

GOV'T 388/COLL 300: The ABC Project, Spring 2022

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Brian Wilkins ('04) with Bosnian children

COURSE DESCRIPTION: This course prepares volunteers for the ABC Project (American and Bosnian Collaboration) Project (formerly, the Bosnia Project) (<http://wmbosniaproject.wordpress.com/>) for participating in either an in-person or a virtual service learning initiative with partners in Sarajevo, Bosnia-Herzegovina. During the spring semester, 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. Students will also learn about intercultural competence and ethics and approaches to conducting social scientific research. With guidance from ABC alumni, they will also learn about approaches to teaching English as a Second Language and to lesson planning. Over the summer, students will collaborate with the local NGO Creativus to use active, innovative approaches to co-teach with students from the University of Sarajevo conversational English and inter-cultural communication skills, skills desired by the local community. They will also engage in collaborative research with our Bosnian partners. The course requires students to critically and regularly reflect on the relationship between international volunteers and local educators and civic activists, and on the capacity for citizens' groups to assist reconciliation 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 Sarajevo citizens--both teach, learn, (Kendall 1990, p. 22) and benefit. The course seeks to expand and strengthen students' tool kits 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, a poor economy, and competing interests.
- Critically evaluating alternative scholarly approaches to post-conflict reintegration
- Building skills for teaching and conducting research with community partners that they and citizens view as needed, ethical, and meaningful
- Increasing ability to integrate academic and experiential knowledge
- Building skills to work collaboratively and solve problems with people who have cultural backgrounds, socio-economic experiences, and political perspectives different from American students in order to teach English and cross-cultural communication, and to and empower youth in BiH.

COURSE ASSIGNMENTS:

- **Participation in the spring course.** During the spring semester, your participation grade consists of your record of active and informed participation, which requires attendance, health conditions permitting. I expect students to come to class having completed, having thought critically about, and being ready to discuss the required readings, which are posted on blackboard. Specifically, students should be prepared to assess the authors' arguments and

how the readings relate to other course readings, as well as to your anticipated work with partners in Bosnia. I always encourage students to ask questions about the readings and discussion. **All students should to come to each class with at least one written or typed comment or question** about the readings. **(25%)**.

- **Reflection paper.** During the course, students will write one short paper that critically and creatively reflect on readings for that class. Students need to email to Prof. Pickering 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. (See posted examples). **(10%)**
- **Discussion questions posting.** For one class for which they are not writing reflection papers, students will write a series of critical questions about the readings. Students need to post their questions 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 issues or grapple with specific questions. Stay focused on one or two analytical issues or themes and root your questions in a paragraph that contains evidence and clear logic. All students are required to read the questions before class. (See posted example). **(5%)**
- **Comfort Zone Boundary Crossing Assignment.** Students will *in-person or remotely* visit (depending on the status of the pandemic and the comfort level of the student and the policies of the community group) with a group in our local area that you have not interacted with because it feels uncomfortable. After listening to and interacting with—to the extent possible given the pandemic--members of the group, students will write up answers in approximately one page to three questions that encourage reflection on the experience. Kiely, R., J. Friedrichs, and C. Boettcher, “Comfort Zone Boundary Crossing Assignment,” <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbm9idWlsZGluZ2FiZXR0ZXJ3b3JsZGdzbHxneDo0MGZhZTBmNTAwYWUyMGMz> **(3%) due 2/22 in class.**
- **Lesson Plans.** On 4/7, students will begin working in groups to develop a practical lesson project to prepare for our collaborative teaching over the summer. For this project, you will need to plan a themed lesson seeking to promote inter-cultural communication skills that could be used as one of the lessons when teaching this summer (modality TBD). It should be written up and **presented to the group on 4/14**, with classmates acting as students. (See posted examples). Students will need to begin collaborating with their Bosnian co-teachers over Skype and email to develop draft plans for our remote teaching initiatives during this time. Draft lesson plans from recent summers are available on Blackboard as a resource and research has identified a handful of effective lessons from 2016 to incorporate. But students should draw on assigned literature on teaching ESL, ICC & work together to develop their own ideas for lessons and/or build on prior ideas. Draft lessons for the first week developed with co-teachers are due on the last day of final exams, if possible given co-teacher availability—**5/17 (total: 20%)**.

