

This activity is from an early class session in my *Scope and Methods in the Social Sciences* course. In that course, students complete a research article including finding and analyzing data in R. In this particular class, students describe the type of research question they are asking and then proceed to try to identify a dataset that might be useful in order to test their hypothesis. Students work in groups through the activity sheet while I go around the class and visit each group of students. We check in several times during the class session to review each part of the activity sheet. By the end of the class session, students have a good idea of the dataset that they will use or how they will construct such a dataset if they need to do so. Given that other than a short introduction in my *Comparative Foreign Governments* course, this is the first time many students have examined a dataset and tried to interpret it, this is an important class session.

Finding an Available Dataset
Scope and Methods in the Social Sciences

NOTE: I will ask you to upload this completed file at the end of class today.

1. What is your hypothesis?
2. What is your independent variable?
3. What is your dependent variable?
4. What is your unit of analysis? Are you interested in data from people, states/counties, countries, legislators, or something else?
5. Are you intending on studying your research question in some particular country (like the U.S.) or do you need data spanning multiple countries?

By the end of class today, your goal is to identify a dataset that you want to work with or to identify what you need to do to construct a dataset to answer your research question.

Most students' research questions will fall into one of these categories:

Unit of Analysis	Country	Datasets	Status
People (survey)	U.S.	American National Election Study (ANES) Cooperative Election Study (CCES) General Social Survey (GSS)	Check to see which datasets have questions you are interested in. Note: the ANES and CCES have pre- and post-election surveys. You need to check both of them, but you likely want the pre-election survey.
People (survey)	Specific other country or worldwide	World Values Survey (WVS) European Social Survey (ESS) Eurobarometer, Latinbarometer, Afrobarometer	Check to see which datasets have questions and countries you are interested in.
Counties	U.S.	U.S. Census Bureau	Check to see what data the Census Bureau has at the county level. Then see me for help merging the datasets.
Countries	Worldwide	Varieties of Democracy (V-Dem) Cross-National Time-Series Data Archive (CNTS)	Check to see which dataset has questions you are interested in.

Congressional Districts	U.S.	Roll call votes U.S. Census Bureau	Usually you will be combining a roll call vote with some characteristic of their Congressional District (Census data). Try to identify how you might measure your IV and DV and then see me for help merging the datasets.
States	U.S.	RQ dependent	Often this requires entering data into a spreadsheet by hand. Try to identify how you might measure your IV and DV and then see me for help.

If you need to search for a dataset or to create your own, focus on describing how you might measure your IV and your DV. Then, use Google to see if a dataset might exist. You can also use <https://github.com/erikgahner/PolData> to search. Wave your hand around during class right now so that I can come help you.

Otherwise, if there is a dataset suggested in the table above, search for it on Google and answer the following questions.

Fill out the following for each dataset you find that is relevant:

1. What is the dataset's name?
2. What is the URL for the dataset?
3. What is the URL for the codebook (the document where the survey questions are listed)?
4. Who are the authors of the dataset?
5. Access the codebook and fill out the table for all variables of interest. There might be several potential IV or DVs. Add rows if needed. See below for help on reading codebooks.

	Name in dataset	Description	Min	Max	Years	Countries	# Obs.	Scale
IV								
DV								
Other Var								
Other Var								

6. Compared to the other datasets you have found, what are the advantages and disadvantages to using this dataset for your analysis?

Once you have answered these questions, download the dataset you are most interested in, try to load it into R, and use what you already know about R to look around the dataset.

At the end of class answer these questions:

1. Have you identified a dataset you want to use? Does it contain a measure of both your IV and DV?
2. If yes, which dataset? Were you able to load it into R? If no, how far have you gotten? What issues have you run into?

At this stage, there are two main issues you might run into:

- Your IV and DV are in different datasets. If this happens, you will need to combine 2 or more datasets together (this is called merging). You need to let me know here and to see me for help.
 - You cannot find a measure for either your IV or DV. If this happens, you will need to create a measure. Don't give up! We can do it, but you need to let me know here and to see me for help.
3. Do you have any questions or concerns? If I were to ask you to get started analyzing your data in R tomorrow, would you be ready? If not, what do you need to do? List all of the steps you need to take during winter break to help prepare yourself to analyze data in R starting in mid-January.

