William John O'Brochta

(540) 525-6607 • obrochtawj@wustl.edu • www.williamobrochta.net

Department of Political Science • One Brookings Drive • St. Louis, Missouri 63130

Teaching Portfolio

1 Teaching Philosophy Statement

Early in my first semester teaching, I scheduled individual meetings with students to review drafts of their theory papers in *Theories of Social Justice.* Many of the students' theories contained summaries of class readings, but were missing both their own theoretical contribution and perspective. When asked about their writing process, several students commented that they chose to summarize because they did not see what they could contribute to existing work and they did not think that their interests and life experiences were relevant. This observation has led me to focus on cultivating student investment in the research process in all my classes and helping students understand the practical and policy implications of the research they interact with and conduct themselves.

I believe that students bring valuable perspectives and interests to political science that they can use to engage with research and to further develop skills broadly applicable to their lives. With confidence in the research process and motivation from peers and myself, a neuroscience major brought scientific perspectives to a theory of political misinformation, a finance major was excited to fit his research into existing knowledge about unionization data, and a football player observed parallels between team behavior and ethnic groups. These unique outlooks were deeply relevant to students in both introductory and advanced courses, providing them motivation to study political science topics in-depth. My chief goal in the classroom is to help students find how they can contribute to political science research relevant to real world problems and important to their own values and career goals.

The first step toward this goal is to foster a culture of deep inquiry and excitement in substantive political science topics. This means reading actual research articles from a diverse group of scholars so that students can see the range of research questions being asked, methodological approaches being employed, and diversity of scholars conducting research. To motivate students to connect with research, I devote time in each course to helping them develop strategies to read and analyze research articles. Students then engage with research before each class and reflect about substantive and research methods topics in a two-page reading journal. Reading journals often provide sparks of inspiration for students to relate personal experiences and perceptions of policy problems to the course. When reading a piece about gender and multi-ethnic violence for one upper-level writing intensive *Immigration, Identity, and the Internet* class, students argued whether ethnicity was always one's primary identity. One student's argument about her grandfather's identity prompted her to color her future assignments with this perspective and to interview him as part of her research article.

Engaging with research and making broad connections motivates students to want to start the research process themselves. Students have passions and curiosities about the political world that in-depth investigation can help them explore. Reading journals allow us to efficiently review foundational concepts and quickly move into activities designed to show students how individual pieces of research connect to broader topics and have real world consequences. Once one group of students learned how individual utility thresholds can lead to a collective action cascade in a mid-level *Political Protest and Violence* class, they were excited to propose solutions to tackle an ongoing dispute between environmental protesters and government leaders. I encourage this practical application of political science by devoting a substantial part of all my classes to research design workshops that culminate

in students producing original draft research articles and discussing their policy implications.

Students in all my classes tackle the challenge of reading and producing research together; semesters are structured to use substantive readings to slowly introduce research article writing for students in introductory courses and research methods for students in upper-level courses. During frequent in-class methods workshops, students work in teams offering suggestions to improve each others' work and making connections between the diverse set of research questions, theories, and research designs students are working on. This type of group work emphasizes substantive topics and shows how they can be applied in different contexts. Each team then promotes the work of its members by highlighting effective strategies different group members are employing, culminating in a gallery walk around the classroom where students learn what other groups have identified as best practices. This reflects my fundamental belief that everyone, regardless of course level or student major, has valuable contributions to make to others' work.

Finally, I work with students to understand the personal and political impact of political science research. A major part of class is devoted to making comparative research tangible for students. In my upper-level *Representation, Identity, and Dissent* course, students work through simple activities to illustrate the everyday applicability of comparative politics theories like profiling the diversity in their community, attending a community meeting, and simulating live-streaming a demonstration. Each of my courses also has a major simulation and community engagement activity meant to tie research into policy. The classroom turned into a negotiation when student representatives of European nations debated foreign relations with China while the class acted as reporters, writing up a newspaper article on the proceedings from different country perspectives. St. Louis City Aldermen convene to debate a bill on providing translation services to Bosnian immigrants using arguments from interviews with local Bosnian service agencies. Students distill their research articles into policy suggestions that they then investigate through interviews with community leaders and negotiate in a legislative session. These activities get students to understand the implications of research and how it can inform their engagement as citizens.

I actively evaluate and adapt my teaching practices with the goal of promoting student investment in political science research and its practical consequences in a way that resonates with students in courses at different levels. Student feedback and involvement in course decision-making promotes a supportive learning environment. In addition to inviting formal student evaluations and colleague observations, I solicit student feedback at least twice per week using informal "ticket out" index cards. After receiving feedback, I discuss relevant changes with students so that they are invested in the learning process. My teaching research is focused on evaluating two techniques to make the discipline relevant and exciting for students: research article writing and community engagement. In integrating research article writing into *Introduction to Comparative Politics*, I show that students with little background in political science can successfully conduct research. My most recent work adds small community engagement projects to *Representation, Identity, and Dissent*, expanding students' appreciation of diversity and illustrating the policy implications of their research articles. By using evidence-based practices to evaluate the effectiveness of my teaching philosophy, I hope to challenge students to find their own voice in the discipline and to learn how they can make connections from their work to local and global societal problems.

2 Diversity and Inclusion Statement

Representational inequality is pervasive, longstanding, and can only be successfully addressed in academia through a compassionate, holistic approach. I have been a volunteer educator and mentor for a wide range of youth and young adults as they work on community-based conservation projects. We often talk about aspirations, college, and careers. While serving in this capacity at the Missouri Botanical Garden, I met and worked with Chris, a hard-working and motivated young man who had aspirations of learning Spanish, a popular language in Jamaica, because he wanted to travel there. Chris' high school afforded him neither of those opportunities: no foreign languages were offered, meaning that Chris both could not follow his desire to travel nor could he attempt to enroll in most colleges, which require high school foreign language. Students who arrive at college having surmounted these challenges often find that their peers and instructors have had different experiences and that their perspectives seem not to fit within this system. My objective as a scholar and as a teacher is to establish an environment of mutual support by creating a collective political scientist identity, empowering students to relate political science to their own lives and to issues they care about, and setting up appropriate support structures for each student.

My research investigates how diversity — primarily ethnic diversity — impacts perceptions of, attitudes about, and collaboration with others. Using interviews, surveys, and experiments, I show that diversity has neither a pre-determined positive nor negative outcome. This is good news: it means that longstanding ethnic intolerance in certain societies can be successfully addressed through interventions like increasing ethnic group voice and political power and fostering an environment conducive to inter-ethnic friendship. At the same time, diversity can exacerbate disadvantage and discrimination. Active guidance and leadership are the keys to creating inter-ethnic cooperation in political institutions. Though classrooms are not filled with political elites, many lessons remain relevant. I have taken an active leadership role promoting diversity and inclusion in my classroom, and I am excited to expand my focus across courses to build an inter-departmental support system promoting and mentoring student work on diversity issues.

One of my goals is to encourage students to develop a collective identity, that of a political scientist, that empowers and enables students in their college careers far beyond my course. We know from research, including my own, that establishing a common ingroup identity among a diverse set of individuals promotes inter-group friendships, mutual understanding, and increased tolerance. How can I develop a common ingroup identity when my students come from a range of ages, majors, ethnicities, backgrounds, and levels of interest in political science? I present students with a challenge to, by the end of the semester, produce a research article akin to published work. By pursuing individual research, I encourage students to work on topics that they are deeply and personally invested in — these topics often revolve around life experiences including diversity and inclusion issues. Students develop their articles collaboratively in order to foster personal connections with others in the course, to identify and build off of each others' strengths, and to help students identify as researchers who bring a diverse set of identities to their work. Pre- and post-test surveys implemented in my *Introduction to Comparative Politics* course show that students increased their identification as social scientists. Students noted how the research article and in-class

activities surrounding it supported and motivated them to study issues they cared about using political science. I hope to track these students' progress after my course to measure how this initial emphasis on valuing diversity and building a collective identity translates into long-term feelings of acceptance and accessibility in the department and college in general.

Local community engagement is a key way to make issues of diversity and inclusion part of the way students go about their lives and to support organizations doing community-based diversity work. My recent collaboration with the program Chris attended involved designing workshops to help youth increase their representational voices. After working on a project to develop training materials empowering youth to contact their local government representatives, students' understanding of the importance of diversity substantially increased. Students need to apply their knowledge to concrete situations to fully illustrate how equity can inform everyday decision-making.

Many students from diverse backgrounds need support structures that can help address inequalities and integrate them into college life. These structures should be collaborative and personal. When I mentor individuals, my aim is for us to work together to develop a plan that we can implement in stages, over time. When teaching a student whose first language was not English, we identified sentence structure as an area where she needed help and worked on revising one paragraph of her written work each week. Likewise, I have advised young adults on conservation projects for the last ten years. Here economic inequality is the biggest barrier, as most individuals I work with live in rural areas. This means that I need to work to fully understand the situation, what resources are available, and work with the individual to help make their project stand out despite these barriers. Successful faculty mentoring for students with similar experiences requires a willingness to invest in understanding their story and to develop an individualized plan to help them succeed.

I plan to continue demonstrating my commitment to diversity and inclusion in several ways. First, my research lends itself to student involvement with complex issues of identity-based inequality and lack of representation. As I often work collecting new data on political representation, there are many opportunities for students to become a part of my research team and to deepen their understanding of and contribute to solutions addressing identity issues. Beyond my own research, I want to continue and strengthen several collaborations that I have already started in the courses I have taught. I intend to create a research mentoring group focused on representation and identity-based inequality where students who start their own research in my *Introduction to Comparative Politics* course can continue their work. This group will be a space where we will highlight new and innovative work on identity and diversity, create cross-disciplinary collaborations to attract students typically under-represented in political science, and develop a supportive environment for students interested in studying identity-based issues. I also want to expand the accessibility of the political science major to students of all types of backgrounds by enhancing the community-based partnerships with underserved youth-based organizations that I have created for my *Representation, Identity, and Dissent* course. Finally, I want to contribute to improve my classroom and department climate. I will do this by offering a broad variety of courses about diversity and inclusion of many identity-based groups that use inclusive pedagogy, work on measuring the impact of classroom climate contracts that I ask students to develop in all of my courses, and prioritize cross-disciplinary collaborations to attract a more diverse set of students and instructors into the political science discipline.

3   Teaching Experience Summary

Below I provide a summary of my significant teaching experiences. Further details regarding each experience can be found in my Teaching Reflections document (click here). Full university course evaluation documents are also available (click here).

Course	Semester	Role	Description	Highlight
Representation, Identity, and Dissent (click for syllabus)	Summer 2020	Instructor	300 level online seminar taught with synchronous and asynchronous components. 12 students. 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	Instructor	100 level seminar with non-traditional high school students and non-majors; fulfills major requirement. 9 students. 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	Co-Instructor	400 level seminar; fulfills writing intensive requirement. 20 students. 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.

