

SOC 518

Teaching Sociology

Fall 2017
Faner 3410
Monday 1-3:30pm

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Office Hours: M 10am-1pm; IM T 1-3pm

Course Description

"The classroom remains the most radical space of possibility in the academy." –bell hook

This course is designed to help you create sociology courses that realize the possibilities of teaching. Not all doctoral departments have teaching courses, and so this semester provides you the unique opportunity to engage critically with pedagogy and course design, and to practice teaching in the classroom. You will explore various perspectives on developing syllabi, presenting material, creating innovative assignments, grading, and handling classroom obstacles. We will discuss race, gender, and class in teaching, the politics of the corporate university model, and the future of online teaching. This class will also act as an introduction into the profession and the fundamentals of becoming an instructor.

Course Format

This is a graduate seminar, with students responsible for leading class discussions. You will initiate dialogue on important concepts that arise in the readings and ask questions of your fellow classmates to collectively work through the authors' main points. Unlike other seminars, this course will also function as a teaching workshop. You will gain hands-on teaching experience, develop a teaching portfolio with a syllabus, creative course exercises, and finesse your teaching philosophy. As a class, we will discuss your teaching goals, expectations, and trepidations about getting into the classroom.

Course Requirements and Grades

Attendance/Participation

This is a graduate level class and so you are expected to attend seminar each week. Make sure you are prepared to do the work, stay on track, attend every class, and contribute to each discussion. Included in your participation grade are in-class presentations of your assignments, the virtual teaching assignment, and the final teaching presentation.

20% of grade

Reading List

The required readings for this class consist of the books listed below as well as a number of journal articles you are responsible for acquiring:

- Bain, Ken. 2004. *What the Best College Teachers Do*. Cambridge: Harvard University Press.
- Gray, Paul and David E. Drew. 2012. *What They Didn't Teach You in Graduate School: 299 Helpful Hints for Success in Your Academic Career*. Stylus Publishing.
- hooks, bell. 2010. *Teaching Critical Thinking: Practical Wisdom*. New York: Routledge.
- RECOMMENDED: Lang, James M. 2016. *Small Teaching: Everyday Lessons from the Science of Teaching*. Jossey-Bass Publishing.

Canceled Classes

August 21: Solar Eclipse
September 4: Labor Day

Leading Class Discussion:

You will be responsible for leading THREE class discussions, individually or as a team. Come to class with a handout that outlines the main contributions of the reading, lists questions to consider, and highlights interesting and important quotes—bring a copy for each student and the instructor. Compose questions on issues you find particularly important or puzzling and discuss how the readings build on previous work we have read. Although you should include on the handout the key points from the readings, you do not want to simply state these in discussion; instead, present questions that push the class to identify and work through the authors' contributions. This is an exercise in teaching.

3 x 10% each = 30% of grade

Assignments:

You are expected to complete 12 weekly assignments. These assignments allow you to refine your teaching philosophy and to practice constructing class designs, presenting material, and creating exercises. All assignments are due in class and in hard copy on the week they are listed. Use the feedback you get throughout the class to revise these assignments for your final Teaching Portfolio. **Decide early on what course you will design throughout the semester, and commit to it.*

12 x 3% each = 36% of grade

Guest Lecture (and Peer Evaluation):

You will conduct a guest lecture for a faculty or graduate instructor, and you will sit in on one of your classmate's guest lecture. You will write up a response for your colleague, reflecting on their strengths and where they might improve as teachers—give specific examples. Make sure you complete these assignments before October 30th, when we will be discussing these in class. *And while I use the term "lecture," you can present material in the way you are most comfortable and believe to be most effective.*

14% of grade

Teaching Portfolio:

On the last day of class, you will submit a comprehensive Teaching Portfolio that contains all your class assignments, including one copy of your updated syllabus, reflection papers, your lecture materials, and your colleague's observations of your teaching—original and revised copies when appropriate. Consider the portfolio a collection of information you might submit for an academic job.

Due: In class, December 4th.

Grades

A	93+	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

Policies and Other Information

Make Up and Late Work:

I do not accept late work. If you will not be in class when an assignment is due, it is your responsibility to get me a copy before the due date. If you miss an assignment because of an emergency, please contact me as soon as possible.