Help reading codebooks:

1. What is the dataset's name?
Cooperative Election Study (CCES)
2. What is the URL for the dataset?
<https://doi.org/10.7910/DVN/E9N6PH>

On this page, you will find two dataset files: CES20_Common_OUTPUT_vv.csv and CES20_Common_OUTPUT_vv.dta. The first is a CSV file and the second is a dta file which is a file type you can read using `library(haven)` and `cces<-read_dta("CES20_Common_OUTPUT_vv.dta")` function. I recommend downloading the dta file because it is easier to work with. To download, click the download icon and choose "Comma Separated Values" or "Stata 14 binary" depending on the file you choose.

3. What is the URL for the codebook (the document where the survey questions are listed)? This URL has two codebooks: CES20_Common_pre_qx is the codebook for the pre-election survey and CES20_Common_post_qx is the codebook for the post-election survey. Most questions of interest are on the pre-election survey.
4. Who are the authors of the dataset?

Brian Schaffner, Stephen Ansolabehere, and Sam Luks. This is a cooperative study, so there are 61,000 people surveyed and different teams of researchers add different questions to the survey.

5. Access the codebook and fill out the table for all variables of interest. Add rows if needed.

Say we are interested in gender as our IV. On page 5 of the CES20_Common_pre_qx codebook, we see a question about gender that looks like this:

[gender] {single} Are you...?

shown if shown if not pdl.gender or not panman.is_panelist or int(pdl.birthyr) < 1925

(Allows one selection)

☐ **[1]** Male

☐ **[2]** Female

required: None

The variable name in this case is “gender.” The question wording says simply “Are you...?” and presents two options for gender. If someone selects “Male,” their response is coded as “1.” If someone selects “Female,” their response is coded as “2.” The minimum value is “1” which means “Male” and the maximum value is “2” which means “Female.” This dataset covers only 2020 in the U.S. and this question is asked to all respondents. The variable scale is “binary” because there are only two options. If the options were “Male,” “Female,” and “Other” then the variable scale would be “factor” because these are distinct categories. If the question had Likert scale options like (on a scale from 1 to 5) then the scale would be “1 to 5.”

	Name in dataset	Description	Min	Max	Years	Countries	# Obs.	Scale
IV	gender	“Are you male or female?”	1 (Male)	2 (Female)	2020	U.S.	Approx 61,000	Binary

8.4 Pedagogy Resource: Educational Technology Survey Report

I am working on a collaborative project with educational developers from Texas A&M University, Lubbock Christian University, and the Community College of Denver that examines educational technology use during and after the height of the coronavirus pandemic. This particular report is one that I wrote for Louisiana Tech administration so that they could understand educational technology use and needs at the university-level.

I have included the table of contents and first few pages here, [click here for the full version](#).

Educational Technology and Impact on Teaching Practices Survey

Louisiana Tech University Report

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Executive Summary

We conducted a survey of instructional faculty at three institutions --- Louisiana Tech University, Texas A&M University, and Lubbock Christian University --- during the 2021-2022 academic year. The survey asked respondents about their experience using educational technology with a particular emphasis on new technology adopted at the start of the COVID-19 pandemic, whether faculty have continued to use these technologies, and if these technologies altered their teaching practices. The survey is part of a research project on educational technology adoption and use throughout the COVID-19 pandemic. In addition, we informed respondents that we would share survey results with administrators in order to improve faculty support on campus. The findings presented here are limited to the 78 responses to the Louisiana Tech University survey conducted in December 2021.

Tech respondents indicated that they used a significant number of new educational technology tools at the start of the COVID-19 pandemic, and many respondents stated that they have continued using these tools. There was little consensus on exactly which tools were the best or most appropriate for any given task, with respondents using a wide variety of tools to accomplish the same pedagogical objectives. Respondents also began and have continued using new teaching techniques, particularly those surrounding formative and summative assessment strategies. While respondents reported increased comfort using educational technology tools compared to before the pandemic, there were widespread calls for increased staff support both in learning how to use educational technology tools and discussing pedagogical strategies for improving student learning.