Course	Semester	Role	Description	Highlight
Political Protest and Violence	Spring 2018	Assistant in Instruction	300 level seminar and lecture; 50 students. Cross-disciplinary material from political science and sociology on individual and group-level motivations for protest participation and factors that make protests turn violent. Readings from American and comparative politics. Focus on formal theory methodology.	Taught one-third of the course. Redesigned course material and exam. Implemented group project. Taught media literacy. Mentored students on final paper assignment.
Research Workshop	Fall 2019, Spring 2020	Assistant in Instruction	Required third-year graduate student course. Workshop for third-year paper (like Master's theses), grant proposals, and dissertation proposals.	Provided critical feedback on writing, ideas, and methodology to complement instructor's feedback. Mentored individual students in the research process.
Party Politics	Spring 2020	Assistant in Instruction	Elective graduate student course. Contemporary readings related to comparative party politics.	Led writing workshops on research article writing topics. Provided critical feedback on writing, ideas, and methodology. Mentored individual students in the research process.
Introduction to Comparative Politics	Spring 2019	Assistant in Instruction	100 level lecture fulfilling major requirement. 100 students with discussion sections. Introduces the discipline and major topics in comparative politics.	Designed discussion section lesson plans for undergraduate discussion section leaders. Led team meetings reviewing lesson plans and assessment of lesson plan effectiveness. Mentored discussion section leaders on basic teaching skills.
Theories of Social Justice	Fall 2017	Assistant in Instruction	300 level lecture; 50 students. Political theory course introducing key perspectives on social justice.	Implemented exam improvement program in response to student performance on the first exam, which significantly raised students' grades and improved morale. Mentored students on theoretical paper assignment.

Additional Teaching Interests

- Research Design and Methods (click for syllabus): Students write their own research article including data analysis. Emphasizes advanced theory development and research design. Provides an introduction to both qualitative and quantitative research methods.

- 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 semester-long simulation where students take on the roles of either international or local actors during a civil conflict.

- Introduction to Formal Theory: Provides an introduction to rational choice and prospect theory with a focus on reading and interpreting simple formal models. Frequent use of simulations and games to make course concepts applicable and relevant. Not a course in mathematics, students will learn how formal theoretic logic can help to explain political phenomena.

- The Politics of Developing Nations: Synthesizes a wide literature on developing nations with a focus on both institutions and behavior. Course will challenge students to apply this literature to American public policy problems.

- 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.

4 Summary of Teaching Evaluation Record

In what follows, I provide a sample of quantitative and qualitative feedback I have received. Additional details can be found in my Teaching Reflections document (click here). 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.

Quantitative measures come from university-administered end-of-semester surveys, and those presented here are from courses where I had a significant instructional role. In all quantitative evaluation measures, I received among the highest scores.

Representation, Identity, and Dissent, Instructor (Summer 2020)

5 is the highest score		
	Mean	Median
Learning	4.57	5.00
Organization	4.68	5.00
Enthusiasm	4.77	5.00
Individual Rapport	5.00	5.00
Classroom Environment	5.00	5.00
Technology Effectiveness	4.91	5.00

- "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, Instructor (Summer 2019)

5 is the highest score		
	Mean	Median
Learning	4.58	5.00
Organization	4.58	5.00
Enthusiasm	4.72	5.00
Individual Rapport	4.92	5.00
Classroom Environment	5.00	5.00

- "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, Co-Instructor (Fall 2018)

5 is the highest score	Mean	Median
Clarity	4.67	5.00
Pace	4.62	5.00
Preparation	4.86	5.00
Time Management	4.71	5.00
Effectiveness	4.62	5.00
Availability	4.86	5.00
Classroom Environment	4.76	5.00

- "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."

Political Protest and Violence, Assistant in Instruction (Spring 2018)

5 is the highest score	Mean	Median
Clarity	4.54	5.00
Pace	4.81	5.00
Preparation	4.96	5.00
Time Management	4.92	5.00
Effectiveness	4.88	5.00
Availability	5.00	5.00
Classroom Environment	4.92	5.00

- "He had interesting lectures that he clearly know the information for and was really engaged in the class. He was always helpful when asked questions and was willing

to talk about his own experiences with collective action, which was really nice. He's definitely one of the best AIs I've ever had."

- "He was an awesome AI! His lectures were well structured, and it was easy to take notes. The activities in class he led were helpful for applying concepts we were learning about as well as engaging... He made the material we were learning about interesting, and I appreciated the effort he put into helping students."

- "William has been incredibly helpful and dedicated to the class. I was super impressed with how much he knew about the material, but also how invested he was in teaching it."

- "...remarkably good at lecturing given his age/experience. Clearly very smart and capable."

- "William was extremely helpful and responsive for both exam reviews and group projects."

- "William was a great TA and was readily available for answering questions and such outside of class hours."

- "He encouraged students to seek out his office hours for extra help. I attended his office hours and he provided constructive advice for the final paper and project."

- "I consulted with him about my final paper and he gave me very thorough and thoughtful feedback, which I greatly appreciate."

- "William (the TA) was amazing and extremely helpful. Very willing to meet with students and responds to emails very quickly."

Research Workshop, Assistant in Instruction (Fall 2019, Spring 2020)

5 is the highest score		
	Mean	Median
Clarity	5.00	5.00
Pace	5.00	5.00
Preparation	5.00	5.00
Time Management	5.00	5.00
Effectiveness	5.00	5.00
Availability	5.00	5.00
Classroom Environment	5.00	5.00

- "You did a great job and I appreciate your comments."

- "He was very thoughtful about comments and gave good feedback on papers."

Party Politics, Assistant in Instruction (Spring 2020)

No quantitative evaluations due to the coronavirus crisis.

- "I wanted to thank you for the considerably helpful comments. I'd love to continue my research on this subject, and in doing so, I believe your comments will immensely help me! So thank you again!"

- "William is very helpful in organizing group discussion."

- "William was a great AI with a great insight. His suggestions in paper discussions were spoton and very helpful. He was accessible and ready to help with giving feedback."

Introduction to Comparative Politics, Assistant in Instruction (Spring 2019)

My time as an Assistant in Instruction for this course involved developing curriculum for undergraduate teaching assistants to deliver in discussion sections. Here I present evidence of teaching effectiveness based on conversations with the undergraduate teaching assistants and the instructor.

- Undergraduate teaching assistants reported that students felt that section time was more effective and more focused because of the structured activities provided in section.

- All lesson plans developed in Spring 2019 were again used to teach students in this course in Spring 2020.

- The course instructor was pleased with how well the lesson plans worked and the varied pedagogical techniques used to teach comparative politics topics in each lesson plan.

Theories of Social Justice, Assistant in Instruction (Fall 2017)

The instructor for this course asked me only to grade exams and mentor students on their final theoretical paper. After low student performance on the first exam, I volunteered to create an exam improvement program that taught students how to write their answers more clearly and effectively. The student comments reflect their initial challenges with the exam and the success of this program.

- "I thought he was a very good TA. He's very friendly and always made it clear when he was available to speak to during office hours. Again, I felt the grading procedures for the course exam were a bit overly harsh, but everything was returned to us promptly."

- "He was very nice! Grading was super clear and helped me do better on next exam. Was available to talk and was great."

- "The first exam was a little wishy washy, but after the first exam William really helped us to understand specific expectations for future exams!!"

5 Center for Teaching and Learning Recommendation

Washington University in St. Louis
CENTER FOR TEACHING AND LEARNING

September 10, 2020

To Whom It May Concern:

I am delighted to write in support of William O'Brochta's outstanding teaching record. Having supported William through his professional development in teaching at Washington University in St. Louis, I write with the utmost confidence that William is an excellent teacher who will be a strong addition to your department.

I first met William while he was working towards completing the Teaching Citation program, a professional development program co-administered by the Graduate School and the Center for Teaching and Learning (CTL) at WashU. This program is geared towards providing formalized training in pedagogy to graduate students. It emphasizes the practice of scholarly teaching, which draws on evidence-based classroom strategies suggested by current educational research and that prioritizes metacognitive reflection. In finishing the program, William went well beyond the baseline requirements, participating in twelve workshops (e.g. "Collaborative Learning in Groups," "Incorporating Active Learning into Lectures," and "Motivating Student Learners"), and documenting three teaching experiences that he completed along the way through self-reflection, student feedback, and teaching observations. That William would choose to add to his significant workload and rigorous disciplinary training in order to ensure that he became an academic skilled not only in disciplinary research, but also in pedagogical practice, demonstrates his enduring commitment to effective college teaching throughout his graduate education.

In my role at the Center for Teaching and Learning, I frequently observe and provide feedback on teaching for graduate student instructors, as well as faculty. This summer, I was able to observe video of William teaching in his course, Political Science 3171: Representation, Identity, and Dissent. I'll say at the outset here that teaching an accelerated summer course that meets virtually five days a week, especially during a pandemic, is no easy feat. I found William's pedagogical plan however to be more than up for the task at hand. I was impressed at the ways in which William managed to engage his students early and often in large group discussion via Zoom, particularly in how he began with local examples (e.g. Fossil Free WashU Sit-ins, the Ferguson Uprising), which allowed students to bring their own experiences and expertise to the class discussion, before extending the conversation to less familiar contexts and issues. Throughout the discussions that I viewed, many different students added their voices and contributed as the class built knowledge together, an outcome of the kind of classroom community that William built despite the challenging teaching circumstances.

Another element that stood out in William's teaching over the summer was the highly effective structured small group work that students participated in in his course. For example, in one lively activity, students practiced putting together brief policy proposals, then renegotiated their proposals, voted on them, and finally worked in new small groups to implement plans for enacting the proposals that passed during the class vote. They worked collaboratively and cooperatively to discuss, research, write, deliberate, and strategize in a single session. Throughout, William expertly managed moving students in and out of small groups, providing directions, and offering guidance for those who were stuck. Students finished the activity with a ticket out that gave them the space to reflect on how that activity influenced their understanding of policy making, as situated in a particular geographical context. William did not just talk to his students about making policy, instead he gave them the opportunity through this meaningful, structured simulation to actually take part in the process.
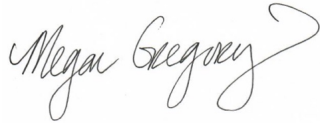
William exhibits not only the characteristics of a skilled instructor, but also the potential to be a leading voice in the field of disciplinary pedagogical research. As part of his participation in the Center for Teaching and Learning's program, William designed a scholarship of teaching and learning (SoTL) project that he then implemented in one of his courses. In the project, "Writing a Research Article in an Introductory Political Science Course," William identified a particular disciplinary challenge: how to empower students in learning to write like political scientists in introductory political science courses. He reimagined a course structure and series of exercises that would provide a rich, scaffolded introduction to article writing for his students. He implemented his project with great success during his Summer 2019 section of Introduction to Comparative Politics and presented this research soon after at a disciplinary colloquium on teaching. Since then, William has engaged in further SoTL research, examining how to effectively integrate small scale community engagement opportunities into comparative politics courses. William shows in his work that even small scale, community-engaged activities built through partnerships with the local community in comparative politics courses can help students develop a more deeply grounded understanding of course material, promote civic-mindedness, and forge potentially lasting bonds between students and the local community. His research in this realm is on the cutting edge of pedagogical scholarship, as more universities, particularly those in urban areas like St. Louis, seek to build bridges between their students and the communities surrounding the university.