Academic Honesty:

I expect every student to do their own writing, present original thoughts, and cite all ideas that are not their own. All papers must be cited properly using APA, ASA, Chicago, or MLA guidelines. You can choose the formatting style, but make sure to BE CONSISTENT. You can find instructions on in-text and bibliographic documenting in the Bedford Handbook. To access the Bedford Handbook online, see: <http://www.dianahacker.com/resdoc/>. I will not tolerate plagiarism and students who turn in work that is not their own will be sanctioned according to the University's policies on academic dishonesty. This will result in an F in the class and possibly expulsion.

Students with Disabilities:

Special accommodations will be made for students with disabilities. Please contact me during the first two weeks of class and in-person to discuss accommodations. See SIUC's Disability Support Service website for more information including guidelines and forms: <http://disabilityservices.siu.edu/>

Emergency Procedures:

SIUC is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus and is available on the BERT website at <http://www.bert.siu.edu/>, Department of Public Safety's website <http://www.dps.siu.edu/>, and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Contacting Me:

E-mail is the best way to reach me. Feel free to email questions you have regarding assignments or class discussions. I will do my best to respond to emails promptly, but keep in mind that I may not receive your email until the next business day. Place "SOC 518" in the subject heading. Some questions are best answered in person, and in this case you may visit me during office hours—no appointment required.

Class Rules:

Make sure your CELL PHONE IS TURNED OFF. This is a matter of common courtesy and one that I am not flexible on.

NO BROWSING THE INTERNET. I understand some people prefer to take notes on their computers or tablets, and this is perfectly fine. But please wait until class is over to check your email, browse social media, or surf the Internet. I will notice if you are online!

Make sure all assignments you turn in are properly stapled. Loose papers risk getting lost. For this reason, I DO NOT ACCEPT UNSTAPLED PAPERS.

Key Journals to Consult

Teaching Sociology
TRAILS (Teaching Resources and Innovations Library for Sociology)
Journal of the Scholarship of Teaching and Learning
The Journal of Faculty Development
Journal on Excellence in College Teaching

Course Schedule

August 21: CLASS CANCELED FOR THE ECLIPSE, UNIVERSITY WIDE

August 28: Introduction; Graduate School to the Tenure Track: The Basics

- Gray, Paul and David E. Drew. 2012. *What They Didn't Teach You in Graduate School: 299 Helpful Hints for Success in Your Academic Career*. Stylus Publishing.

September 4: Sociology as a Profession: CLASS CANCELED FOR LABOR DAY *Read for the week, assignment due*

- Adler, Patricia A. and Peter Adler. 2005. "The Identity Career of the Graduate Student: Professional Socialization to Academic Sociology." *The American Sociologist* 36(2): 11-27.
- Ferrales, Gabrielle and Gary Alan Fine. 2005. "Sociology as a Vocation: Reputations and Group Cultures in Graduate School." *The American Sociologist* 36(2): 57-75.
- Haggerty, Kevin D. 2010. "Tough Love: Professional Lessons for Graduate Students." *The American Sociologist* 4(11): 82-96.
- Shulman, David and Ira Silver. 2003. "The Business of Becoming a Professional Sociologist: Unpacking the Informal Training of Graduate School." *The American Sociologist* 34(3): 56-72.

Assignment #1:

- Spend time this week looking at various professional sociology websites, including that for the American Sociological Association, Midwest Sociological Society, and Society for the Study of Social Problems. Also consider organizations like Sociologists for Women in Society. Write a 2-page double-spaced reflection paper about sociology as a profession, what subfields you expect to specialize in, and how you can develop as a professional sociologist using the organizations' resources. ***Because class is canceled this week, email me your assignment by 5pm on Tuesday, September 5th.***

September 11: Becoming a Teacher

- Bain, Kevin. 2004. *What the Best College Teachers Do*. Cambridge: Harvard University Press.