Participation and reflection in summer: Students are required to work professionally, collaboratively, and in culturally sensitive ways *with* Creativus staff and Bosnian co-teachers. Engaging in cultural immersion is a vital component of the project. Written and oral reflections are an integral part of service-learning. Students will keep a journal with weekly entries in response to prompts encouraging critical reflections as you teach & conduct research this summer. The first journal entry is an approximately 1-paged, double-spaced **entry about your expectations, hopes, &/or concerns about the project, etc. by 4/7**. During the summer teaching initiatives, team members are required to engage in weekly group reflections, usually on Fridays, with all ABC Project participants from W&M and Bosnia. They will also participate in a cumulative reflection session at W&M at the beginning of fall 2022. The course grade for GOVT 388 will not be submitted until after completion of the cumulative reflection session. **(37%)**

Policies re: the pandemic. This semester, the world will enter its third year with COVID. Consistent with W&M’s belief that learning is most effective when the instructor and students convene, our course this semester is scheduled for in-person instruction. Our main watchwords for this semester are: Patience, Compassion, and Communication. We must anticipate that some of us may get ill, and sometimes—individually or collectively—we may have to be virtual temporarily for the safety of all. I want this to be an engaging and challenging class. I also want you to be mentally and physically safe and well, and I want you to be able to support your family, friends, and community through these difficult times. All of us will follow W&M requirements - vaccinations and boosters, indoor masking, as well as quarantine and isolation when ill. For those who have tested positive, W&M’s requirements must be fulfilled before class can be attended in person, and, out of an abundance of caution, anyone with symptoms consistent with COVID- even if they don’t have a positive test- should not come to class. To help

keep us all safe and in-person, students may drink but not eat in class. Let us be even more thoughtful than ever about being patient and compassionate with each other, while also keeping the lines of communication very open.

Please email me immediately if you are not able to attend class in person (either because of having tested positive, having symptoms consistent with COVID, or other health matters). In that case, I will activate our course Zoom link so that you can temporarily join class remotely &/or work with you to accommodate necessary absences. These accommodations include meeting remotely during regular or extended office hours and/or, on prior request, viewing of a class recording. But equally important, please email me at any time in the semester with questions, thoughts, and concerns, or more simply talk to me after class. Likewise, if for any reason I cannot attend class in person, I will email you immediately and post an announcement on blackboard to explain how we will proceed.

William & Mary **accommodates students with disabilities** in accordance with federal laws and university policy. Any student who feels s/he may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2509 or at sas@wm.edu to determine if accommodations are warranted and to obtain an official letter of accommodation. For more information, please see www.wm.edu/sas.

William & Mary recognizes that students juggle different responsibilities and can face challenges that make learning difficult. There are many **resources available at W&M to help students navigate emotional/psychological, physical/medical, material/accessibility concerns**. Asking for help is a sign of courage and strength. If you or someone you know is experiencing any of these challenges, we encourage you to reach out to the following offices:

- For psychological/emotional stress, please consider reaching out to the W&M Counseling Center <https://www.wm.edu/offices/wellness/counselingcenter/>; or (757) 221-3620, 240 Gooch Dr., 2nd floor. Services are free and confidential.
- For physical/medical concerns, please consider reaching out to the W&M Health Center at <https://www.wm.edu/offices/wellness/healthcenter/>; or (757) 221-4386, 240 Gooch Drive.
- For additional support or resources, please contact the Dean of Students by submitting a Care Report at <https://www.wm.edu/offices/deanofstudents/services/caresupportservices/index.php>; or by calling 757-221-2510, or by emailing deanofstudents@wm.edu.
- For a list of many other resources available to students, see [Health and Wellness Resources for Students](#)

As your professor, I also ask you to reach out to me if you are facing challenges inside or outside the classroom; I will guide you to appropriate resources on campus.

I consider it part of my responsibility as instructor to address the learning needs of all of the students in this course. I will **present materials that are respectful of diversity**: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. I also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. Any suggestions that you have about other ways to include the value of diversity in this course are welcome.

CLASS SCHEDULE

Tuesdays' classes are normally taught by Prof. Pickering and will focus on critical discussion of academic reading and implications for how it might affect the impact of the ABC Project. While Prof. Pickering will lead the Thursday classes in the first several weeks, Mallory will most often lead the Thursday class, joined by 2020 & 2021 ABC Project team members Marina, Ameilia, Zenobia, and Gabi in order to encourage student ownership over the project and provide the mentorship opportunities that have helped the project thrive since 1999. The last part of Thursdays' classes will focus on practical components of preparing for collaborative teaching, including lesson planning, teaching strategies, preparation of the research protocol for the W&M human subjects committee, communication with Creativus, logistics, fundraising, payment of local partners, outreach to the W&M community, and updating of students on steps they have taken to fulfill their roles for the project, etc. All assigned readings will be posted on blackboard. Readings marked under "Resources" are not required but listed in case students want to read more in-depth about a specific issue. Please note adjustments may be made to accommodate visiting experts, time zones, and health conditions.