William has also been an active participant and leader in conversations about teaching in the wider academic community at WashU through his participation in the Center for Teaching and Learning's Graduate Student Advisory Council (GSAC). As the CTL staff liaison for this group, I observed William's terrific leadership and organizational skills during his three years on the Council. GSAC members serve two particular functions in the university community: first, they provide input to the Center's programing for graduate students, and secondly, they host a series

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of pedagogy events open to all graduate students on campus. During his time on the Council, William worked with other members to increase outreach for community events. He also organized a number of successful sessions, including a panel discussion on "Integrating Community Engagement into Your Teaching" where he moderated a conversation between graduate students and representatives from The Gephardt Institute for Civic and Community Engagement. Through hosting this event, William promoted awareness of the kind of community engagement work that happens in his courses to instructors from across the university.

In summary, it is clear to me that William has a very bright academic future ahead and that he will be an exceptional addition to a political science department committed to educational excellence. I have no doubt that he will excel in his teaching responsibilities and contribute greatly to both pedagogical discussions on campus and those happening across your discipline.

Sincerely,

Dr. Megan Gregory
Assistant Director, Educational Development
The Center for Teaching and Learning
Washington University in St. Louis
314-935-3303
meggregory@wustl.edu

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6 Faculty Teaching Evaluations

Washington University in St.Louis

Guillermo Rosas
Associate Professor of Political Science

August 5, 2019

William O'Brochta
Department of Political Science
Washington University in St. Louis

RE: Teaching Evaluation for Introduction to Comparative Politics on July 10, 2019

Dear William,

I observed about two-thirds of your Introduction to Comparative Politics class on July 10, 2019. The class was devoted to Globalization, Immigration, and Technology. I walked away with an extremely favorable view of your teaching ability. In short, your are extremely well organized, have an excellent rapport with students, and are creative in his use of dynamics that help students remain engaged in the discussion. I was impressed by your ability to speak to a mixed audience of undergraduate and high school students, and walked out with several ideas I will try in my own teaching.

You are extremely well organized. At the beginning of the class you laid out a map of the questions you wanted the class to focus on. You announced how you would divide up class time and made sure to budget enough time for class discussion, reading checks, and class dynamics. One class exercise involved the use of online data repositories, and in order to both provide a sense of tempo and to keep an eye on time, you projected on the smartboard a timer that indicated how long the activity would take. Throughout the class, I got the sense that every topic was covered as long as necessary and not a moment more.

You have an excellent rapport with students. This was obvious even as students arrived in the classroom. You knew every student by name and were comfortable moving around the classroom and trying to incorporate all students into class discussion. As a tracer of your ability to create a comfortable class environment, all students were willing to participate when prompted to do so. I was particularly impressed by the laudatory comments you had for the full class regarding previous written work they had turned in. You communicated to students that their effort was valuable and that they were on the right track to complete a research design exercise due at the end of the semester. I would have liked to see your written comments on such exercises, as I'm interested in seeing how you convey constructive criticism on an individual basis.

You displayed a lot of creativity in coming up with dynamics to help students work through concepts and ideas. In this particular class, you had prepared an exercise in which students interacted with data on remittances from migrant communities. Students worked in small groups by plotting data available at www.migrationpolicy.org. Having students work together guarantees that their attention will not wander far from the task at hand, an outcome that would certainly obtain were they working individually. The group effort also allows far more input into deciding which countries to analyze. Following this class exercise, you directed a discussion concerning how technology affects migration and remittances flows across borders, which of course is linked to the concept of globalization. I would like to note here as well your decision not to display powerpoint slides. It was refreshing to see you using the board to keep track of your ideas, and it was even better to realize that students were not nervously trying to jot down the arbitrary content of some slide as if they were memorializing some immortal truth!

There certainly are a few areas in which further improvement is possible. Regarding classroom management, for example, I noticed that you had to start the class a bit late because three students had not yet arrived (eventually, two would show up after a few minutes). Managing expectations regarding the beginning of the class is extremely important, as students will tend to trickle in a little bit later every day if they realize there is no penalty for doing so. An occasional early pop quiz may help in this regard. On a different topic, I am not particularly enamored of brainstorming exercises. Though these in principle provide every student with a chance to participate in a discussion, student interventions tend to be anecdotal, and seldom build toward generalization or more abstract ideas. In addition, talkative students tend to monopolize the conversation, and this also lets some students off the hook.

I appreciate the opportunity to sit in in your classroom, and commend you for the professionalism and devotion to students with which you prepared your class.

Sincerely,

Guillermo Rosas
314-935-7456
grosas@wustl.edu

Washington University in St.Louis

ARTS & SCIENCES

Department of Political Science

To: William O'Brochta
From: Sunita Parikh
Re: Teaching Evaluation for Political Protest
Date: 15 July 2018

I very much enjoyed teaching Topics in Politics: Understanding Political Protest and Violence with you in Spring 2018. You were a great asset to the class and I know the students appreciated your contributions. What follows is an information evaluation of what I consider to be your strengths as well as areas in which you have room to improve.

Overall, your approach to the course was terrific. You were extremely well prepared, dedicated to your work, and alert to how your contributions were being received. You began on a high note by pushing me (gently!) to give you the syllabus far enough in advance that you could get a sense of the class before we met the students. When I expressed interest in your reactions to the syllabus and suggestions for improvement, you offered thoughtful suggestions. You also set up and managed Blackboard and kept me apprised when there were gaps in the material (which was my responsibility) which you needed me to address. In terms of the administration of the class, you did an excellent job.

Teaching: You chose three class days with topics of interest to you (I think there were three in total?). For two you introduced an article you had selected, while for the other you worked with the materials that had already been assigned. In both cases you did a very thorough job in presenting the material and building in space for Q&A. I would not have thought to select the article you did, but it complemented the existing readings well, and I will use it or something like it next time I teach the class. I also thought that the in-class exercises you had the students do for each class were very well conceived and provided a welcome break from lectures. They enjoyed doing them and the results were good; they clearly learned from them and it gave them a different perspective.

You shouldered the lion's share of the work in grading (you did all of it), meeting with the students about their assignments and group projects, and advising them on the projects. You managed the one group that had trouble successfully. I have no doubt you could have run them on your own, as you will do when you teach your own classes.

Areas for improvement: You really did a wonderful job in the course, but we can all improve. After 25 years of teaching I still have areas I work on. Here are two for you to think about: (1) Encouraging class participation through questions when the format is essentially a lecture is difficult. You tended to ask them questions based on the reading, which they should have done. But sometimes even when a student has done the reading,

they are hesitant to step forward, especially if there seems to be a right or wrong answer. One way I have dealt with this is to ask questions about their experiences in a particular setting and then lead that conversation back to the pedagogical point. It allows them to talk about the topic from a position of authority. Think about how you might facilitate that for different topics (some won't allow it, but many will). If you can find ways to have them contribute from a position of confidence, you can draw out a wider range of students.

(2) You are an engaged, interested teacher. Your door is open to students. That is a very good thing. But especially when you are a junior teacher, whether a grad student or new faculty, students are more likely to eat up your time. Not all faculty are as open and welcoming as you are, and students will gravitate to you because they feel comfortable. It becomes important to set boundaries, because their needs will expand almost infinitely. You should set boundaries that you are comfortable with, but be mindful that for them, the best boundary is no boundary.

I hope this feedback is useful to you. I'd be happy to talk more about any of these points.

Washington University in St. Louis

ARTS & SCIENCES

Department of Political Science

To: William O'Brochta
From: Sunita Parikh
Re: Teaching Evaluation for Immigration, Identity, and the Internet
Date: 22 May 2018

I very much enjoyed teaching Immigration, Identity, and the Internet with you in Fall 2018. You were essentially my co-teacher in the course more than an assistant, and the course was measurably better because of your contributions. What follows is my evaluation of the strengths and weaknesses I perceived. The strengths far outweigh the weaknesses.

Overall, the course was stronger for the innovations you introduced. First, you managed the transition from Blackboard to Canvas, doing all the work and figuring out how to make Canvas work for the class. Second, your revisions to the course syllabus helped to keep it topical (a goal I have every time I teach this course) and to introduce topics I hadn't previously included. Third, you set up requirements for the course which were tailored to conform to its writing-intensive classification, but you also introduced peer review and group projects, which I had not utilized before.

Teaching: We split the class sessions more or less 50-50, and you were particularly good, as you were in our previous class, at developing in-class exercises that complemented the reading and had the students working together in groups. This was helpful because as a seminar, the dynamic among the students is particularly important. We had students at opposite ends of policy and ideological spectrums, and having at least some of them work together and interact regularly aided the quality of the discussion overall.

We shared the tutorials and feedback grading, as is appropriate in this kind of course, and your feedback to the students was helpful and of high quality. You graded the response papers which they were required to write for each session, which was a major task. The response papers meant that the students were more prepared throughout the semester than they have been in the past. I will definitely incorporate this aspect into my future teaching of the course, not least because it reinforces the writing element.

Areas for improvement: You really did a wonderful job in the course, but we can all improve. After 25 years of teaching I still have areas I work on. This is particularly challenging course because it is an interdisciplinary seminar with a range of writing requirements. Students read across multiple disciplines and they write papers ranging from quick responses to the reading to literature reviews in the style of our discipline to more creative final projects.

My biggest takeaway from the way we taught the course this time is that having the response papers due every session is probably too great a burden on them. I'm not sure that they actually read closely in order to write the papers, and I think I'd rather have them read 80% and do most of that carefully than 100% in which less of it is careful. I'm not entirely sure how to address this, but it's something I plan to think about in more detail.

A second reaction I have to the way the class developed was that we increased the workload but I am not sure we focused enough on aspects that would help them write in the major to the same extent. I am of two minds on whether a group project is the best way to develop their writing skills in the way a writing in the major course is designed to do, at least the way I think about it. I think that having them work together and then write their own individual papers (which they also did) is the way to go.

As you can see, these are issues which have to do with the way we jointly taught the class, rather than your contributions per se. You did a fantastic job of shouldering a major responsibility in teaching with me.

I hope this feedback is useful to you. I'd be happy to talk more about any of these points.

7 Professional Development in Teaching

Professional Development

- **University Teaching Citation, 2019:** I am 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 semesters 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.

- **Graduate, Course Design Institute, 2018:** I enrolled in the 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.

- **Student, Scholarship of Teaching and Learning Course, 2019:** I was the first non-STEM student to participate in the university's semester-long 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.

- **SoTL Scholar Certification, 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 APSA Teaching and Learning conference.

- **Member, Graduate Teaching and Learning Community, 2016-present:** The graduate teaching and learning community is an informal group that meets monthly to listen to presentations about teaching-related topics. Topics range from interdisciplinary teaching to community engagement to student motivation.

- **Student, Introduction to Online Teaching Course, 2020:** I attended a three week course on online pedagogy that focused on designing both synchronous and asynchronous course content for the online environment.

- **Attendee, APSA Teaching and Learning Conference, 2018, 2019, 2020:** I attended the 2018, 2019, and 2020 TLC at APSA conferences and the 2020 standalone Teaching and Learning conference as part of the Research, Writing, and Information Literacy track.

  Publication: "Track Summary: Teaching Research, Writing, and Information Literacy" (with Julia Marin Hellwege), 2020. *PS: Political Science & Politics* 53(3): 588–590.

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 respective 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.

- **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.

8 Scholarship of Teaching and Learning

My SoTL research focuses on making political science applicable and relevant to a broad and diverse group of students. I am currently focusing on two strategies — research article writing and community engagement — to achieve these goals.