Conclusions Based on Survey Data

We present the following conclusions based on the survey data:

1. Large Number of Educational Technologies in Use: Respondents utilized many educational technology tools. The tools respondents used to perform a given task were not always standardized. This means that students are being asked to learn many educational technology tools that may accomplish similar tasks. Technology support may be more effective if educational technology tools were centralized and standardized.
2. Desire for Educational Development Opportunities: Respondents asked for opportunities for educational development training both directly and indirectly. Respondents who reported adopting new assessment techniques and continuing to use those techniques present an opportunity for broader pedagogical discussions on active learning, grading, and course design that could lead to increased teaching innovations. Concerns about academic integrity offer a similar opportunity for educational development training and programs.
3. Asking for Additional Support: Respondents asked for additional support for their use of educational technology tools and pedagogical development in key areas:
 - a. Additional professional staff knowledgeable about both educational technology and pedagogical development.
 - b. Additional training on and centralization of educational technology tools.
 - c. Improved hardware with the same features and operation across classrooms.

Educational Technology Tool Use

We asked respondents what educational technology tools they used *During* the pandemic, which of those tools they used for the *FirstTime* during the pandemic, and which of those tools they have *Continued* using during Winter 2022.

Sixty-one respondents listed at least one educational technology tool used *During* the pandemic. Of those 61 responses, 50 respondents used at least one new educational technology tool for the *FirstTime* during the pandemic (82%). Forty of forty-eight respondents (83%) said that they *Continued* using at least one educational technology tool during Winter 2022.

Unsurprisingly, Table 1 shows that educational technology closely related to online teaching was most utilized, and it was the first time that many faculty had used such technology.

Table 1: Educational Technology Tool Use Grouped By Category

Category	During	FirstTime	Continued
Zoom	55	44	30
Hardware	42	1	7
Moodle	39	1	12
Productivity	29	7	10
Video Lectures	26	12	11
Collaboration	25	13	7
Communication	12	3	6
Produce Content	8	5	3
Exams	4	4	2
Gradescope	4	4	4
Other	4	1	1
Lab	3	2	1
Art	2	1	0
Music	2	0	0
Tech-Specific	2	0	2
MATLAB	1	0	0
TurnItIn	1	0	0

Focusing on technology that faculty have *Continued* to use, Zoom remains the most used technology. Faculty reported using Zoom for office hours and meetings as well as sometimes recording class sessions or holding hybrid class meetings. In terms of productivity software, faculty reported using Microsoft and Google's suite of applications with some mentions of specific tools like Office Online or Google Forms that were particularly appropriate for online teaching. Tools to record video lectures remained popular, as many faculty continued to incorporate recorded video into their classrooms. Finally, faculty continued using collaboration and communication tools like PollEverywhere, Kahoot, and GroupMe.

Of note are the sheer number of tools mentioned (79 in total), particularly the number of tools that are designed to perform similar functions. For example, faculty used Jamboard, Padlet, Stormboard, and Mural as online whiteboard tools. This could be a result of the fact that Louisiana Tech has not standardized educational technology tools in some categories like online whiteboards, meaning that faculty choose what is appropriate for their individual courses and the amount of money they are willing to pay to use the technology.

We specifically asked respondents why they considered the tools they have continued to use to be valuable. Four reasons were common:

1. Flexibility (24 responses): Faculty appreciated how educational technology tools gave both students and them flexibility to attend class virtually, catch up on material, or interact in new ways.
2. Communication (19 responses): Many educational technology tools help to facilitate increased or more productive communication between faculty and students.
3. Pedagogical Value (13 responses): Some educational technology tools improve student learning.
4. Saves Time (10 responses): Faculty found that some educational technology tools save both faculty and student time.

Finally, we asked respondents who stopped using a particular educational technology tool why they did so.

1. Don't Need (16 responses): Most respondents reported discontinuing using a tool because it was not necessary after returning to in-person instruction.
2. Tech Difficulties (5 responses): Some respondents reported discontinuing using a tool because it was too difficult to use. It is possible that these tools would have continued to be used if faculty had additional training in their use.
3. Use Different Tool (4 responses): Some respondents reported discontinuing using a tool because they found a better alternative to serve the same purpose.
4. Cheating (1 response): One respondent stopped using a tool because they felt that cheating was more difficult to detect when using that tool.

8.5 Sample Syllabus: National Government in the U.S.

I have included a highly abbreviated sample syllabus for my *National Government in the U.S.* course below. This course is similar to an Introduction to American Politics or an Introduction to Political Science course taught at other institutions. While primarily focused on American politics, the course also offers an introduction to some comparative politics topics and to political science as a field, as it serves as the only introductory course offered. Full syllabi for a variety of courses across American and comparative politics, international relations, and methods are available on my website ([click here](#)).