Week 1,**Th., 1/27, Introduction to Bosnia & ABC Project**

Introductions and discussion of ABC Project course goals

Readings: “Bosnia and Herzegovina”, World Factbook, CIA, <https://www.cia.gov/the-world-factbook/countries/bosnia-and-herzegovina/>

Week 2**Tu, 2/1, Our Community Partner Creativus’ Critical Role and Expectations**

Backgrounds and priorities of our Local partners

Relevant and Meaningful Service

Expectations of our local partners, including co-teachers and host families

Taking on leadership roles for the ABC Project

Readings: Bosnia Project 2.0. (BB/course docs/course readings....as are the vast majority of reading assignments below)
 Creativus, Youth Association for Communication and Creative Learning, <https://yellow.place/en/creativus-sarajevo-bih> (Our Bosnian Partner) (use google translate, from Croatian) <http://wmbosniaproject.wordpress.com/>
 Memorandum of Understanding for the Bosnia/ABC project (BB/course docs/MOU...)
 Howard, J., Introduction: Relevant and Meaningful Service with the Community, in *Michigan Journal of Community Service Learning*, 2001, pp. 23-24. (only these pages) (BB/course docs/course readings)
 ABC Project Documentary 2019, directed by Ben Fox, <https://wmbosniaproject.wordpress.com/>, and one short creative film: <https://wmbosniaproject.wordpress.com/videogallery/>
Resources: Films: Strausser, Sam, “ABC Project Documentary 2018,” <https://wmbosniaproject.wordpress.com/>; King, Evan, “ABC Project 2017 documentary” <https://wmbosniaproject.wordpress.com/videogallery/>. Stackhouse, Adam (co-producer of the Global Film Festival & spearheading the ABC Project’s 20th anniversary events), “The W&M Bosnia Project,” documentary made during 2010, <https://youtu.be/4dvHgXkB6lc>; Suarez, Sarah and Ben Constable, “ABC Project Parents video” 2014, https://www.youtube.com/watch?v=oJEtc-7k8pE&feature=em-upload_owner.

Th, 2/3, 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 Yugoslavia

Readings: Bieber, Florian, “Historical Legacies” in *Post-war Bosnia: Ethnicity, Inequality and Public Sector Governance*, Palgrave, 2006, pp. 1-26.

Resource: Friedman, Francine, “The Roots of the Conflict,” and “The Dissolution of Yugoslavia,” in *Bosnia and Herzegovina: A Polity on the Brink*, Routledge: 2004, pp. 5 -58.

Week 3**Tu., 2/8, War**

The Role of nationalist elites in the democratic transition period

The Violent Disintegration of Yugoslavia

How ordinary people tried to cope with war

Intervention by Serbia and Croatia into Bosnia

Explaining ethnic cleansing and the violence and how ordinary people experienced it

Readings: Malcolm, Noel, “The Destruction of Bosnia,” *A Short History*: New York: New York University Press, 1994, pp. 227-252.

- Resources:* Toal, Gerard and Carl Dahlman, "Ethnic Cleansing: Turning Points & the War's End" *Bosnia Remade: Ethnic Cleansing and Its Reversal*, Oxford: Oxford UP, 2011, pp. 129-141.
- Hoare, Marko Attila, "The War of Yugoslav Succession," in Sabrina Petra Ramet, ed., *Central and Southeast European Politics since 1989*, Cambridge: Cambridge U. Press, 2019, pp. 106-29.
- Sarajevo Under Siege, interactive website, Al Jazeera, <http://opsadasarajevo.com/>*
- Oberschall, Anthony, "The Manipulation of Ethnicity: From Ethnic Cooperation to Violence and War in Yugoslavia," *Ethnic and Racial Studies*, 23, November 2000, 982-1001.

Th., 2/10, **Promoting and Assessing Intercultural Communication Competences (ICC)**

Differences between multi-cultural and inter-cultural approaches to education
Conceptualizing, measuring, and promoting inter-cultural communication competences

Readings: Kasumagic-Kafedzic, Larisa (our Bosnian Partner), Alma Zero, Jason Nagel (ABC alum!), and Paula M. Pickering, "Development and Assessment of Intercultural Communication Competences of Primary Students and Student Teachers in Informal Learning Contexts" *JACET-LTC (Language Teacher Cognition Research Bulletin)* 2019. (BB/course docs/MOU, Budget, Research..../2015 intercultural communication research)

ICC Competence Butterfly (BB/course docs/teaching and filming resources)

Resources: Byram, Michael, B. Gribkova, & H. Starkey, "Developing the Intercultural Dimension in Language Teaching: A Practical Introduction for Teachers," Council of Europe, Strasburg, 2002, pp. 1-30.