Students often finish political science courses without feeling like they are a political scientist. They may be introduced to various topics in the discipline, but without actually conducting political science research, students are just observers to the work that political scientists do. I argue that teaching students of any grade level, major, or experience to write a research article is an empowering experience that cultivates student interest in the discipline, creates a shared political scientist identity, and teaches important writing and critical thinking skills.

Writing a Research Article

Writing a research article is one of my signature pedagogies. Importantly, I teach and mentor students through the article writing process that we use as political scientists, and the expectation is that students produce a full draft research article suitable for submission to an undergraduate political science journal by the end of the semester.

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 research article writing. My motivation for choosing this course was two-fold: first, if writing a research article is an empowering force, then the best place to start is in introductory courses in order to get students excited about and invested in political science. 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 each other.

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 write a research article 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 establish a series of courses where research article writing is taught in order to better prepare students for senior capstone experiences, to improve the quality of student writing, and to provide continuity between courses that encourages and supports students to become political science majors.

Small Scale Community Engagement

One of the most important parts of teaching the research article writing process is emphasizing the relevance of doing political science research to public policy problems. Along with writing the research article, my students develop policy briefing papers about their research findings and engage in legislative policy simulations that reveal how research can be applied to make improvements to policy. Since I teach comparative politics, many of the relevant, public policy connections we make seem to apply only to countries about which students may be interested, but where they have little personal investment.

To address this issue, I am working on a project to conceptualize and assess how community engagement can be employed in comparative politics courses. Community engagement is critically important for teaching students about diversity and inclusion, for establishing meaningful relationships with public policy practitioners, and for applying student research to generate meaningful community service. In contrast to the limited existing work on comparative community engagement that emphasizes study abroad trips and extended volunteer placements, I investigate the effectiveness of small community engagement projects at increasing the public policy relevance of comparative politics theories. Small scale community engagement projects are much easier to integrate into existing courses and allow me to design courses that include both research article writing and meaningful community experiences.

I designed three types of small scale community engagement experiences ordered in terms of student investment and implementation complexity that I implemented 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 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 learn about their community. These assignments include 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.

Research Output

- "Writing a Research Article in an Introductory Course" (R&R).

- "Research Articles, Not Research Papers: Empowering Students Through Research Writing," forthcoming in *Pedagogy Through the Research Process* published by Palgrave Macmillan.

- "Writing a Research Article in an Introductory Course," APSA Teaching and Learning Conference, 2020.

- "Small Scale Community Engagement in Comparative Perspective," APSA, 2020.

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9   Service, Curriculum, and Program Development

- **Department of Political Science Pedagogy Specialist, 2020-present:** 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 Political Science Workshop Series (founder), 2019-present:** I founded and lead a monthly workshop on teaching pedagogy open to all graduate teachers in the political science department. The goal of these workshops is 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.

  Publication: "Graduate Student Peer Teaching Mentoring" (with Bryant Moy), forthcoming at *The Political Science Educator*.

- **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-present:** I have been asked to lead the political science teaching orientation workshop for new Assistants in Instruction for the last several years. During this session, I review expectations for graduate teachers in the department and introduce some basic pedagogy tools that will help graduate students get started teaching. I also provide 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 work 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.

10 Artifacts

Published Reflections and Interviews on Teaching:

- Invited contribution discussing my SoTL research (click here)

- Interview with the Center for Teaching and Learning (click here)

10.1 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.

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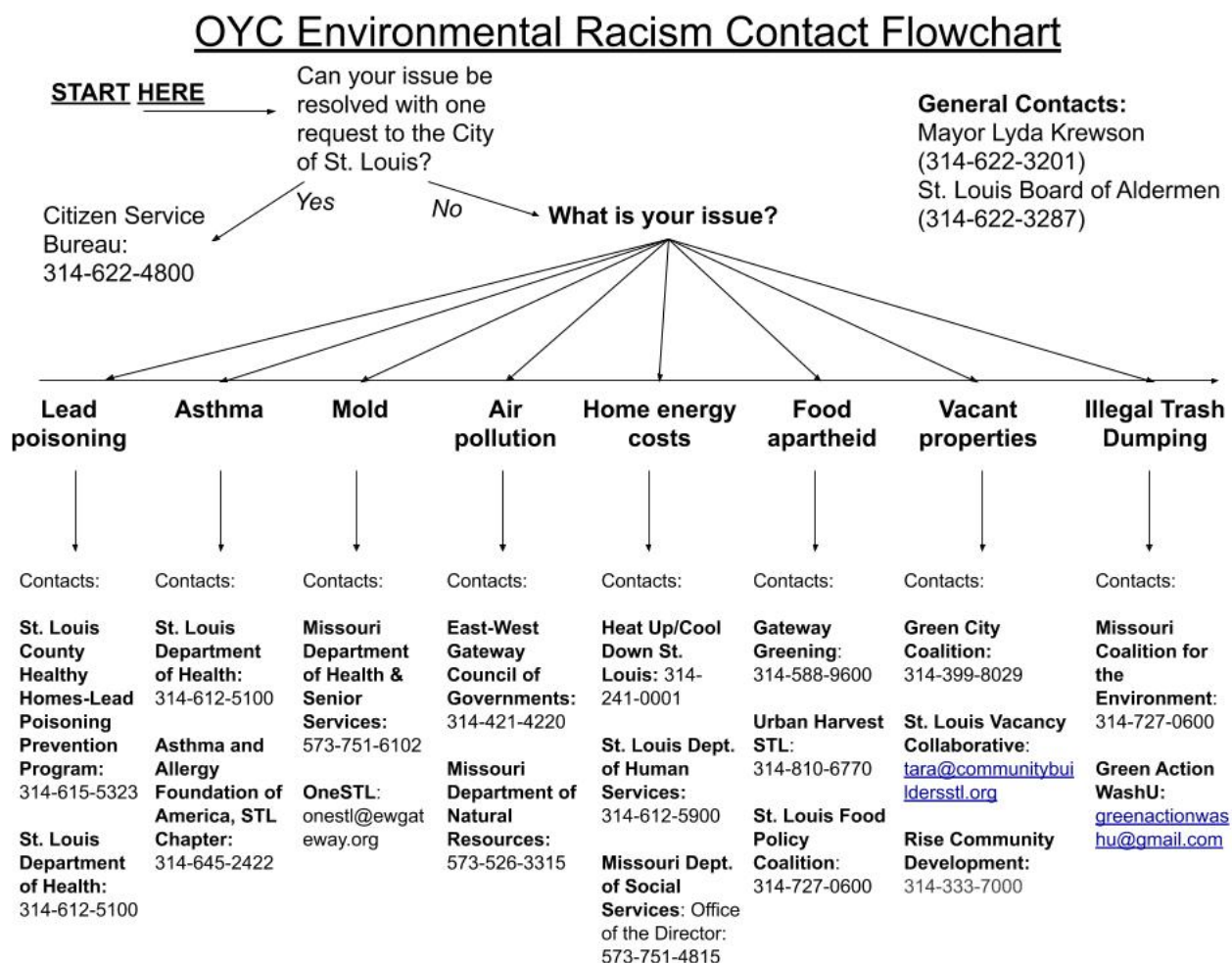
10.2   Activity Example: Policy Day Simulation

Each of my courses includes a simulation activity designed to help students understand the policy making process. Before engaging in the simulation, students complete individual and group assignments to ensure that the simulation is grounded in political science research.

The exact simulation design varies depending on the course: in Political Protest and Violence, students re-created the government response to an actual protest event; in Immigration, Identity, and the Internet, students debated a policy as members of the St. Louis Board of Alderman; and in Introduction to Comparative Politics and Representation, Identity, and Dissent, students employed different versions of a legislative bargaining process.

The simulation format for my Representation, Identity, and Dissent course is shown here. Prior to the simulation, students prepared an individual briefing paper that spoke to the policy implications of the research article they were writing and worked in a group to conduct interviews and find quantitative data to support their policy proposal.

Policy Day Schedule/Format
Representation, Identity, and Dissent
William O'Brochta
Summer 2020

Country Selection (11:00-11:05):
- William announces the country.

Group Country Research (11:05-11:15):
- Groups have 10 minutes to research the selected country and to collectively decide on a policy proposal based on the group's policy briefing papers and data report.

Group Policy Presentation Preparation (11:15-11:20):
- Each group will prepare a slide presentation describing their policy proposal.

Policy Presentations (11:20-11:35):
- Each group will have three minutes to present their policy proposal to the other groups using the visual aid created earlier.
- Groups not presenting should take notes to see what common themes might exist between policy proposals.

Group Strategy Meeting (11:35-11:45):
- Each group will have ten minutes to incorporate ideas from other groups into a revised policy proposal.
- All group members should write down the revised policy proposals and be prepared to share.

Negotiation (11:45-12:00):
- One member from each group will pair up with one member from each of the other two groups. This group of three will review their revised policy proposals and try to settle on a final compromise that satisfies the policy goals of all three groups. Each of these new groups will write-up their revised policy proposal on a slide (10 minutes).
- Each group will present their revised proposal to the class (5 minutes).

Vote (12:00-12:05):
- The class will vote on whether to adopt each of the three policy proposals. To pass, a proposal must receive at least a majority votes.

Implementation (12:05-12:15):
- Everyone will pick a group of three people you have not worked with in this simulation.
- Within these three groups, one group will be assigned to develop a timeline for implementation, one group will be assigned to develop a (guesstimated) budget listing costs to implementing the policy, and the third group will develop a plan to measure whether the policy was successful.

Conclusion (12:15-12:25):
- Each group briefly presents their part of implementation.

Recap (12:25-12:35)

10.3   Pedagogy Resource: Online Teaching Resources Guide

As the Department of Political Science Pedagogy Specialist, I created a 50+ page resource for instructors teaching online for the first time. This resource includes sections on designing syllabi and teaching best practices. I have included the table of contents and first few pages here, click here for the full version.

Online Teaching Resources
Department of Political Science
Washington University in St. Louis
Written By: William O'Brochta
Updated: August 13, 2020

This resource was created to aggregate content that may be helpful when thinking about teaching during the fall 2020 semester. There are five sections:

1. Syllabus Language: Describes potential policies to include in syllabi for fully online courses.
2. Teaching Best Practices: Describes best practices for fully online courses.
3. Courses with an In-Person Component: Details syllabus language and best practices specifically for courses that will meet in-person or have an in-person meeting option.
4. Graduate Student AIs: Discusses working with graduate student AIs in your course.
5. Contact List: Provides a list of offices to contact for help with various teaching related tasks.

Instructors are encouraged to contribute to this document in two ways:

1. Add resources to the Box folder titled Teaching Resources. This folder is organized by topic. Please add PDFs so that everyone can view the resources.
   - Add example syllabi or example course policies to the "02 Examples" folder contained in "01 Syllabus Language."
   - Add PDF copies of teaching best practice articles or resources to the appropriate folder in "02 Teaching Best Practices," "03 Courses with In-Person Component," or "04 Graduate Student AIs" as applicable.
2. Submit questions or tips using the Qualtrics link (click here).
   - Questions or tips submitted using the Qualtrics link will be incorporated into updated versions of this document.