Pols 201: National Government in the United States

Fall 2022

Note: This is an introductory course in American politics designed for 40-160 students per class and no teaching assistants. The course attracts a broad range of students and grade levels typically including students majoring in education, nursing, social science, engineering, computer science, psychology, and agricultural science, among others.

Course Description: We will examine American politics using the analytic tools of political science. Our approach emphasizes the impact that American politics has on people's lives and highlights the ways in which you can make meaningful political change. We will explore American politics in the context of political systems around the world in order to analyze the strengths of the American political system and areas for improvement. Our focus will be on gaining the skills necessary to be conversant political scientists and constituents. We will use these skills to solve local community problems and to prepare you for wide-ranging careers that require critical thinking, writing, research, and collaboration.

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

1. Describe approaches to studying American politics and compare and contrast American politics with the politics of other countries.
2. Synthesize the field of American politics in order to identify important future directions of research.
3. Apply political science research to contemporary problems in American politics and to your local community.
4. Demonstrate capacity to produce different forms of political science writing.
5. Develop policy relevant solutions to political science problems. Consider how these solutions could be implemented in your community.
6. Translate applied political science techniques into relevant, career-focused skills.

Grading and Policies: I work to establish a collaborative classroom where students can learn together and co-create impactful work. My grading policies rely on three features: clear rubrics, feedback, and scaffolding. I give students all rubrics on the first day of the term. Students receive feedback from me during in-class activities and draft submissions before submitting to me for a grade. Students also peer review their own work and work of their classmates. I offer opportunities to re-write work so students can incorporate feedback. This is part of my scaffolding process, where major assignments are spread out during the term and feedback from one assignment is incorporated into each subsequent assignment. I ask a lot of my students, and their hard work translates into high performance. My course policies also follow this student as colleague and partner approach.

Assignments: Below is a list of the major assignments throughout the term. The assignment list for the full syllabus contains a complete description and rubric for each assignment.

- Social Annotation (15%): I assign political science journal articles, and students work in class and using social annotation to help each other learn how to read these complex texts. Students annotate readings before class using Perusall and interact with one another

in the annotations. I engage with students in the annotations and draw on the readings during class.

- Class Engagement (7%): I aim to cultivate an inclusive classroom climate that provides all students with ways to engage in the course, even if it is a course with many students. Much of our work during class involves collaborating in small groups, and participation and engagement in these group activities is particularly appreciated.
- Class Notes (10%): As an introductory course, many students are unfamiliar with notetaking strategies, particularly when a course is not lecture-based. Students write and self-assess their class notes, using them as the basis for creating concept maps synthesizing course content at two points during the course.
- Community Engaged Project (23%): This course is meant to help students to advocate for issues of importance to them in their local community. Working with a group, students choose an issue of local importance, conduct research on the issue, contact local government or non-profit officials about the issue, and write a policy briefing paper describing how and why to make a policy change to address the problem. Students then present their work during a science-fair like poster day.
- Research Memo: This course teaches students basic social science analysis skills that can be used to connect political science to students' own interests, to build a framework for students to make positive political change in the future, and to help students understand how to critically analyze political issues of importance. Class sessions are built around introducing these research concepts, helping students apply concepts to their own memo, and providing them with a plan for how to write the memo in three scaffolded steps throughout the term. Students receive feedback from peers and the instructor that they incorporate into subsequent steps. The final research memo is about 2,000 words and is often the most complex and longest writing assignment students complete during their college career.
 - Research Question (5%): Students identify a research question of interest to them relating to American politics through a class day dedicated to brainstorming students' interests in political science. These interests often relate to current events or to their intended major. For the research question assignment, students write their question in a way that is falsifiable and construct a paragraph describing their interest in the question.
 - Research Memo Draft (15%): After receiving feedback on their research question, students begin writing their research memo which contains an introduction section describing the importance of their topic, a prior literature section where students synthesize and cite political science literature and describe how it is related to, but different from their research question, and a hypothesis section where students construct a testable hypothesis and justify their hypothesis by constructing a "flow diagram" explaining how their independent variable influences their dependent variable. Class sessions help students practice these components on topics related to course content.