Assignment #2:

- Doctoral students at SIU generally go on to teaching intensive academic jobs at state universities or small liberal arts colleges. While these positions will require you to conduct research and publish, hiring and tenure committees will weigh heavily your ability to teach. Luckily, our department prepares you for teaching! This week you will compose a

1-2 page single-spaced teaching philosophy—an important document for the job market. Consider what your goals are in the classroom and how you might achieve them (be specific!). What sort of skills will students gain in your classroom, how will you organize your classes, and what kinds of exercises might you include? While your teaching philosophy will change once you get into the classroom and have acquired some hands-on experience, begin thinking about what sort of instructor you want to be. See: <http://theprofessorisin.com/2011/09/16/thedreadedteachingstatement/>

September 18: Approaches to the Classroom

- Corder, Alissa, Peter T. Klein, and Gianpaolo Baiocchi. 2012. “Co-designing and Co-teaching Graduate Qualitative Methods: An Innovative Ethnographic Workshop Model.” *Teaching Sociology* 40(3): 215-226.
- Demske, Jennifer. 2013. Flipping the Classroom: <http://campustechnology.com/articles/2013/01/23/6-expert-tips-for-flipping-the-classroom.aspx?m=1>
- Huggins, Christopher M. and Janet P. Stamatel. 2015. “An Exploratory Study Comparing the Effectiveness of Lecturing versus Team-based Learning.” *Teaching Sociology* 43(3): 227-235.
- Tzu, Ming. 2010. “Interteaching: Students as Teachers in Lower Division Sociology Courses” *Teaching Sociology* 38(1): 28-34.

Assignment #3:

- How will you approach the classroom and what do you want your classes to look like? What do you want students to learn and how? Considering the advice from the readings and, drawing from your own experiences in particularly inspiring college classes, write a 2 page double-spaced paper on how you will structure your class to reflect your teaching philosophy, introduce sociology as a worldview, familiarize students to key readings in the discipline, hold students accountable for engaging course work, and encourage creativity, writing skills, and (as we will discuss later) critical thinking. Spend a few sentences unpacking what “critical thinking” means (take it from the abstract to the tangible). You will use this assignment to help structure your syllabus.

September 25: Writing Lectures and Presenting Material

- Hill, Andrea, Tammi Arford, Amy Lubitow and Leandra M. Smollin. 2012. “‘I’m Ambivalent About It’: The Dilemmas of PowerPoint.” *Teaching Sociology* 40(3): 242-256.
- Lester, Andrist, Valerie Chepp, Paul Dean, Michael V. Miller. “Toward a Video Pedagogy: A Teaching Typology with Learning Goals.” *Teaching Sociology* 42(3): 196-206.
- Miller, Michael V. 2009. “Integrating Online Media into College Course and Classroom: With Application to the Social Sciences.” *Online Submission* 5(2): 395-423.
- Cuddy, Amy. Ted Talk on “Your Body Language Shapes Who You Are.” 20-minutes: http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en

Guest Lecture, Reminder:

- Make sure that you have given or scheduled your guest lecture and the dates during which you will observe your colleague’s teaching. You will reflect on these observations during the week of October 30th.

Assignment #4:

- Reflecting on the readings for the week, write a 1-2 page double-spaced paper that considers how this advice will help you write your own guest lecture/presentation of material required for this course.

October 2: What is Critical Pedagogy?

- Paris, Ben. 2016. “Failing to Improve Critical Thinking.” See: <https://www.insidehighered.com/views/2016/11/29/roadblocks-better-critical-thinking-skills-are-embedded-college-experience-essay>
- hooks, bell. 2010. *Teaching Critical Thinking: Practical Wisdom*. New York: Routledge.

Assignment #5:

- Sociology is itself a critical worldview, and teaching students how to become reflexive citizens is the goal of many sociology courses. This week write a 2-page double-spaced paper addressing the barriers to teaching critical thinking and how you would design a course using critical pedagogy. Incorporate these ideas into your syllabus, due October 23rd. Be prepared to discuss your approach with the class.