Table of Contents (clickable):

Syllabus Language

Audience: This section is meant to provide a list of topics to consider adding to your syllabus. Each topic is followed by a discussion of why the topic is useful and use cases for seminar and lecture courses.

Participation

- Why to Include: Many courses incorporate participation as part of the course grade.

Considerations

- Asynchronous:
  - Course login: Instructors can check whether students have logged into Canvas to view asynchronous material. Instructors interested in doing this should assess Canvas' participation tracking features before the semester starts or design easy ways for students to confirm they have participated.
    - Example: At some point in a recorded lecture, direct students to complete a one question survey, the link to which you provide.
  - Discussion boards: Instructors can evaluate both the number and quality of discussion board posts. These expectations should be clearly detailed in the discussion board prompt and in the syllabus.
  - Group work: Small group assignments with tangible outcomes --- peer review for example --- can be assigned outside of synchronous class time. Students working in groups can come up with their own synchronous or asynchronous way to complete the assignment.
  - Content dropbox: To foster connections between course content and news and/or popular culture, instructors can create a way for students to submit links to relevant articles and videos.
  - Quizzes/small assignments: Short assessments during or following asynchronous course components can be used to assess participation. These assessments can take different forms: reading check quizzes, reading journals or blogs, quizzes about video content, et. cetera. Instructors can choose whether these assessments are part of a participation grade or are evaluated as a separate course component.
- Synchronous:
  - Attendance: See section on Attendance below.
  - Camera and microphone use: Not all students have access to a camera and microphone that they can use during synchronous classes, and some students with these technologies may feel uncomfortable using them for whatever reason. Consider surveying students to ask about their technology capabilities before the semester starts. Early in the semester, consider asking students to meet with you individually or in small groups. Students are more likely to turn on their camera and microphone in this environment. You can also encourage students to participate with their camera and microphone on, though requiring use of these technologies is not recommended.

- o Discussions: Instructors who are interested in grading discussions based on the quality of student contributions may want to announce this ahead of a given discussion so that students can adequately prepare. Students without the ability to participate verbally can use the chat function. These discussions are often more equitable if everyone is encouraged to speak a certain number of times during the discussion.
    - Example: We are now going to conduct what I call a three-penny discussion. During the next 15 minutes, everyone (including myself) has three opportunities to contribute to the discussion and everyone should do their best to participate at least twice. You can also type your contribution into the chat if you would like. I will give everyone two minutes to brainstorm this discussion question before we start.
  - o Breakout rooms: When using breakout rooms, instructors can set an explicit expectation for what work is due at the end of students' time in the breakout room. It is often best if student output is in writing. Students who complete the assigned work would receive credit for participating.
    - Example: You will have 8 minutes to discuss this topic in breakout rooms. During this time, answer these three questions in writing as a group and be prepared to share when our breakout room time is over.
  - o Tickets out/quizzes/poll questions: Instead of requiring vocal participation during synchronous classes, instructors can ask students to complete short quizzes, discussion prompts, or poll questions at various points in the class and collect and evaluate these short assignments.
- Mid-semester evaluations: Because it is more difficult for students to assess their participation in an online course, instructors may wish to provide a short, written evaluation of student participation halfway through the semester. This evaluation can state in general terms how well the student can expect to do if he/she continues their current level of participation throughout the semester. It can also signal to students whose participation needs to improve.
  - o Example: You are on track to do well in class engagement. You have contributed during synchronous class and consistently make good quality comments on blogs. I always appreciate your willingness to jump in during group discussions. Keep up the good work, keep participating, and you will do well in this component of the course.
- Personalized student participation policies: Students taking online courses are likely doing so in different environments, some of which are more conducive to participation than others. One way to address this potential inequity is to develop a participation policy and to offer an option for students to propose a personalized participation policy that is substantively similar to the policy you developed, but that works better for a particular student. Once you approve a student's policy, you can ask them to evaluate their own adherence to their policy throughout the semester.

Examples
- I hope that class time will be a productive space to discuss readings, work in groups to complete activities, teach your peers, and relate the course to your life experiences. Class engagement goes beyond simply showing up for synchronous class; while I will take

10.4 Syllabus: Representation, Identity, and Dissent

I have included the full syllabus for my Representation, Identity, and Dissent course below. Additional syllabi are available on my website (click here).

Course Description: How do people express their political opinions? Political opinions form along many identity-based lines: ethnicity, religion, language, region, or gender. We explore and synthesize research on different forms of identity to find what makes some identities politically relevant and what it takes for identity groups to gain political representation. For unrepresented groups, we investigate how individuals express their identities outside of government and how a lack of representation fosters dissent. Our ultimate goal is to develop theories connecting identity and action in order to predict future cases of representation and dissent. Our focus will encapsulate theories and results from both American and Comparative politics, and we will work to emphasize the public policy relevance of our work.

Prerequisites: None.

Text(s): Lisa A. Baglione, *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*.[1] This book and all other readings are posted on the Google Drive (accessible though Canvas).

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

1. Describe and make connections between different forms of identity and action.
2. Think critically to identify characteristics of identities that cause them to become politically relevant.
3. Connect forms of action by arranging them on a continuum. Use this model to explain how actors select a type of action.
4. Given situational factors, use theory to predict individual and collective responses to identity threat.
5. Summarize differences in conceptions of identity and action to better understand and appreciate diverse perspectives.
6. Apply your knowledge to personal and community engaged situations.
7. Develop your knowledge about the research article writing process and demonstrate your capacity to write your own article and to help others revise their work.

Assignments:

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[1]A PDF is posted on the Google Drive, but you may choose to purchase if you like. If you buy a copy, save money and buy an old edition (2nd or 3rd).

Assignment	Due Date	Percentage
Blogs		12%
Class Engagement		10%
Policy Day	June 26	15%
Community Experiences	June 12, 18, 24; July 1-2, 8	5%
Research Article		58%
Research Question	June 12	6%
AB/Literature Review	June 22	12%
Theory	June 29	15%
Research Design	July 6	15%
Research Article	July 10	10%

Letter Grade Distribution:

≥ 94.00	A		73.00 - 76.99	C
90.00 - 93.99	A-		70.00 - 72.99	C-
87.00 - 89.99	B+		67.00 - 69.99	D+
83.00 - 86.99	B		63.00 - 66.99	D
80.00 - 82.99	B-		60.00 - 62.99	D-
77.00 - 79.99	C+		≤ 59.99	F

Course Policies:

- **General**

  - If you have academic accommodations, you must e-mail me appropriate documentation within the first week of the course.

  - Citations (in-text and references) for all work requiring them must be in American Political Science Association (APSA) style. Use of this style is important, as it governs the writing of professional political science.[2]

  - Plagiarism, including inappropriate attribution, is grounds for automatic failure from the course and referral to the Dean's office. If you are unsure if you are plagiarizing, always cite your sources. If you are unsure if you are paraphrasing, rewrite to use either a direct quotation or paraphrase differently. Baglione's book discusses proper citation procedures; feel free to talk to me if you are unsure whether or how to cite a source. Wikipedia is not an appropriate academic source.

- **Course Format**

  - This course meets from 11AM-12:35PM Central Time at certain points indicated below (usually MWF). By signing-up for this course, you are agreeing to be available for synchronous classes during these times. I respect your time: I will not schedule any mandatory course events occurring outside of this time period, and I expect you to be available during this time period.

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[2]The APSA style manual is in the Google Drive folder.

- Everyone learns differently, and everyone has had differing experiences with online learning. Some students want to re-create an in-person course experience whereas others want to learn completely asynchronously and independently. I will utilize a range of online learning tools, and I ask for your willingness to engage with modes of online learning that you may not prefer, but may be most helpful for others.

- Please try to be as engaged as possible: turn on your camera if possible and be willing to use your microphone. If you have concerns about participating in synchronous classes, please let me know as soon as possible.

- **General Weekly Plan**

  - Monday: Synchronous class, focused on research article writing. Assignments due: Research article assignment, no blog.

  - Tuesday: Asynchronous class, peer review and blogs. Assignments due: Peer review, blog entry.

  - Wednesday: Synchronous class, discussion. Assignments due: Blog entry, submit two comments on others' blogs from Tuesday.

  - Thursday: Asynchronous class, blogs. Assignments due: Blog entry.

  - Friday: Synchronous class, discussion. Assignments due: Blog entry, submit two comments on others' blogs from Thursday.

- **Absences and Late Work**

  - These policies are designed to help ensure that you do not fall behind, as this course moves very quickly. You are always free to work ahead.

  - This is an online course, but it is partly synchronous and is paced, meaning that assignments are due at set times. *You are expected to make every effort to attend all synchronous classes.* You are free to take one undocumented and unexcused absence from synchronous classes. You should submit the absence form on Canvas if you have a documented illness, religious holiday, or technological disruption after your first unexcused absence. On days where there is not a synchronous class, you must complete assignments that are due and engage on other students' blogs. More details can be found in the class engagement rubric.

  - All assignments in this course are most relevant to you and to the rest of the students if they are turned in the day they are due. As such, assignments will not be accepted late unless prior arrangements for an extension have been made.

  - Extensions will only be given in extraordinary circumstances. Feel free to speak with me if numerous assignments are due around the same time; we can develop a plan together to help you complete everything on time. To request an extension, you must e-mail me at least 48 hours before the assignment is due with the reasons behind your request. We can then work together to figure out how you can turn the assignment in on time or make alternate arrangements in extraordinary circumstances.

- **Grading Concerns**

  – Coming to class prepared, completing assignments on time, working hard, and doing your best are the biggest tickets to doing well in this course. This course will hopefully be challenging and rewarding, resulting in everyone doing well.

  – Grades will only be changed if I made an arithmetic error or mistake. If you feel that this happened to you, please send me an e-mail no later than three days after the assignment is returned detailing the error.

  – If you are concerned about a grade you receive, please discuss it with me. I am happy to discuss how you can improve in future work.

  – You may rewrite your annotated bibliography/literature review and theory paper and turn them in when indicated. You may only exercise this option if you turn in a complete draft on the initial due date. I will re-grade the paper with a 10% deduction and take the higher of the original and rewrite grade as your final grade for these assignments. This is completely optional.

  – I do not give incomplete grades unless there is a documented medical crisis or documented emergency late in the semester and you have communicated about this to me when the incident occurs.

- **Feedback**

  – I will ask you to provide me with frequent evaluations of the course. These will include short "exit slips" on the day's class as well as an informal mid-semester evaluation.

  – We will be learning from each other during this class. Not only will I be learning your perspectives on the material in the course, but I will also be conducting research on the most effective ways to teach certain material in order to improve the course in the future. You will be asked to consent for your anonymized data to be used in this study. All activities in class will be the same regardless of if you choose to participate. If you do participate, your data will be protected and not identifiable in any way. I will not know who is participating in the study until after the semester is complete and final grades have been submitted.

- **E-mail**

  – I will respond to your e-mails promptly. In general, you can expect a response within 24 hours and that e-mails will be answered between 9AM and 5PM Central Time, Monday through Friday.

  – Be sure to check the syllabus before e-mailing; questions answered in the syllabus will not be answered via e-mail.

  – Often, e-mail is best used to set-up an "in person" meeting. It is easier for us to understand each other in a meeting rather than via lengthy e-mail exchanges.

  – Please treat e-mails as professional correspondence and use proper sentence structure and tone. E-mails may only come from your wustl.edu e-mail address.