- Bennett, M.J., "Becoming interculturally competent," in J. Wurzel, ed., *Toward multiculturalism: A reader in multicultural education* (2 ed.), Newton: Intercultural Resources Corp., 2004, pp. 62-77.
- Kasumagic-Kafedzic, Larisa, "The Intercultural dimension of foreign language teaching in Bosnia and Herzegovina," presentation to W&M ABC Project team," 27 April 2015.

Week 4

Tu, 2/15, **International Efforts to Build Peace**

Power-sharing in the new Internationally Designed, Dayton Constitution
Democracy promotion
Internationally led efforts toward statebuilding and peacebuilding
International-local collaboration or misunderstanding

- Readings:** Bieber, Florian, "Bosnia and Herzegovina since 1990," in Sabrina Petra Ramet, ed., *Central and Southeast European Politics since 1989*, Cambridge: Cambridge U. Press, 2019, pp. 342-357.
- Brown, Keith, "the New Ugly Americans? Making Sense of Democracy Promotion in the Former Yugoslavia," in Keith Brown, ed., *Transacting Transition: The Micropolitics of Democracy Assistance in the Former Yugoslavia*, Bloomfield, CT: Kumarian Press, 2006, pp. 1-7.
- Lacic, Mladen, "[Bosnia's Absurdist Tale of Two Sarajevos](#)," *Balkan Investigative Reporting Network*, 21 November 2018,
- Latal, Srecko, "Next Sarajevo Mayor Raises Hope of Bosnia's Civic Rebirth" *Balkan Insight*, 23 November 2020, <https://balkaninsight.com/2020/11/23/next-sarajevo-mayor-raises-hopes-of-bosnias-civic-rebirth/>
- Resources:* European Forum for Democracy and Solidarity, "[Bosnia Herzegovina](#)," Edward Morgan-Jones, Neophytos Loizides and Djordje Stefanovic "20 years later, this is what Bosnians think about the Dayton peace accords" *Washington Post*, December 14, 2015
- Anderson, Mary, *Do no Harm: how Aid Can Support Peace or War*, Boulder: Lynne Rienner, 1999, pp. 1-3.
- Democracy Assessment in Bosnia-Herzegovina: Perspectives on Democratic Transition, National Democratic Institute, March 2017, [sent by Kent Fogg, Project alum & NDI Program Manager for Central and Eastern Europe]
- Daniel Serwer, "[Bosnia's Way Forward](#)," *Peacefare.net*, 11/2015, <http://www.peacefare.net/2015/11/16/bosnias-way-forward/>

Th, 2/17, **Teaching and Encouraging Reconciliation in The Shadow of Bosnia's Ethnically Divided Educational System** (with Mallory)

- The impact of extreme devolution of education on efforts to promote high educational outcomes, critical thinking skills and reconciliation
- Two school under one roof
- The implications of the negative aspects of Bosnia's formal educational system for the ABC Project's teaching approaches and promotion of non-violent and inter-cultural communication skills

- Readings:**
- Kreso, Adila Pašlič. 2008. "The War and Post-War Impact on the Educational System of Bosnia and Herzegovina." *International Review of Education*, 54 (3/4): 353–74. doi:10.1007/s11159-008-9087
 - Perry, Valery, "Wartime Division in Peacetime Schools," *Forced Migration Review*, September 2015, pp. 26-27, <http://www.fmreview.org/dayton20/perry>
 - "Bosnian Students Challenge Classroom 'Apartheid,'" *RFE/FL*, May 23, 2017, <https://www.rferl.org/a/bosnian-students-challenge-classroom-apartheid/28503992.html>
 - Resources:* Hromadzic, Azra, "Discourses of Integration and Practices of Reunification at the Mostar Gymnasium, Bosnia and Herzegovina," *Comparative Education Review* 52, no. 4, Nov. 2008, pp. 541-63.
 - Protner Edvard, et al, Institut za Pedagoška Istraživanja, "The Bologna reform of subject teacher education in the newly founded states in the territory of the former Yugoslavia," 1 January 2014, Vol.46(1), pp.7-28.
 - Bozic, Gordana, "Reeducating the hearts of Bosnian Students: an Essay on some aspects of Education in BiH," *East European Politics and Societies* 20 2006, 319-842.