October 9: FALL BREAK

October 16: Moving Outside the Classroom

- Huisman, Kimberly. 2010. "Developing a Sociological Imagination by Doing Sociology: A Methods-based Service-learning Course on Women and Immigration." *Teaching Sociology* 38(2): 106-118.
- Blouin, David D. and Evelyn M. Perry. 2009. "Whom Does Service Learning Really Serve? Community-Based Organizations' Perspectives on Service Learning." *Teaching Sociology* 37(2): 120-135.
- Callaghan, Elizabeth. 2005. "What They Learn in Court: Student Observations of Legal Proceedings." *Teaching Sociology* 33(2): 213-220.
- Eisen, Daniel B. 2012. "Developing a Critical Lens: Using Photography to Teach Sociology and Create Critical Thinkers." *Teaching Sociology* 40(4): 349-359.
- Pfeffer, Carla A. and Christabel L. Rogalin. 2012. "Three Strategies for Teaching Research Methods: A Case Study." *Teaching Sociology* 40(4): 368-376.

Assignment #6:

- This is your chance to get creative! Design a course exercise that gets students out of the classroom and engaging with a particular sociological lesson that you focus on in your course. Turn in the assignment description (as well as all materials needed to do the exercise) and grading rubric, and be prepared to discuss your exercise in class.

October 23: Designing a Course: Syllabus, Readings, and Assignments

- Singham, Mano. 2007. "Death to the Syllabus." *Liberal Education* 93(4): 1-3.
- Sulik, Gayle and Jennifer Keys. 2014. "'Many Students Really Do Not Yet Know How to Behave!': The Syllabus as a Tool for Socialization." *Teaching Sociology* 42(2): 151-160.
- Thomas, Jan E. and Annis Kukulian. 2004. "'Why Don't I Know About These Women?': The Integration of Early Women Sociologists in Classical Theory Courses." *Teaching Sociology* 32(3): 252-263.
- Ursula, Castellano, Joseph Deangelis, and Marison Clark-Ibanez. 2008. "Cultivating a Sociological Perspective Using Nontraditional Texts." *Teaching Sociology* 36(3): 240-253.
- Stanford Teaching Commons. "Designing Courses Backwards." At: <https://teachingcommons.stanford.edu/resources/course-preparation-resources/course-design-aids/designing-courses-backwards>
- Jaschik, Scott. "Syllabus Gender Gap." At: <https://www.insidehighered.com/news/2015/08/31/study-finds-male-professors-are-more-likely-female-professors-assign-male-authors>

Assignment #7:

- Construct a syllabus for a lower-level sociology course. This can be Introduction to Sociology, Contemporary Social Problems, a SIU course like Women & Men in Contemporary Society or Race & Ethnic Relations in the U.S., or a topical course of your choosing. Do a bit of online research before you get started, looking at the syllabi of other instructors teaching similar classes. You can also find syllabi resources at asanet.org and TRAILS. Use the advice from course readings and past assignments to help guide your choices on how to organize the course, what readings and assignments to incorporate, and the overall goals of the course. Remember that lower-level courses, especially Introduction to Sociology, tend to be large, so consider what this means for the dynamics of the course as you design it. Also, make space in the syllabus for the course exercise you will design next week.

October 30: Evaluating Students, Student Evaluations

- Nilzon, Linda B. 2010. "Constructing Summative Assessments," "Preparing Students for Tests," and "Grading Summative Assessments," In *Teaching at Its Best: A Research-Based Resource for College Instructors*. Pages 281-314. *Available on D2L*.
- Crowe, Jessica A., Tony Silva, and Ryan Ceresola. 2015. "The Effect of Peer Review on Student Learning Outcomes in a Research Methods Course." *Teaching Sociology* 43(3): 201-213.
- Gender Bias in Student Evaluations. See: <http://www.psmag.com/books-and-culture/beyond-bossy-or-brilliant-gender-bias-in-student-evaluations-of-teaching>
- "Student Evaluations of Teaching are Probably Biased. Does it Matter?" At: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2013/10/02/student-evaluations-of-teaching-are-probably-biased-does-it-matter/>

Assignment #8:

- Read and respond to your colleagues' evaluations of your guest lecture. Write a 1-2 page double-spaced response on how you understand the major critiques and how you might address these in your future teaching.