- **Class Structure and Environment**

  – This is a seminar style course. As such, there will be no lectures and few formal slide presentations. You must come to class having completed the reading and ready to discuss. We will break up our discussions with small group activities where, again, your participation is critical.

  – I expect that you will work to maintain a positive classroom environment throughout all of our activities. This is detailed in the classroom engagement rubric. While we often use data and models to provide evidence, political scientists do not have definitive answers to any question. Thus, we will work to understand others perspectives in a constructive and respectful manner.

University Policies: By enrolling in this course, you agree that you are familiar with the below listed resources and that you will not violate any of the listed policies. You are always welcome to discuss concerns you have regarding any of these policies with me. As an instructor, I promise to listen to your concerns, offer support, and accommodate you in any way possible. Please note that instructors are not confidential reporters for sexual assault, though I do promise to keep all discussions with students as private and confidential as legally allowed.
[Links to University policies are removed for brevity.]

Topics and Readings: Below is the schedule of goals for each class, reading and assignments due on the date of a given class, and assignments assigned. I may change the course outline, but I will give you plenty of prior notice.[3]

Foundations of Identity

June 8: Scope of Identity and Action

- Format: Synchronous

- Goal: Introduction to the course, conceptualizing identity.

- Assignments Assigned: Beginning-of-course survey, Introduction discussion (on Canvas).

June 9: What are Identities?

- Format: Asynchronous

- Notetaker: William

- Reading Question (first blog due): What is identity?

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

- Reading Due: Hoover Green, Amelia. 2013. "How to Read Political Science: A Guide in Four Steps." (Read this first!)
  Brubaker, Rogers, and Frederick Cooper. 2000. "Beyond 'Identity.'" *Theory and Society* 29(1): 1-47. (This article is long — practice the reading skills you learned from Hoover Green; see my blog post and annotated reading)

June 10: What is political science research? What are research questions?

- Format: Synchronous

- Notetaker: Grace

- Reading Due (no blogs for Baglione readings): Baglione, Ch. 1 and 2.

- Assignments Due: Beginning-of-course survey, Introductions discussion initial post (on Canvas).

- Assignments Assigned: Community identity profile — think about the identities present in your community (however you define "community"). Look up and write down statistics about ethnic, religious, gender, and national identity, and describe what you would consider your communities' common identity in a paragraph. Finally, make a contact list of all your political representatives. Do a little research on what issues your representatives might care about, and pick one issue you might contact each representative about. Write down your list and the issue you would contact each representative about and a sentence explanation why. Submit to Canvas.

June 11: Common Identity Characteristics

- Format: Asynchronous

- Notetaker: Rebecca F.

- Reading Question: What makes a characteristic become an identity?

- Reading Due: Chandra, Kanchan. 2006. "What is Ethnic Identity and Does it Matter?" *Annual Review of Political Science* 9: 397-424.
  And pick one from:
  Caraway, Teri L. 2010. "Gendering Comparative Politics." *Perspectives on Politics* 8(1): 169-175.
  Htun, Mala. 2004. "Is Gender like Ethnicity? The Political Representation of Identity Groups." *Perspectives on Politics* 2(3): 439-458.

June 12: Who cares?

- Format: Synchronous

- Notetaker: Grace

- Assignments Due: Research Question and Paragraph, Community Identity Profile, Introductions discussion comments (on Canvas), Acknowledge Academic Integrity Policy.

- Note: Guest Dr. Meg Gregory will visit.

June 15: Finding Sources and Writing Literature Reviews

- Format: Synchronous

- Notetaker: Devin

- Goal: Annotated Bibliography and Literature Review.

- Reading Due: Baglione, Ch. 3 and 4.

- Assignments Due: Research Question rewrite.

Identity as Politically Relevant

June 16: Identities in the Public Sphere

- Format: Asynchronous

- Notetaker: Peter

- Reading Question: What is a politically relevant or salient identity? Why is political relevance important?

- Reading Due: Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. 2010. "Why do Ethnic Groups Rebel? New Data and Analysis." *World Politics* 62(1): 87-119.

- Assignments Due: Research Question peer review

- Assignments Assigned: Field observation — Attend a group event (club meeting/event, study group, team, public meeting, meeting with coworkers) for at least one hour and write notes about how group members express their identity (or why they do not). You should choose an event for a group to which you already belong or an event where spectators are common (debate, lecture, dance performance). There are many such events going on online right now; if you cannot think of a group to observe, discuss with your classmates or myself. Please do not deceive anyone throughout the observation (i.e., do not pose as a new club member). Instead, only observe groups open to the public or which you are already a member. Turn in your typed notes and a one paragraph reflection to Canvas.

- Note: Policy Day group assignment.

June 17: Making an Identity Political

- Format: Synchronous

- Notetaker: Rebecca F. and Nathan P.

- Reading Question: What are some motivating factors that prompt an individual to activate an identity and take action?

- Reading Due: Claassen, Christopher. 2016. "Group Entitlement, Anger, and Participation in Intergroup Violence." *British Journal of Political Science* 46(1): 127-148.

June 18: Choosing a Primary Identity

- Format: Asynchronous

- Notetaker: Alec

- Reading Question: How and when do people strategically deploy identities?

- Reading Due: Bernstein, Mary. 1997. "Celebration and Suppression: The Strategic Uses of Identity by the Lesbian and Gay Movement." *American Journal of Sociology* 103(3): 531-565.

- Assignments Due: Field observation

Connecting Forms of Action

June 19: War and Genocide

- Format: Synchronous

- Notetaker: Nathan C.

- Reading Question: Why do people resort to violence to uphold an identity?

- Reading Due: Brown, Sara E. 2014. "Female Perpetrators of the Rwandan Genocide." *International Feminist Journal of Politics* 16(3): 448-469.

- Assignments assigned: Midterm survey (on Canvas) and Midterm Synthesis — As an alternative to a midterm exam, identify four public policy issues that synthesize what you have learned thus far in the course. Do some online research and identify a community organization working on each public policy issue. Write four paragraphs, one for each issue, that each describe how the issue relates to the course and what work the community organization does to address the issue. Submit to Canvas.

June 22: Literature Reviews and Theoretical Arguments

- Format: Synchronous

- Notetaker: Kayla

- Reading Due: Baglione, Ch. 5.

- Assignments Due: Literature Review.

June 23: Protest and Collective Action

- Format: Asynchronous

- Notetaker: Alec and Nolan

- Reading Question: How do individual decisions influence the success of collective action?

- Reading Due: <u>Choose one:</u> Polletta, Francesca, and James M. Jasper. 2001. "Collective Identity and Social Movements." *Annual Review of Sociology* 27: 283-305. Baldez, Lisa. 2002. *Why Women Protest: Women's Movements in Chile.* Cambridge: Cambridge University Press (Ch. 1).

- Assignments Due: Literature review peer review.

June 24: Institutional Structures

- Format: Synchronous

- Notetaker: Rebecca R.

- Reading Question: What are the pros and cons of changing government structure in order to address identity issues?

- Reading Due: Brancati, Dawn. 2006. "Decentralization: Fueling the Fire or Dampening the Flames of Ethnic Conflict and Secessionism?" *International Organization* 60(3): 651-685.

- Assignments Due: Midterm survey and midterm policy synthesis (on Canvas).

- Note: In-class preparation for Policy Day.

June 25: Representation

- Format: Asynchronous

- Notetaker: Devin and Ge

- Reading Question: Why is representation of an identity in an institution important to those who share that identity?

- Reading Due (blog due): Asamoah-Gyadu, J. Kwabena. 2007. ""Get on the Internet!' Says the LORD': Religion, Cyberspace, and Christianity in Contemporary Africa." *Studies in World Christianity* 13(3): 225-242.
  And pick one from:
  Keiser, Lael R., Vicky M. Wilkins, Kenneth J. Meier, and Catherine A. Holland. 2002. "Lipstick and Logarithms: Gender, Institutional Context, and Representative Bureaucracy." *American Political Science Review* 96(3): 553-564.
  Meier, Kenneth John. 1975. "Representative Bureaucracy: An Empirical Analysis." *American Political Science Review* 69(2): 526-542.
  Meier, Kenneth J., and Jill Nicholson-Crotty. 2006. "Gender, Representative Bureaucracy, and Law Enforcement: The Case of Sexual Assault." *Public Administration Review* 66(6): 850-860.

June 26: Policy Day Simulation

- Format: Synchronous

- Notetaker: Ge

- Assignments Due (no blog comments on 6/25 blogs): Policy briefing paper and data report.
  Annotated bibliography/literature review rewrite (optional).

Predicting Action

June 29: Theory and Research Design

- Format: Synchronous

- Notetaker: Rebecca R.

- Reading Due (no blog): Baglione, Ch. 6 and 7.

- Assignments Due: Theory.

June 30: A Unified Identity/Action Model

- Format: Asynchronous

- Notetaker: Peter and Nolan

- Reading Question: What typology (continuum, flow chart, et. cetera) would you create that encompasses all types of action?

- Reading Due (blog due): Choose one: Herrera, Yoshiko. 2005. *Imagined Economies: The Sources of Russian Regionalism.* Cambridge: Cambridge University Press.

van Zomeren, Martijn, Tom Postmes, and Russell Spears. 2008. "Toward an Integrative Social Identity Model of Collective Action: Quantitative Research Synthesis of Three Socio-Psychological Perspectives." *Psychological Bulletin* 134(4): 504-535.

- Assignments Due: Theory peer review.

July 1: Community Engagement Day

- Format: Synchronous

- Notetaker: Nathan C.

- Reading Due (blog comments on 6/30 blogs, no new blog): Work through online module.

- Assignments Due: Policy Day reflection survey (on Canvas), Community Engaged Project Ideas discussion (in Canvas module).

July 2: Representation and Community Engagement

- Format: Synchronous

- Notetaker: Kayla

- Assignments Due (no blog): Theory rewrite (optional)

- Note: Time to work on community engagement project.

July 6: Abstract and Introduction

- Format: Synchronous

- Notetaker: Maya

- Reading Due (no blog): Baglione, Ch. 9.

- Assignments Due: Research Design.

July 7: Representation Policies

- Format: Asynchronous

- Notetaker: Benjamin

- Reading Question: What happens after identity groups gain representation in government?

- Reading Due (blog due): Franceschet, Susan, Claire Annesley, and Karen Beckwith. 2017. "What do Women Symbolize? Symbolic Representation and Cabinet Appointments." *Politics, Groups, and Identities* 5(3): 488-493.
  O'Brien, Diana Z., Matthew Mendez, Jordan Carr Peterson, and Jihyun Shin. 2015. "Letting Down the Ladder or Shutting the Door: Female Prime Ministers, Party Leaders, and Cabinet Ministers." *Politics and Gender* 11(4): 689-717.

- Assignments Due: Research Design peer review.

July 8: Community Engagement Day

- Format: Synchronous

- Notetaker: Maya

- Assignments Due: Blog comments on 6/7 blog. No new blog.

July 9: Unanticipated Involvement in Action

- Format: Asynchronous

- Notetaker: Benjamin

- Reading Question (no blog due): What makes bystanders or unaffiliated individuals choose to join an action? What effect can these people have on the success of the action?