Week 5

Tu., 2/22, **The ABC Project as International Service Learning**

- What is global service-learning?
- Exploring the opportunities and challenges in international service-learning
- Taking steps to amplify intended positive outcomes & mitigate negative unintended outcomes
- Good practice in service-learning

- Readings:**
- Hartman, E. & Kiely, R., "What is distinctive about Global Service Learning?" in "Pushing boundaries: Introduction to the global service-learning special section," *Michigan Journal of Community Service Learning*, 21(1), 2014, section, "What is distinctive....." and stop prior to "field building efforts" subsection,
 - Crabtree, Robbin D., "The Intended and Unintended Consequences of International Service Learning," *Journal of Higher Education Outreach and Engagement*, 17, no. 2, 2013, pp. 43-62.
 - Resources:* Eby, John, "[Why Service-Learning Is Bad](#)" (1998). Service Learning, General. Paper 27.
 - Schroeder, Kathleen, Cynthia Wood, Shari Galiardi and Jenny Koehn, "First Do No Harm: Ideas for Mitigating Negative Community Impacts of Short-term Study Abroad," *Journal of Geography*, Vol. 108, No. 3, 2009, pp. 141-147.
 - Mintz, Suzanne & Garry Hesser, "Principles of Good Practice in Service-Learning," in Mintz and Hesser, eds., *Service learning in higher education*, San Francisco: Jossey-Bass, 1996, pp. 26-52

Th, 2/24, **Lesson Planning and Teaching Strategies** (Mallory & ABC Project Alumni)

- Cross-cultural Communication
- Developing Lesson plans

- Readings:** Facing History/Ourselves: “Reflecting on Amada Gorman’s Hill we Climb,” section, “if you have 15 minutes,” <https://www.facinghistory.org/educator-resources/current-events/reflecting-amanda-gormans-hill-we-climb>
- Facing History/Ourselves: Teaching Strategies, apply in drop down of teaching strategy type: “Adapted for Remote Learning,” and read at least 2, <https://www.facinghistory.org/resource-library/teaching-strategies>
- Lemov, Doug, *Teach Like a Champion*, “Planning that ensures Academic Achievement, Structuring & Delivering Your Lessons, & Engaging Students in Your Lessons,” pp. 3-6. (under teaching resources)
- Daily Lesson Plan Template – ESL, from Teacher Planet, <https://www.teacherplanet.com/content/daily-lesson-plan-template-esl>
- Bloom’s Taxonomy, Vanderbilt University Center for Teaching, <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
- Lunn, Sonia (ABC Project alum!) “ABC/ Bosnia Project 2016: ICC Manual Draft” <https://docs.google.com/document/d/1cG-hvf3gOv3EcT3euwZOJvUWXYQ2Mjr-NrpHbSbdmlA/edit> (read one lesson that ABC Project research found to effectively promote ICC for the older age group)
- Resources:* Lemov, Doug, *Teach Like a Champion* is BP alum and current Teach for America teacher, Christina Haleas’ favorite teaching resource. A free PDF with a basic summary of the techniques in the first book: [http://www.themainidea.net/tmi_pdfs2/THE%20MAIN%20IDEA%20--%20Teach%20Like%20a%20Champion%20--%207-10\(2\).pdf](http://www.themainidea.net/tmi_pdfs2/THE%20MAIN%20IDEA%20--%20Teach%20Like%20a%20Champion%20--%207-10(2).pdf). The techniques in it are simple and easy to apply, and they are also very effective. It's a book with a lot of online videos to go with it. <http://teachlikeachampion.com/books/teach-like-champion-2-0/>
- Project lesson plans from 2020, 2019, 2018, 2017, 2016, 2015 and 2014) (BB/course docs/teaching and filming resources)

Week 6

Tu., 3/1, **Ethics of and Strategies for Conducting Research Overseas; 2019 ABC Project research**

- Why there are Institutional Review Boards and components of an IRB protocol
- The opportunities of and challenges to conducting Action Research
- Understanding the ABC Project’s 2019 research

- Readings:** Sieber, Joan, E., *Planning Ethically Responsible Research*, Applied Social Research Methods Series, Vol. 31, Thousand Oaks, CA: Sage, pp. 3-11; 18-23.
- Merriam, S. and E. Tisdell, “Action Research,” *Qualitative Analysis: A Guide to Design and Implementation*, San Francisco: Jossey-Bass, 2016, pp. 49-58

Resources:

- Accepted IRB protocol for the ABC Project’s Research on Intercultural communication competences, May 2019 (BB/course docs/MOU, Budget, Research.../2019 Research on Promoting ICC...).
- <https://pacificaidnetwork.org/resources-2/cbr-toolkitresources/methods-in-community-based-research/>
- Fujii, Lee Ann. 2012. “Research Ethics 101: Dilemmas and Responsibilities.” *PS: Political Science and Politics* 45(4): 717-723

Th., 3/3, **Bosnian Culture & Communication** (Bosnian coffee & pastries will be involved somehow!)

