COURSE DESCRIPTION: This course prepares Bosnia Project (http://wmbosniaproject.org/) volunteers for participating in a 5 week service-learning experience in Zenica or Sarajevo, Bosnia-Herzegovina. While in Williamsburg, students will read literature on the factors that contribute to social and political problems in post-war Bosnia, as well as assessments of the efforts by non-governmental organizations (both local and international) to assist in the reintegration and reconciliation of communities. While in Zenica & Sarajevo, students will collaborate with the local NGOs Sezam and Creativus which foster non-violent conflict resolution, to teach English, a service desired by the local community. The course requires students to critically reflect on the relationship between international volunteers and local civic activists, and on the capacity for citizens’ groups to assist the reconciliation process in Bosnia.

COURSE OBJECTIVES: This is a service learning course in which students learn through a cycle of action and reflection as they work with local community partners to achieve concrete objectives for the community. Students also gain a deeper understanding about social problems and practical skills for themselves (Eyler & Giles, 1999). The course integrates both academic learning (inside and outside the classroom) and community service. It embraces the practice of reciprocity and partnership. Building reciprocal relations means building relationships in which “all participants -- W&M students and Zenica/Sarajevo citizens--both teach, learn, (Kendall 1990, p. 22) and benefit. Related, the course seeks to provide students with the tools necessary for working in partnership with, rather than providing service on behalf of, a community, (London 2000, p. 4) combining complimentary knowledge, skills, and resources to accomplish more together than they can do on their own (Jacoby 2003). Specific course goals include:

- Increasing knowledge about local and international efforts to promote reconciliation in Bosnia and how their outcomes are shaped by cultural perspectives and competing interests.
- Critically evaluating alternative scholarly approaches to post-conflict reintegration
- Building skills for engaging in service with community partners that they and “ordinary” citizens view as needed and meaningful
- Increasing ability to integrate academic and experiential knowledge
- Building skills to work collaboratively with people who have cultural backgrounds, social experiences, and political perspectives different from the students
- Building basic skills for teaching English as a second language

**COURSE ASSIGNMENTS:**

**Participation in Williamsburg.** In Williamsburg, your participation grade consists of your record of attendance and active and informed participation. I expect students to come to class having completed, having thought critically about, and ready to discuss the required readings. Specifically, students should be prepared to assess the authors’ arguments and how the readings relate to other course readings. They should also jot down at least ONE comment about the readings that they will share with the class. I also encourage students to ask questions directly related to readings and discussion.

**Reflection paper.** During the course, students will write 1 short paper that critically and creatively reflect on readings for that class. Students need to post on blackboard these 2-paged papers 24 hours before class. These are *analytical* pieces, rather than summaries or statements of opinions (unsubstantiated claims). Your task is to analyze—to present a clear and convincing argument. This means you must have concrete textual evidence to support claims you make. You need to say something *about* these texts—how they’re significant, the goals of their authors, how they’ve shaped your thinking, etc. Be sure to go beyond the “what?” of the texts to the “so what?” Be clear and concrete; also develop your ideas fully.

**Discussion question postings.** For a class for which they are not writing reflection papers, students will write a critical question about the readings. Students need to post their question on the course blackboard discussion board 24 hours before class. This posting must be substantive—that is, it should make clear that you have drawn on the assigned texts to think through a particular issue or grapple with a specific question. Do not base a posting on your opinions or feelings; instead, present an analytical claim and support it with evidence. Stay focused on one issue or theme. All students are required to read the questions before class.

**Practical Lesson Project.** During Week 9, students will work with their teaching partner to begin to develop a practical lesson project to prepare for classroom experience in Bosnia. For this project you will need to plan a themed lesson of your choice that will be used as one of the lessons when teaching in Bosnia. This lesson will be written up and presented to the group in a later class period.

**Participation in Zenica/Sarajevo:** Students are required to work professionally and collaboratively *with* Sezam and Creativus staff to teach young people five days a week.