- Research Memo Final Draft (15%): Students revise their memo draft based on feedback that I provide to them. They then add a research design and policy implications section to their revised draft. The research design includes sections on choosing an empirical strategy to test the hypothesis, case selection, measurement, and robustness checks. Students write survey questions or identify relevant observational data that can be used to measure parts of their hypothesis. In-class activities help students understand the basic types of empirical strategies used in political science. Students then consider the impact of their potential results by describing policy changes that could occur after completing their project.

Topics and Readings: Below is an abbreviated schedule. The schedule usually contains skills, political science journal article readings, and assignments due for each class period. I have made a conscious effort to represent gender and ethnic/regional diversity of scholarship in these readings.

Unit 1: Who are we?

- Topics: Conceptualizing political science. What is American culture? Who is an American, and what is American identity?
- Skills: Learning how to read and annotate journal articles. Introducing research questions. Linking political science to local community problems. Identifying locally elected officials and determining whether they represent community interests.
- Selected Activities: Small group circle activity on what American identity means. Close reading of Caddo Nation oral tradition. News article activity identifying research questions. Brainstorming activity to identify research questions students are interested in.
- Assignments: Social annotations. In-class writing. Beginning of quarter survey.
- Selected Readings:
 - Hoover Green, Amelia. 2013. "How to Read Political Science: A Guide in Four Steps."
 - Schildkraut, Deborah. 2007. "Defining American Identity in the Twenty-First Century: How Much There is There?" *The Journal of Politics* 69(3): 597-615.
 - Kushner, Aaron. 2021. "Cherokee Political Thought and the Development of Tribal Citizenship." *Studies in American Political Development* 35(1): 1-15.
 - Putnam, Robert. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster. Read Chapter 1.

Unit 2: Rights and Liberties

- Topics: How should the Constitution be updated? How does federalism compare with other systems of government? What are civil rights and liberties, and how do they compare to those in other countries?
- Skills: Reading and interpreting founding documents. Learning how to get involved with issue-based organizations. Having a civil discussion about politics with a friend/family member. Identifying and articulating contributions to existing literature. Developing a falsifiable hypothesis.

- Selected Activities: Literature search activity to help students identify and locate appropriate sources. Federalist papers jigsaw. Researching differences in the structure of the U.S. and other constitutions. Researching interest groups and their membership benefits to see how they solve collective action problems. Concept mapping synthesis.
- Assignments: Social annotations. In-class writing. Research question and paragraph. Group project proposal. First class notes assignment and self-assessment. Optional mid-quarter survey.
- Selected Readings:
 - Dahl, Robert. 2001. *How Democratic is the American Constitution?* New Haven: Yale University Press. Read Chapter 2.
 - Chilton, Adam, and Mila Versteeg. 2016. "Do Constitutional Rights Make a Difference?" *American Journal of Political Science* 60(3): 575-589.
 - Grumbach, Jacob, and Jamila Michener. 2022. "American Federalism, Political Inequality, and Democratic Erosion." *The ANNALS of the American Association for Political and Social Science* 699: 143-155.

Unit 3: Making Your Voice Heard

- Topics: What are strategies of successful social movements? How does the political system incorporate public opinion? How does the electoral process work and how can you get involved? Are political parties different from one another?
- Skills: Reading public opinion polls. Describing the process of voting in Louisiana. Critically analyzing party platforms. Describing different research designs and policy implications of research questions.
- Selected Activities: Developing hypotheses about effective social movements. Constructing research designs activity. Walking through the voter registration process. Comparing how party platforms describe political issues. Political ad storyboard.
- Assignments: Social annotations. In-class writing. Research memo draft.
- Selected Readings:
 - McAdam, Doug. 1986. "Recruitment to High-Risk Activism: The Case of Freedom Summer." *American Journal of Sociology* 92(1): 64-90.
 - Engstrom, Erik, and Jason Roberts. 2016. "The Politics of Ballot Choice." *Ohio State Law Journal* 77(4): 839-866.
 - Mason, Lilliana. 2015. "I Disrespectfully Agree: The Differential Effects of Partisan Sorting on Social and Issue Polarization." *American Journal of Political Science* 59(1): 128-145.