- Strategies for effective communication with Bosnian partners online
- Customs, values, workplace and café culture

- Readings:** Hayley Hubbard (’21), “The Impact of the ABC Project on the Personal and Professional Skills of Teaching Alumni,” Working paper, January 2021, pp. 1-12.
- Bosnia/ABC project Student Code of Conduct (read and bring a signed copy)
- Turčilo, Lejla, Amer Osmić, Damir Kapidžić, Sanela Šadić, Jusuf Žiga, Anida Dudić, *Youth Study Bosnia and Herzegovina 2018/2019*, Sarajevo: Friedrich-Ebert-Stiftung, pp. 11-15; 21-23, 2019.
- Trip Advisor*, http://www.tripadvisor.com/ShowTopic-g294450-i6234-k4557436-Sarajevo_during_Ramadan-Sarajevo_Sarajevo_Canton.html

Brown, Ethan, "Memories of Sarajevo," *Flat Hat Magazine*, Nov. 2019,
<https://magazine.flathatnews.com/blog/memories-of-sarajevo>

Resources: Bosnia Project Handbook, "living in Sarajevo: families" section, p. 9-10.

"Voices of Youth: Survey on Youth in BiH", MDG Achievement Fund, (skim tables, graphs).

Emela Burdzovic, "I Apologise to Everyone Who Left Bosnia, BIRN, 7 November, 2016,

<http://www.balkaninsight.com/en/blog/i-apologise-to-everyone-who-left-bosnia-11-07-2016>

Bringa, Tone, *Being Muslim the Bosnian Way*, Princeton: Princeton University Press, 1995, pp. 165-7; "Sarajevo during Ramadan,"

Ellis, E.L., "Helpful Phrases," *Just Enough Serbo-Croat*, Chicago: Passport Books, 1990.

Bringa, Tone, *Being Muslim the Bosnian Way*, Princeton: Princeton Univ. Press, 1995, Ch. 2.

Bringa, Tone and Debbie Christie, *We are all Neighbours*, documentary, 1995.

Week 7

Tu, 3/8, **Research Approaches to Measuring ICC Outcomes** (Mallory)

Evaluating quantitative and/or qualitative approaches to measuring how students improve their ICC skills

In class: considering different methods and preparing for 2020 research

Reading: Dearthoff, D. K. "Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization." *Journal of Studies in International Education*, 10, No. 3, 2010, pp. 241-266. (May be replaced with another reading, depending on 2020 research methods).

Resources: Barrett, Christopher B. and Jeffrey W. Cason, "The Challenges of the Field," in *Overseas*

Research: A practical guide, Baltimore: Johns Hopkins University Press, 1997, pp. 90-105.

Merriam, S. and E. Tisdell, "Being a Careful Observer," *Qualitative Analysis: A Guide to Design and Implementation*, San Francisco: Jossey-Bass, 2016.

Th, 3/10, **International Efforts to Encourage Justice in Bosnia** (W&M alum & trial attorney in the Office of the Prosecutor at the International Criminal Tribunal for the former Yugoslavia, Arthur Traldi Zooms into class – tentative date)

Understanding the mechanisms established by the International Community to Achieve Justice

Identifying obstacles to achieving justice and building civil society

Readings: UN, The International Criminal Tribunal for the former Yugoslavia, "About the ICTY,"
<http://www.icty.org/en/about>

Rovcanin, Haris, "[Bosnia: Landmark Verdicts Highlight Post-War Divisions](#)," *Balkan Insight*, 28 December 2017.

Gordy, Eric, "[After Mladic's Verdict: Six Lessons to Learn from Hague Trials](#)," BIRN, June 9, 2021, 13:06

"[BIRN Publishes Report on Challenges to Transitional Justice](#)," Balkan Investigative Reporting Network, 8 January 2019,

Resources: Frontline documentary on Mladic trial, March 2019 (2 hours).

<https://www.pbs.org/wgbh/frontline/film/the-trial-of-ratko-mladic/>

Pickering, Paula M., "Generating Social Capital for Bridging Ethnic Divisions in the Balkans: The Case of Two Bosniak Cities" *Ethnic and Racial Studies*, 29/1 January 2006, pp. 79-103

Belloni, Roberto and Bruce Hemmer. "Bosnia-Herzegovina: Civil Society in a Semi-Protectorate." In *Civil Society and Peacebuilding: A Critical Assessment*, edited by Thania Paffenholz.

Boulder: Lynne Rienner, 2009, pp. 220-43.

Gagnon, V.P. Jr. "International NGOs in Bosnia-Herzegovina: Attempting to Build Civil Society," in Sarah E. Mendelson and John K. Glenn, eds., *The Power and Limits of NGOs*, New York: Columbia University Press, 2002, pp. 207-251.

SPRING BREAK!

Week 9**Tu. 3/22, Efforts to Incorporate Non-Violent Communication and Peace Education into the Bosnian Educational System**

Incorporating NVC and peace education into teaching
 Understanding the possibilities for and obstacles to such reform

Readings: Kasumagic Larisa, “Engaging youth in community development: Post-war healing and recovery in Bosnia and Herzegovina,” *International Review of Education*, 2008, 1-15 (only).
 Clarke-Habibi, Sara, “Transforming Worldviews: The Case of Education for Peace in Bosnia-Herzegovina,” *Journal of Transformative Education*, 3, 1, 2005, pp. 39-52.