- Reading Due (no blog due): Klandermans, Bert, Jacquelin van Stekelenburg, Marie-Louise Damen, Dunya van Troost, and Anouk van Leeuwen. 2014. "Mobilization Without Organization: The Case of Unaffiliated Demonstrators." *European Sociological Review* 30(6): 702-716.

July 10: Research Article Roundtable

- Assignments Due (no blog comments due on 7/9 blog, no new blog): Research Article.

July 14: End-of-Course Evaluation Due

Description of Assignments:

Blog (12%)

Completing and engaging with course material is essential to your success in this course. On days where we have asynchronous class, it is also important to engage with others' thoughts on course material and to provide meaningful reactions and responses.

To facilitate both of these goals, each of us will maintain and regularly update a blog about this course. On days where we have asynchronous class, you will be responsible for reading others' blogs and providing meaningful and engaging comments.

Why blogs and not a discussion board? I have decided to use blogs to give you more freedom in the way you respond to course material. You have flexibility to include text, images, audio, and video in whatever format you like and are comfortable with in your blog.

You will post a blog for each class day where there is a reading question listed (see the assignments on Canvas for the detailed list). After you post your blog, you will submit the blog URL on the appropriate assignment on Canvas so I can reference it quickly.

Each blog should contain the following three parts somewhere in the blog submission. As a guideline, your blog should be 500+ words in length. This is not a hard-and-fast rule, your blog should express your style and creativity, so recording a video or audio, uploading images or links, or doing other creative things can mean that your written submission is shorter.

1. Summary: a very short (< 4 sentence) summary of the reading with key points.

2. Reading Question: a reaction to the reading question of the day in light of what you learned in the reading and the other material in the course. You should deeply engage the reading here, and use at least half of your blog post to engage the reading question.

3. Reflection: what did you think of the reading? How does it relate to your life experiences, current events, or other thoughts you had? Ask clarification questions or provoke debate here.

<u>Submission and Evaluation:</u> You should write and submit a blog for every class where there is a reading question listed. Blogs will be checked for completion on Canvas. Your **two** lowest blog grades will be dropped (this includes any blogs you do not turn in, so feel free to skip when you are busy).

I will post a response to several students' blogs either on your blog or on Canvas each class. Even when I do not directly respond to your blog, you should view your blog as a way to prepare for synchronous class and to engage other students during asynchronous class.

Blogs will be evaluated as follows. The numbers in parentheses represent how these evaluations are represented on Canvas.

- ✓ (2): Excellent entries: all components are present, material is engaged well.

- ✓− (1): Unsatisfactory entries: missing components, poor quality responses or do not meet length requirement.

- 0: No submission.

Class Engagement (10%)

I hope that class time will be a productive space to discuss readings, work in groups to complete activities, teach your peers, and relate the course to your life experiences. Class engagement goes beyond simply showing up for synchronous class; while I will take attendance, simply showing up to synchronous class will earn you at most 50% of the class engagement points.

I will evaluate class engagement based on the following criteria:

1. Attendance: attendance is required during synchronous classes. Your voice and contributions are important to the rest of the class, and we want to hear from you. **You are permitted one undocumented and unexcused absences from synchronous classes throughout the semester.** For documented illness, technological issues, and religious holidays, you must submit an explanation and any supporting documentation to Canvas *before* the beginning of any given class you will miss. For major, unforeseen technological issues, you may submit your explanation within one day of the class you missed if it is not possible to submit before class. Assignments are still due on time unless I have approved alternate arrangements prior to your absence.

2. Notetaking: Each class day, one student will take careful notes of what happened during class in the class notes section of our Google Drive folder. Taking these notes provides a resource for absent students, helps the notetaker critically think about others' contributions, and helps others reflect on class material. We will agree on a notetaking schedule once the semester begins. Notes are due within 24 hours of the completion of a given class.

   - For synchronous classes: Take notes on key topics discussed, points raised, and other issues you felt were important. Try to capture all the essential components you felt were part of a given class.

   - For asynchronous classes: Read through everyone's blog entries and provide a general summary of the key points raised. Try to synthesize the blog posts in a meaningful way. If you are the notetaker on an asynchronous class day, notetaking replaces commenting on individual students' blogs.

3. Maintain a positive course environment: Listen respectfully, ask respectful questions, and actively participate. You play a critical part in maintaining an inclusive classroom

climate. You must participate in both synchronous and asynchronous parts of the course; if you feel uncomfortable participating, please reach out to me so we can figure out a way for you to be engaged.

- For asynchronous classes: Read and comment on others' blog entries within 30 hours of the post deadline (i.e., Wednesday at 5PM for blogs due Tuesday at 11AM). **Provide substantive and engaging comments on at least two other blogs.**

<u>Evaluation:</u> The final class engagement grade will be assigned at my discretion based on a holistic evaluation of your performance. I will provide feedback in the middle of the course about your engagement, identifying strengths and areas for improvement. If you have concerns about your engagement, please discuss them with me during the semester. We can work together to help you do well in this component of the course.

Policy Day (15%)

Political scientists conduct research that has implications for public policy. We always hope that our research is relevant to a broad audience, but without careful thought it might not be. Our policy day is designed to share what you believe are the most important insights from your research with the class and to act as an expert trying to convince the class of your findings. There are two written components to policy day: a group data report and an individual briefing paper.

Policy day will work as follows:

1. Group assignment: prior to Policy Day, everyone in the class will divide into groups based on the topic most related to their research question. For example, those studying the protests will form a group, those studying civil war will form a group, et. cetera. We will all try to optimize group size and the cohesiveness of groups.

2. Data report: Choose a real world case that illustrates some part of your research findings (assuming you are able to support your hypothesis). Try to accommodate the interests of everyone in your group as best as possible. For example, if everyone is studying aspects womens' movements, you might choose a recent womens' march. Based on your case selection, you will collect both qualitative and quantitative data. Your group will conduct a minimum of two interviews based on interview protocols we discuss in class. The goal of these interviews is to learn about the public policy implications of the case. What are its lasting impacts? Second, you will search for relevant quantitative data related to your case and describe these data.

   Your group will turn in one data report that includes a minimum one double spaced page summary and one double spaced page analysis covering the two interviews. The analysis should focus on the public policy and lasting impacts of the case. In addition, your data report will include a minimum one double spaced page description and

analysis of the data you found and why it is relevant to your case and to the public policy problem. Finally, you should include a paragraph or two synthesizing both sources of data. The data report is due on Policy Day.

3. Briefing paper: Take the main finding from your research (assume you are able to support your hypothesis) and develop a briefing paper for the leader of a fictional country with policy recommendations that derive from your finding. In this briefing paper, act as the expert on your particular finding and make a case for the leader to take some action to address either the causes or consequences of what you have found. Your memo should contain the following parts:

   (a) Header: Include to, from, subject, and date lines. Be sure the subject line succinctly conveys the policy recommendation you are making.

   (b) Executive Summary: Provide a very brief summary that highlights the extent of the problem your policy addresses and how your policy solves this problem. Bullet points are preferred.

   (c) Body: Define the problem your policy is trying to address and the scope of the problem. Use evidence from your literature review to support your claim. Briefly describe your theory and (predicted) findings. Discuss how your findings relate to the policy proposal you make. Consider at least one other policy that could also address your findings. Develop several criteria that demonstrate why your proposed policy best addresses the problem you have identified based on your research findings. Make a strong recommendation for the policy solution you have chosen based on your findings and additional scholarly evidence. Use narrative style.

   (d) Writing style: Be direct and convincing. Use short sentences, make concrete claims, and highlight important points. Policymakers do not have time to read complicated arguments. Distill your research findings into as concise a narrative as possible and be extremely clear how your proposed policy solves the problem identified in your findings. There is a hard word limit of 1,000 words including all text and any appendicies (save footnoted citations). Provide APSA style citations in footnotes; citations do not count toward the word limit.

4. Policy Day Schedule: Your briefing paper and data report are due on Canvas on Policy Day.

   (a) Policy Day will begin with country selection. I will announce a particular country for which I am the country leader and you are trying to convince me to adopt your policies.

   (b) Once the country is announced, groups will meet to determine which policy or combination of policies they want to propose for adoption in the country. The proposed policies must make sense and be somewhat reasonable; for example, if the country is peaceful, a military crackdown is illogical. Similarly, proposed policies cannot restructure the entire government. If the country is a parliamentary system, suggesting changing to a majoritarian system might be impractical.

(c) After groups decide on a policy proposal for the country, each group will present their policy proposal. This will begin a negotiation period where groups allocate influence and confer with other groups to try to pass or amend policies. We will go through several rounds of policy making; the goal is to get your proposed policy passed if at all possible.

<u>Evaluation:</u>

Data Report Grading Rubric

30 points	Outstanding	Proficient	Needs Improvement
Interviews are summarized and contextualized effectively	10 8	6 4	2 0
Relevant empirical data is discussed	10 8	6 4	2 0
A section draws broad conclusions from the data analysis	5 4	3 2	1 0
APSA style citations	5 4	3 2	1 0

Policy Briefing Paper Grading Rubric

59 points	Outstanding	Proficient	Needs Improvement
Informative subject line	4	2	0
Brief executive summary	5 4	3 2	1 0
Executive summary highlights problem and solution	5 4	3 2	1 0
Problem is well defined	5 4	3 2	1 0
Describes theory and predicted findings	5 4	3 2	1 0
Discusses how findings relate to policy proposal	5 4	3 2	1 0
Analyzes alternate policy	10 8	6 4	2 0
Makes strong policy recommendation	5 4	3 2	1 0
Compelling writing style	5 4	3 2	1 0
Concise (under 1,000 words)	5 4	3 2	1 0
APSA Citations in footnotes	+2	0	-5
Editing	+2	0	-5

Community Experiences (5%)

The course includes several short assignments and surveys that help you synthesize course content through the lens of community involvement. Often, we will discuss the assignments or use them for an activity in class when they are due, so it is critical that you complete

quality assignments on time.

<u>Evaluation:</u> Short assignments should be turned in on Canvas.

Assignments will generally be evaluated using these criteria:

- 95: completes the assignment in full. Uses clear, simple, and direct writing style. Demonstrates a well thought out reflection on the assignment. Shows pride to fulfill the intent of the assignment, and demonstrates the strength of the author. Is mechanically flawless.

- 85: completes the assignment in full. Writing style is appropriate, but could use clarity. Demonstrates some reflection and critical thinking about the assignment. Fulfills the intent of the assignment, but could be more creative. Has few mechanical errors.

- 75: completes the assignment, may miss a component. Writing a vague; engages in unnecessary summary. Little critical thinking throughout. Fails to think creatively. Contains more than a few mechanical errors.

- 65 and below: submits the assignment, but misses length or content requirements. Dense or poorly constructed writing. Assignment not thought out or completed carefully. Riddled with mechanical errors.

- 0: No submission

Community Engaged Project

Academic work is most successful when it is broadly applicable to the lives of individuals in our community. Throughout the course we will emphasize ways the theories and topics we discuss in the classroom can be applied to everyday people and to public policy. Such work also provides us with the opportunity to teach others about what we have learned and to solidify our knowledge.