**Critical reflection in Zenica/Sarajevo and in Williamsburg:** Students also will keep a journal detailing their reflections upon those experiences and how they relate to readings and discussions completed in Williamsburg – due 4/8. An approximately 1 paged, double spaced journal entry will be completed before departing for Zenica and Sarajevo. While in Zenica and Sarajevo, students should write approximately one entry a week and participate in a cumulative reflection session occurring after returning from Zenica and Sarajevo in early fall 2010. These entries are an integral part of the service-learning experience.

**COMPONENTS OF COURSE GRADE:**

- Class participation = 25%
- Reflection paper = 15%
- Discussion question = 10%
- Practical Lesson Project = 15%
- Work and reflection in Zenica/Sarajevo = 35%

**CLASS SCHEDULE**
(classes taught by Prof. Pickering, with the help of Seth, unless otherwise specified)
Week 1, 1/21
Introduction to Bosnia & Bosnia Project:
For reference: Bosnia and Herzegovina”, U.S. Department of State, Background note:
http://www.state.gov/r/pa/ei/bgn/2868.htm

Week 2, 1/28
Political and Social History of Bosnia before war
Rule by Empires
Evolution of group identities
Traditions of conflict and cooperation
Bosnia under the interwar and socialist Yugoslavias

Week 3, 2/4 (Drew Stelljes, Director, Office of Student Volunteer Services)
Service-Learning and Reflection
What is service-learning?
History of service-learning
Developmental Theories
Impact of service-learning
Reflection

Week 4, 2/11
War
The Role of nationalist elites in the democratic transition period
The Violent Disintegration of Yugoslavia
Intervention by Serbia and Croatia into Bosnia
Explaining ethnic cleansing and the violence

Week 5, 2/18
International Efforts to Build Peace
Power-sharing in the new Internationally Designed, Dayton Constitution
Democracy promotion
Efforts toward reconstruction and reconciliation
Building Civil Society
International-local collaboration or misunderstanding


**Resources:** the following webpage contains links to international organizations involved in Bosnia: [http://swem.wm.edu/resources/courses/govt150-balkans/](http://swem.wm.edu/resources/courses/govt150-balkans/)

**Week 6, 2/25 (+ Seth/Bosnia Project Veterans)**

**History of SEZAM**
- Overview of our Bosnian NGO partners: Sezam & Creativus
- Analyzing the impact of grass-roots efforts to promote co-existence & cooperation
- Founding of SEZAM
  - Roots in refugee aid during war
  - Focus on non-violent communication
  - Programs for students/teachers

**Reading:**
- SEZAM, [http://wmbosniaproject.org/?page_id=40](http://wmbosniaproject.org/?page_id=40)
- Creativus, [http://wmbosniaproject.org/?page_id=43](http://wmbosniaproject.org/?page_id=43)

**Week 7, 3/4**

**Non-Violent Communication**
- Neutral-party conflict resolution
- Rational expression
- Cooperation

**Readings:**

**Week 8, 3/18 (Professor Patricia Popp, School of Education)**

**General Teaching Methods**
- Classroom management
- Overview of previous activities
- Discipline methods
- Age and ability variation
  - Variation of lesson plans accordingly
Preparation of additional and alternative activities


Week 9, 3/25 (Seth & Bosnia Project Veterans)
Teaching Methods for Bosnia Project
Thematic approach
  Sequencing
  Coordinating related games/projects
  Single and multi-classroom structure
Vocabulary retention
  Suggested methods
  Review
Cultural exchange

Readings: Bosnia Project Handbook and Bosnia Project Veterans’ lesson plans

Week 10, 4/1
Bosnian Culture, Everyday Life, & Communication
  Customs
  Hospitality, coffee drinking, expected houseguest behavior
  Culturally sensitive issues
  Workplace culture – punctuality, pre-planning
  Café culture
  Basic greetings & communication


Weeks 11 & 12, 4/8 & 4/15
Practical Lesson Projects
  Week 11 – work time on the Practical Lessons Project
  Week 12 – presentation of the Practical Lessons Project

Early Fall 2010:
Collective critical reflection
  Students gather to share their critical reflection on their experiences in Zenica and how they relate to literature on service learning, teaching, and post-conflict reconstruction in Bosnia.