Unit 4: Institutions

- Topics: What is the President's ability to influence policy? What role does media play in polarization? What responsibility do elected officials have to constituents? How does the U.S. Congress operate? Who is a bureaucrat, and are they important? What makes the U.S. judiciary unique?
- Skills: Know your locally elected officials and when and how to contact them. Assessing media bias and developing strategies to read news articles. Interacting with colleagues in a professional government setting. Writing survey questions and conducting surveys. Understanding your role as a potential juror.

- Selected Activities: U.S. Senate simulated debates and voting. Time to work on community engaged project. Science-fair style community engaged project presentations. Tracing the President's day through daily diaries. Conducting an in-class survey about the bureaucracy. Jury duty simulation. Concept mapping synthesis.
- Assignments: Social Annotations. In-class writing. Second class notes assignment and self-assessment. Attend and write about a local government meeting (field trip to the Ruston City Council). Research memo final draft. Community engaged project policy memo. End of quarter survey.
- Selected Readings:
 - Moy, Bryant. 2021. "Can Social Pressure Foster Responsiveness? An Open Records Field Experiment with Mayoral Offices." *Journal of Experimental Political Science* 8(2): 117-127.
 - Lawless, Jennifer, Sean Theriault, and Samantha Guthrie. 2018. "Nice Girls? Sex, Collegiality, and Bipartisan Cooperation in the US Congress." *The Journal of Politics* 80(4): 1268-1282.
 - Morgenstern, Scott, John Polga-Hecimovich, and Sarah Shair-Rosenfield. 2013. "Tall, Grande, or Venti: Presidential Powers in the United States and Latin America." *Journal of Politics in Latin America* 5(2): 37-70.

8.6 Sample Syllabus: Comparative Foreign Governments

I have included a highly abbreviated sample syllabus for my *Comparative Foreign Governments* course below. This course includes both comparative politics and international relations topics and uses a Model UN like simulation. Students in this course are primarily junior or senior majors or students completing a minor in International Studies. This course serves as preparation for *Scope and Methods in the Social Sciences*, our senior capstone research design and methods course that I also teach. Full syllabi for a variety of courses across American and comparative politics, international relations, and methods are available on my website ([click here](#)).

Pols 302: Comparative Foreign Governments

Fall 2022

Note: This is an upper-level course in comparative politics and international relations for junior or senior political science majors as well as students who are completing a minor in international studies. This course is meant to be completed before the senior capstone course, *Scope and Methods in the Social Sciences*.

Course Description: Why does the United States have a two-party system? Why does violence break out in certain countries but not others? What implications do constitutions have for how people vote? Comparative politics is a method of studying political science that emphasizes features that distinguish political systems across the world. We will explore this variation and seek to understand how states interact within the international system. Along the way, we will begin developing reading, writing, and research skills which are foundations for critical thinking. Our goal will be to develop an understanding of political events that interest you, to learn how to study these events, and to interact with other students to grapple with these issues in ways that are useful for future courses and for your careers.

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

1. Understand and describe major issues in each area of comparative politics, foundational concepts in international relations, and suggest future directions for study.
2. Competently read all kinds of political science research. Demonstrate the ability to discuss debates in the literature with competence.
3. Work through the political science research process, understand key issues and decisions to make when conducting research, and apply these lessons to your own research project.
4. Evaluate how comparative politics fits within the international system.
5. Demonstrate analysis skills by participating in an extended simulation.

Grading and Policies: I work to establish a collaborative classroom where students can learn together and co-create impactful work. My grading policies rely on three features: clear rubrics, feedback, and scaffolding. I give students all rubrics on the first day of the term. Students receive feedback from me during in-class activities and produce work that is scaffolded throughout the term. Students have the opportunity to self-assess both their class notes and country reports, which provides us with an opportunity to discuss how work is evaluated in a job setting. The concepts in the research proposal build on those from the *National Government in the United States* course and introduce more advanced research and writing skills that are the focus of the *Scope and Methods in the Social Sciences* course. This course is an opportunity for students to synthesize what they have learned during their lower-level political science electives, and it starts a transition to my upper-level skill-building courses.

Assignments: Below is a list of the major assignments throughout the term. The assignment list for the full syllabus contains a complete description and rubric for each assignment.