Toward this end, we will be partnering with the Missouri Botanical Garden Outdoor Youth Corps (OYC) for a community engaged project. The goal of this project is for us to apply our knowledge regarding theories of representation and the impact of identity on political issues to help empower youth to better understand ways they can interact with the political system to address issues that they care about and are especially relevant to their lives. Many of these issues are inextricably linked to a long history of implicit and explicit racism and marginalization.

We had a great collaborative opportunity planned to visit and work with OYC members and to learn from them over several days. Unfortunately, with the course being online, I have improvised a bit, and tried to develop a meaningful experience online.

Flexibility is key for successful engagement with the community. Even though we will not work in-person with OYC, we are still going to dedicate several days to developing training

materials that will be delivered to OYC youth members on how to best address environmental injustice issues in their community.

We will work together as a class to learn about environmental injustice in St. Louis, meet the OYC, develop a plan for the training materials, and work together to complete them. I will devote approximately 3 synchronous class periods to this endeavor and adjust assignments during the time we are working on this project as needed so that we can produce a high quality product.

Your full attention and engagement is required for this project to be effective!

Research Article (58%)

Political scientists conduct research. A large part of this course is to help you to enter the political science community and learn to share your own ideas and theories. Many of the skills taught in this course may be new to you, and you may find them difficult. Rest assured that tenured academics who have been writing research articles for years still struggle throughout the research process.

At the end of the semester, you will turn in a research article with all the components in place. That is, you will formulate a research question, develop a literature review, articulate a theory, describe a research design, and put the whole article together. You will not conduct empirical analysis for a results section. The audience for your article and all of the components of the article you turn in throughout the semester consists of political science students, professors, and policy makers who do not know you and who are not familiar with your research project. You should write all components of your research article with this audience in mind.

We will talk about how to craft each of the sections of your research article in class. **All research article components are due on Canvas.**

Research Question (6%):
Your research article will address a research question: a problem that you feel needs to be addressed or a puzzle you have discovered. You will use this research question to write all the other components of your research article, though it is perfectly okay if your question shifts slightly as the course progresses. You must choose a research question closely related to tying together the concepts of identity and action.

For this assignment, write a *one sentence* research question followed by a one paragraph description of your question. In the description include why you think the question is interesting and important and what existing literature may be relevant that addresses your question.

Evaluation: Your research question and paragraph description will be evaluated based on

the following rubric. You will revise your research question after we discuss it in class, and you will also receive peer feedback.

Research Question Grading Rubric

21 points	Outstanding	Proficient	Needs Improvement
Research Question			
is concise	2	1	0
presents a puzzle/addresses a debate in the field or in public policy	5 4	3 2	1 0
sets up a project that is falsifiable, not descriptive	2	1	0
can plausibly be tested empirically	2	1	0
Paragraph Description			
states why the question is relevant and important	5 4	3 2	1 0
describes how the question fits into a subfield of political science and/or existing literature	5 4	3 2	1 0
Editing	+2	0	-5

Annotated Bibliography and Literature Review (12%):
A literature review serves an important purpose in a research article, but that purpose is distinct from summarizing all relevant literature about your topic. Literature reviews focus the reader's attention on research that directly attempts to address your research question; literature reviews engage the research and do not summarize it. The annotated bibliography is the place to summarize work that you think is relevant for your literature review, theory, and background information for your research article.

Your annotated bibliography should contain at least *eight* scholarly sources cited in APSA format with a several sentence explanation of how each cited paper addresses your research question. Your literature review should follow the advice in Baglione and should be three to five pages, not including the annotated bibliography or references section. You may use the same sources in your annotated bibliography and your literature review. Turn in your annotated bibliography and literature review in one document.

Evaluation: Your literature review and annotated bibliography will be evaluated based on the below rubric.

Annotated Bibliography and Literature Review Grading Rubric

120 points	Outstanding	Proficient	Needs Improvement
Source Selection			
uses APSA citation style	10 8	6 4	2 0
cites at least eight sources	4	2	0
includes a range of publication years	4	2	0
sources are canonical and/or closely related to the research question	5 4	3 2	1 0
sources are grouped into "schools" depending on the theoretical arguments and empirical findings	10 8	6 4	2 0
each school has a meaningful name	4	2	0
there are several sources for each school	4	2	0
Paragraph Descriptions			
summarize theoretical arguments and empirical findings of the works	10 8	6 4	2 0
indicate how you plan to use the work in your article	10 8	6 4	2 0
Literature Review			
has an appropriate title	4	2	0
begins with an introduction summarizing the "schools" and distinguishing your research question from them	10 8	6 4	2 0
does not summarize cited work	5 4	3 2	1 0
only includes relevant sources for identifying a theoretical gap in the literature and building your theoretical argument	10 8	6 4	2 0
each paragraph is directly related toward contextualizing and describing the importance of your research question	10 8	6 4	2 0
your research question is clear and clearly differentiated from prior work	10 8	6 4	2 0
minimal direct quotations are used	5 4	3 2	1 0
ends with a conclusion discussing how your research question builds on the literature	5 4	3 2	1 0
Editing	+5 +2	0	-5 -10

Theory (15%):

The theory section of your article should rely on previous literature to build an argument resulting in your hypothesis. Your theory must be related to a major theory of identity or action either that we read in class or that you found on your own. You should use this existing theoretical argument as a starting point for your theory and provide an innovation on this theoretical argument. The theory section itself should be three to five pages not including references, but you should also include a revised literature review before your theory section. You need not include your annotated bibliography.

<u>Evaluation:</u> Your theory paper will be evaluated based on the below rubric.

Theory Section Grading Rubric

83 points	Outstanding	Proficient	Needs Improvement
Revisions to Literature Review	10 8	6 4	2 0
Theory Section			
has an informative title	4	2	0
transitions well from the literature review	5 4	3 2	1 0
begins with a summary paragraph stating the hypothesis and describing the steps that connect the theoretical argument	10 8	6 4	2 0
uses a "flow diagram" or verbally describes such a diagram	5 4	3 2	1 0
explicitly walks through each step of the "flow diagram" (at least one paragraph per step) with appropriate justification	14 12	10 8 6	4 2 0
sources are appropriate and are cited as evidence, not summarized	10 8	6 4	2 0
addresses alternative mechanisms and explains why they are unlikely	5 4	3 2	1 0
concludes by restating your argument and how it is distinct from past explanations	5 4	3 2	1 0
Hypothesis			
follows "if/then" format	5 4	3 2	1 0
is clear and concise	5 4	3 2	1 0
is falsifiable	5 4	3 2	1 0
APSA Citation Style	+2	0	-5 -10
Editing	+5 +2	0	-5 -10

Research Design (15%):
The research design section describes how you plan to test your hypothesis. Political scientists use many different research designs, and we will discuss a multitude of methodological approaches in this class.

For your research design part of your research article, you should propose a primary and an alternative research design. The primary design should be the absolute best and most appropriate research design regardless of time or money. You should supplement this discussion by specifying a plausible research design that you could conceivably carry out using existing empirical data. Your research design should be at least three to five pages not including references, and should first include your literature review and a revised theory.

<u>Evaluation:</u> Some of what you will include in the research design section depends on the research methods you choose to employ, but most students will include these two units of analysis, one as their primary research design and one as an alternative research design.

- Geographic Area Unit of Analysis: Identify datasets with the independent and dependent variables you will use, and discuss how these variables measure the concepts you are interested in. Identify control variables and justify their inclusion. Discuss the best regression method to use based on the structure of your data (see me if you need help). Mention potential problems with your dataset in terms of its coverage, quality, and availability. If you find that the variable you need does not exist in a dataset, choose the variable that makes the most sense and justify how this variable is a decent proxy for the variable you really need to measure.

- Individual Unit of Analysis: In addition to the criteria described above, you should describe the target survey or experimental group, the sampling strategy, and the survey or experimental protocol. Describe the survey in detail and relate your protocol back to your hypothesis. Discuss ethical concerns with using human subjects for research.

Research Design Grading Rubric

98 points	Outstanding	Proficient	Needs Improvement
Revisions to Theory Section	10 8	6 4	2 0
Research Design			
has an informative title	4	2	0
transitions well from the theory section	5 4	3 2	1 0
describes the methodological approach you are taking and why it is appropriate	10 8	6 4	2 0
explains case selection in detail with strengths and weaknesses	10 8	6 4	2 0
precisely describes data sources	10 8	6 4	2 0
lists independent and dependent variables explicitly	4	2	0
describes how variables measure parts of your hypothesis	5 4	3 2	1 0
addresses validity and measurement issues with your variables	5 4	3 2	1 0
considers and describes control variables	5 4	3 2	1 0
discusses robustness checks or supplementary analyses	5 4	3 2	1 0
describes how well your research design can test your hypothesis particularly causation	10 8	6 4	2 0
addresses weaknesses of your design and alternative research designs	10 8	6 4	2 0
concludes by arguing why your design is preferable	5 4	3 2	1 0
APSA Citation Style	+2	0	-5 -10
Editing	+5 +2	0	-5 -10

Research Article (10%):
Your research article should combine revised versions of your literature review, theory, and research design sections along with an abstract, introduction, and conclusion. You can choose to insert a "results" section describing what you expect to find if you had completed the analysis. Your research article should be at least twelve pages, not including references, and read like a cohesive manuscript. You should edit and revise all parts of your article as best as possible (I know you are under a time constraint!).

Evaluation:

- Abstract: Provide a cohesive 150 word summary of your paper that states the research question, identifies a gap in the literature, describes your hypothesis and methods, and briefly states your main result (that you expect to find if you did the analysis) and contribution.

- Introduction: Begin your introduction with a compelling case study or question that frames the reason why the paper is important. Devote subsequent paragraphs to summarizing each section of your paper including the literature review, theory and hypothesis, research design and methods, results, and conclusions/implications.

- Conclusion: Briefly restate the research question, your hypothesis, and your findings. Discuss why these findings are important. You can bring in your public policy implications from your briefing paper if you like. Describe any limitations to your study, and discuss future possibilities for research related to your topic.

Research Article Grading Rubric

110 points	Outstanding	Proficient	Needs Improvement
Revisions to Research Design	10 8	6 4	2 0
Article Title			
is informative about the entire research project	5 4	3 2	1 0
is appealing and interesting	4	2	0
Abstract			
is under 150 words	4	2	0
contains a motivating puzzle or purpose for performing the research	5 4	3 2	1 0
has a clear research question	5 4	3 2	1 0
follows the order of the major sections of the paper	4	2	0
contains simple sentences and avoids technical jargon	4	2	0
Conclusion			
reminds the reader of the topic, literature, hypothesis and theory, and methods	5 4	3 2	1 0
discusses avenues for future research	5 4	3 2	1 0
describes why your finding is interesting and relevant for policymakers and scholars	10 8	6 4	2 0
considers the generalizability and external validity of your expected results	5 4	3 2	1 0
Introduction			
begins with an anecdote, question, surprising case/fact to capture the reader's attention	5 4	3 2	1 0
states the research question clearly	5 4	3 2	1 0
discusses the importance of the research question and its relevance given previous literature	10 8	6 4	2 0
provides an overview of the entire paper	5 4	3 2	1 0
does not contain material copied from elsewhere in the article	4	2	0
Cohesiveness, Creativity, and Effectiveness	14 12	10 8 6	4 2 0
APSA Citation Style	+2	0	-5 -10
Editing	+5 +2	0	-5 -10
Results Section	+5 +2	0	