Resources: Downloadable lesson plans on kindness: <https://www.randomactsofkindness.org/>

Skendaj, E. (2009). “Peace Education as a Democratizing Process.” *Southeastern Europe* 33, 63–76
 Activities to incorporate in lesson plans that foster intercultural understanding and non-violent communication, Southern Poverty Law Center: <http://www.tolerance.org/activities>.

Torsti, Pilvi, “How to Deal with a Difficult Past? History Textbooks supporting Enemy Images in Post-War Bosnia and Herzegovina,” *Journal of Curriculum Studies* 39, 1, 2007, pp. 77-96.

Hopkins, Valerie, “Over 1,000 Gather in Support of Mladic” *Balkan Investigative Reporting Network*, 30 May 2011, <http://www.bim.ba/en/272/10/32567/>

Resources: Carter, Kathy and Walter Doyle, “Classroom Management in Early Childhood and Elementary Classrooms,” in Carolyn Evertson, ed., *Handbook of classroom management: research, practice, and contemporary issues*, Mahwah: Lawrence Associates, 2006, pp. 373-406.

Case studies: American academics

- http://citl.indiana.edu/files/pdf/case_studies_disruptive_student_behavior.pdf

Th. 3/24, Culturally Relevant Approaches to Teaching, Classroom Management & Co-teaching (Mallory & ABC Project Alumni)

- + 5 p.m. talk: Valerie Hopkins, ABC Project alum, Moscow correspondent for the *New York Times*

Readings: W&M and University of Sarajevo Bosnia Project participants, “Classroom management principles” (BB/course docs/teaching resources)

Ladson-Billings, Gloria, “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy,” *Theory Into Practice* 34, No. 3 (1995): 159-165

Fully read/watch the following:

Culturally Responsive Classrooms: <http://depts.washington.edu/uwmused/Weinstein.pdf>

Co-Teaching: <http://faculty.virginia.edu/coteachUVA/5formats.html>

Glance/skim the following:

Differentiating for diverse populations:

http://www.edmentum.com/sites/edmentum.com/files/resource/media/0272-27_DifferentiateInstructionESL_081415.pdf

Class management (& ELL) crash course: <http://www.gooverseas.com/blog/classroom-management-strategies-for-ESL-teachers> ; <https://makinggoodhumans.wordpress.com/2015/08/24/a-crash-course-in-classroom-management-10-basic-strategies/>

“Warmers & Fillers” British Council Spain

Week 10**Tu., 3/29, Practices for Encouraging ICC among English Language Teachers in Bosnia**

Understanding the Critical and Intercultural pedagogy practiced by ABC Project co-founder Larisa
 Critically reflecting on the challenges that our co-teachers face in learning how to teach using intercultural pedagogy

Readings: Kasumagic-Kafedzic, Larisa, “Exploring challenges and Possibilities with peer-service Teacher Education: Critical and Intercultural Pedagogy in post-conflict Bosnia-Herzegovina, chapter 3 in Gordon, Richard et al., eds., *Challenges Associated with Cross-Cultural and At-Risk Student Engagement*, IGI Global, 2017, pp. 42-59.

Th., 3/31, **Grant writing for the Tepper Scholarship (due 4/1) and the Office of Community Engagement (TBD)**

Readings: Tepper Scholarship information:

https://studyabroad.wm.edu/index.cfm?FuseAction=programs.ViewProgram&Program_ID=3103
 OCE's grant application, <https://www.wm.edu/offices/oce/funding/ceg/index.php>
 Bosnia Project's 2021 application to OCE (see ABC 2020/21 shared google drive....)

Week 11

Tu, 4/5, **Lessons learned from 2021 ABC on-line teaching** (led by 2021 Cohort) (date to be confirmed)
 Reflection on recruitment, lesson planning, communication with co-teachers and students, co-teaching on-line lessons,

Readings: 2021 ABC Project Lesson plans

Th., 4/7, **Developing a Practical Lesson Plan**

Readings/audio: Listen to TED Radio Hour, NPR podcast, "Just A Little Nicer: Ideas about Compassion and Empathy," 12/2014, <http://www.npr.org/programs/ted-radio-hour/371276520/just-a-little-nicer>
 Lesson on promoting tolerance using the book, *One*, by Kathryn Otoshi, <https://teachresistance.wordpress.com/lesson-plans/one/>, from the #USvsHate initiative that embraces inclusion and justice for all in our diverse schools and society, <http://usvshate.org/our-lessons/>