- Social Annotation (15%): The focus in this course is again on reading and annotating political science journal articles, however, the focus of such annotations has changed. I ask students to annotate based on the content of the article, the relationship between the

concepts in the article and the Security Council country delegation of which the student is a part, and the ways in which the literature review and theoretical argument are written in the article. Students bring up annotations during class to form the basis of our class discussions in a seminar format.

- Class Engagement (10%): I aim to cultivate an inclusive classroom climate that provides all students with ways to engage in the course. Many of our majors are planning careers in law or government, and this course provides them with an opportunity both to collaborate and to negotiate with one another.
- Country Reports (10%): Students join a country delegation for a current United Nations Security Council member (other than the United States) at the beginning of the course. They are responsible for representing that country during the entire course. Many class sessions start with “country reports,” where students present a short report relating the discussion topic for the day to ongoing political dynamics within their countries. At the end of the quarter, students self-assess their performance preparing and delivering these reports.
- Security Council Meeting (20%): Though this course is itself a course-long simulation of negotiation and policymaking in the United Nations General Assembly, students work within their country delegations to prepare simulation materials ahead of this special UN Security Council meeting. For this particular meeting, students choose a crisis of importance to the Security Council and base their preparation around this crisis. Delegations prepare a position paper detailing actions that their country would like to take to address the crisis, an analysis of what they believe other members’ positions will be, a strategy that they will take during the meeting, an opening statement, and draft of three resolutions that they would like to introduce during the meeting.
- Class Notes (10%): Since this is not a traditional lecture or seminar course, students complete class notes in two different ways. During the portion of the course dedicated to the UN simulation, students take notes on the resolutions proposed and passed, discussion on those resolutions, and negotiations that take place. Students use their notes to relate concepts introduced during class discussion to the country delegation of which they are a member.
- Research Proposal: This course introduces more advanced research, analysis, and writing skills and prepares students for their senior capstone experience. While few of our students will go onto graduate school in political science, the research skills that they begin to practice in this course are invaluable for helping them to develop competitive applications to law school or to demonstrate extended work on an analytical project for a wide range of careers. Introducing these skills in this course helps to make students’ experience working through the entire research article writing process in the *Scope and Methods in the Social Sciences* course more familiar and allows us to focus on learning methodology, statistics, and programming skills in that course.
 - Research Question (5%): Students identify a research question of importance to comparative politics or international relations through a class day dedicated to

relating student interests --- primarily formed in American politics questions --- to comparative politics and International Relations topics. For the research question assignment, students write their question in a way that is falsifiable and construct a paragraph describing their interest in the question.

- Annotated Bibliography (5%): While students have identified some political science literature for the *National Government in the United States* course, not all students take this course because of transfer or Advanced Placement credit. The annotated bibliography assignment allows students to make a sharp distinction between sources that they need to read on background to become familiar with a topic and sources that they can use to construct an effective literature review. This assignment asks students to identify and summarize important background information related to their topic.
- Literature Review (10%): Literature reviews are often the most difficult part of a research article for students to write. We practice ways to synthesize literature and to use it to identify how a student's research question fits into and makes a unique contribution to existing literature. In doing so, students group sources into conceptual topics and articulate key arguments in existing literature.
- Theory (15%): Using their literature review as a guide, students construct a novel hypothesis that they then justify using a "flow diagram" that describes the causal chain linking the independent variable to the dependent variable. Students back up their causal chain by identifying relevant scholarly literature articulating that portion of their argument. The theory section contains a revised literature review based on peer and instructor feedback.

Topics and Readings: Below is an abbreviated schedule. The schedule usually contains topics, political science journal article readings, and assignments due for each class period. I have made a conscious effort to represent gender and ethnic/regional diversity of scholarship in these readings.

The schedule is grouped to reflect the three class formats: discussion meetings, General Assembly meetings, and Security Council meetings. These three meeting types alternate throughout the quarter with two Security Council meetings and half of the other class sessions devoted to General Assembly meetings and the other half to discussion meetings.

General Assembly Meetings

- Format:
 - Student selected to be the presiding officer calls the meeting to order.
 - Selected students present country reports which are adopted by a motion.
 - Students --- as members of country delegations --- prepare draft resolutions and negotiate with one another on draft resolution language based on country reports and previously passed resolutions.