Resources: "Girlhood Around the World," stories from *The Lily*, including, Congo is in conflict. Here's what being 14 there is like, <https://www.thelily.com/tag/girlhood-around-the-world/>
 downloadable lesson plans & other kindness resources for teachers:
<https://www.randomactsofkindness.org/>

Week 12

Tu, 4/12, **Best Practices in Pedagogy:** (Aaron Groves, ABC Alum, BA '19, MEd, '20) (date to be confirmed)

Readings: TBD

Th, 4/14, **Teaching an Activity from Your Draft Lesson Plan with ABC project students as your students**

Week 13

Tu: 4/19, **Preparing The ABC Project's Protocol for the W&M Protection of Human Subjects Committee**
 Ethics Training for W&M students and Scholars
 Drafting the ABC Project's 2020 research protocol for the W&M's Protection of Human Subjects Committee

Readings: CITI Ethics Training for W&M students and Scholars conducting research on human subjects, complete modules for research on human subjects, Area II (Social Sciences), <http://www.wm.edu/offices/sponsoredprograms/researchcompliance/onlinetraining/index.php>
 Research compliance at W&M: <http://www.wm.edu/offices/sponsoredprograms/researchcompliance/index.php>, and access to Protocol and Compliance System Management.

Th., 4/21, **Strategies for using literature to encourage ICC** (Mallory, with help from ABC Project alumni)

Readings: Chunking, Facing History and Ourselves, <https://www.facinghistory.org/resource-library/teaching-strategies/chunking>
[Jigsaw: Developing Community and Disseminating Knowledge](https://www.facinghistory.org/resource-library/teaching-strategies/jigsaw), Facing History and Ourselves,

Week 14

Tu., 4/26, **Communicating with University of Sarajevo Co-teachers** to Meet and Begin Discussing Work on Draft Lesson Plans (tentative date & different time that depends on Bosnian co-teachers' availability)
 Skype sessions with University of Sarajevo Co-teachers on developing draft lesson plans

Readings: W&M-U of Sarajevo draft lesson plans from 2019 (BB, course docs/teaching resources)

Resources: 2021 lesson plans (2020-2021 ABC Project Google Drive folder)

“ESL printables,” the website where English-Language Teachers exchange resources,
<http://www.eslprintables.com/>

Yordanova, Kalina, “The Second generation’s imagery of the Bosnian War (1992-5),
Anthropology of East Europe Review, Vol 33, No 1, spring 2015, pp. 70-86.

Th., 4/28, **Facilitating Discussion of Sensitive Topics**

Work in teams to develop a class activity in which you would facilitate discussion of a sensitive topic

Readings: “Deliberating in a Democracy,” website with lesson plans/instructions for deliberation lessons, which are lessons when students consider and discuss controversial public issues,

<http://www.did.deliberating.org/lessons/index.html>

Timothy Less, “[Multi-ethnic States Have Failed in the Balkans](#),” (must be logged onto Balkan Insight’s premium service: be logged onto *Balkan Insight*’s Premium service: user name:) *BIRN Commentary*, 16 January 2017,

Kraemer, Richard, [The Last Thing the Shaky Western Balkans Needs Is More Border Changes](#), February 5, 2019, Just Security, /

Spaic, Igor, “Student ‘Prayer Breaks’ Alarm Defenders of Secular Bosnia,” *BIRN*, Analysis 26 Jan 2017.

Resources: Matt Schroeder (BP alum), “-ism project.” Coupled with a lesson on how to do research and find reliable sources. Then choose some isms, (I chose nationalism, sexism, racism, classism, and religious discrimination. I then gave students time to research on their own once they had been assigned. The end product could be a verbal presentation with some paper visuals.

Gibbons-Neff, Thomas, “For Muslims in the U.S. military, a different U.S. than the one they swore to defend” *Washington Post*, December 9, 2015.

Week 15

Tu., 5/3: **Status Reports from Students on What They Have Achieved and What They Still Need To Achieve To Fulfill Their Team Role Responsibilities**

Updates on research

Distribute information to entire team about components of research and student responsibilities

With due dates for any outstanding preparation for research

Updates on fundraising and payments for components of the ABC Project budget

Updates on grant writing, public communication via website, social media, GRI newsletters

Updates on Communication with Local Partners, including lesson planning, recruitment of children & parental consent

Th., 5/5: **Lesson-Planning with your Co-teachers**

Late June-mid July 2022 (approximate dates): **Co-Teaching, Weekly Reflection Journal, Weekly Group Reflections, and Conducting Collaborative Research with Partners in Sarajevo**

Early September 2022 **Collective Critical Reflection among ABC Project Participants on Experiences & Ways to Improve the Project**