- Presiding officer initiates agenda setting. Country delegations wishing to introduce resolutions or to speak follow presiding officer's instructions on drafting an agenda. Country delegations then vote on the agenda.
- Following the adopted agenda, country delegations present draft resolutions and debate resolutions.
- The presiding officer conducts the meeting for approximately half of the class period at which point they turn the class over to the instructor who initiates a discussion on the topic for the day. Students discuss the topic while still members of their country delegations; discussions emphasize how topics apply to different country delegations and differences between country contexts.
- Toward the end of the class, the presiding officer asks for a motion to end the class session.
- Topics: What is the role of the United Nations? What is a nation; why are nations important and what is national identity? What makes a group politically relevant? How do we differentiate regime types, and why does it matter? How do countries construct constitutions? What impacts do relationships between the executive and the legislature have on governance? Who participates in elections, and how do they influence election outcomes? What roles do parties play in representing people? How does international trade impact human rights? How do countries respond to international climate change threats? In what ways is immigration impacted by information and communication technology?
- Assignments: Social annotations. Country reports.
- Selected Readings:
 - Benson, Michelle, and Colin Tucker. 2022. "The Importance of UN Security Council Resolutions in Peacekeeping Operations." *Journal of Conflict Resolution* 66(3): 473-503.
 - Jones, Rhys, and Peter Merriman. 2009. "Hot, Banal, and Everyday Nationalism: Bilingual Road Signs in Wales." *Political Geography* 28: 164-173.
 - Htun, Mala. 2004. "Is Gender Like Ethnicity? The Political Representation of Identity Groups." *Perspectives on Politics* 2(3): 439-458.
 - Wigell, Mikael. 2008. "Mapping Hybrid Regimes: Regime Types and Concepts in Comparative Politics." *Democratization* 15(2): 230-250.
 - Sedelius, Thomas, and Jonas Linde. 2018. "Unravelling Semi-Presidentialism: Democracy and Government Performance in Four Distinct Regime Types." *Democratization* 25(1): 136-157.
 - Asunka, Joseph, Sarah Brierley, Miriam Golden, Eric Kramon, and George Ofosu. 2019. "Electoral Fraud or Violence: The Effect of Observers on Party Manipulation Strategies." *British Journal of Political Science* 49(1): 129-151.
 - Adhikari, Bimal. 2021. "UN Human Rights Shaming and Foreign Aid Allocation." *Human Rights Review* 22(2): 133-154.
 - Fresnoza-Flot, Asuncion. 2009. "Migration Status and Transnational Mothering: The Case of Filipino Migrants in France." *Global Networks* 9(2): 252-270.

Discussion Meetings

- Format: Discussion classes are focused on introducing research and writing topics. These topics include research questions, annotated bibliographies, literature reviews, theoretical

arguments, consuming and interpreting political science data, reading codebooks, and finding patterns by examining datasets. These class sessions involve briefly introducing concepts to students before students work in small groups to apply the concepts to their own research proposal. For the class sessions devoted to reading and interpreting political science data, class sessions start with a short discussion of the dataset being analyzed before students work in groups on activities to interpret and analyze the dataset.

- Assignments: Social annotations. Research question and paragraph. Annotated bibliography. Theory.
- Selected Readings:
 - Readings for helping students to develop their research proposal come from Lisa Baglione's excellent *Writing a Research Paper in Political Science*.
 - The particular dataset for this year's course is a dataset I am constructing on gender, ethnic, and religious representation in media about the 2020 Citizenship Amendment Act protests in India.
 - Roy, Indrajit. 2021. "Reimagining Citizenship: The Politics of India's Amended Citizenship Laws." *PS: Political Science & Politics* 54(4): 631-643.
 - Earl, Jennifer, Andrew Martin, John McCarthy, and Sarah Soule. 2004. "The Use of Newspaper Data in the Study of Collective Action." *Annual Review of Sociology* 30: 65-80.
 - Ahmed, Saifuddin. 2010. "The Role of the Media During Communal Riots in India." *Media Asia* 37(2): 103-111.

Security Council Meetings

- Format: Format is similar to the General Assembly meetings, but the entire class session is dedicated to the simulation, and all discussion and resolutions are related to the crisis that students have decided to address and the materials that they have prepared ahead of time.
- Assignments: Documents for Security Council meeting including country delegation position paper, other members' memo, opening statement, meeting strategy, and draft resolutions.