November 6: Dealing with Problems in the Classroom

- McKeachie, Wilbert J. and Svinicki. 2006. "Problem Students," In Wilbert McKeachie's *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Boston: Houghton Mifflin Company.
- Dorn, Dean S. 1987. "The First Day of Class: Problems and Strategies." *Teaching Sociology* 15(1): 61-72
- Lineweber, David C. and Edward F. Vacha. 1985. "Advising Students with Problems in Introductory Sociology: My Roommate Only Studied an Hour and She Got an A!" *Teaching Sociology* 13(1): 70-94.
- White, Martha C. 2013. Textbook Prices. See: <http://www.nbcnews.com/business/required-reading-textbook-prices-soar-students-try-cope-8C11140099>
- Patton, Stacey. 2015. Students Without Textbooks. See: <https://chroniclevitae.com/news/898-dear-student-it-s-february-and-you-still-don-t-have-your-textbook>
- Anonymous. 2012. "What Should I Do About Jacob?" At: https://www.insidehighered.com/views/2012/01/23/essay-experience-teaching-student-intellectual-disabilities#at_pco=smlwn-1.0&at_si=564189122ae3e371&at_ab=per-4&at_pos=0&at_tot=1

In Class:

- We will be talking about our experiences giving lectures and receiving feedback, as well as what it was like to observe your colleagues' guest lecture.

Assignment #9:

- Problems in the classroom include everything from outbursts, late assignments, inappropriate comments, and electronics use to students' personal issues like learning disabilities, domestic assault, and homelessness. To help instructors and students with the latter, SIUC's Saluki Cares center offers numerous resources, as well as a way to anonymously "Make a Referral" if you have a concern about someone. Go to: <http://salukicare.siu.edu> and explore the different links to the right of the page. Write a 2-page double-spaced paper on EITHER what resources are available for a student with ADD and how you would handle this in the classroom OR what resources are available for a single-parent juggling classes and childcare. What are the limitations of these resources and how might SIUC address such shortcomings?

November 13: Race, Gender, and Class in the Classroom

- Brookfield, Stephen. 2014. "Teaching Our Own Racism: Incorporating Personal Narratives of Whiteness into Anti-Racist Practice." *Adult Learning* 25(2): 89-95.
- Brunσμα, David L., Eric S. Brown, and Peggy Placier. 2012. "Teaching Race at a Historically White College: Identifying and Dismantling the Walls of Whiteness." *Critical Sociology* 39(5): 717-738.
- Messner, Michael A. 2000. "White Guy Habitus in the Classroom: Confronting the Reproduction of Privilege." *Men and Masculinities* 2: 457-469.
- Ghosh, Debaleena and Kristen Barber. In Progress. "Bring the Samosas: Immigrant Women Faculty as Cultural Tokens in the Academy." D2L
- Haney, Timothy J. 2015. "Factory to Faculty: Socioeconomic Difference and the Educational Experiences of University Professors." *Canadian Review of Sociology* 52(2): 160-186.

Assignment #10:

- This week's readings look at how race, gender, and class shape instructors' experiences in the academy and what these structures mean for our teaching. Focusing on the latter, use the Derek Bok Center for Teaching and Learning, Harvard University, online document to revise your final course syllabus in a way that considers Teaching in Racially Diverse College Classrooms. See here: <http://isites.harvard.edu/fs/html/icb.topic58474/TFTrace.html>.
- Also, write a 1-2 page single-spaced statement on how you would or do promote diversity in both in the classroom and in your advising/mentoring. Job applications increasingly ask for a diversity statement. For more information, see: <https://www.insidehighered.com/advice/2016/06/10/how-write-effective-diversity-statement-essay>

November 20: Teaching in the Age of Anti-Intellectualism

- Grundy, Salda. 2017. "A History of White Violence Tells us Attacks on Black Academics are Not Ending (I Know Because it Happened to Me). *Ethnic and Racial Studies* 40(11): 1864-1871.
- Shrecker, Emily. 2010. "The Roots of the Right-Wing Attack on Higher Education. *The NEA Higher Education Journal* 71-82. Access, here: https://scholar.google.com/scholar_lookup?publication_year=2010&pages=71-82&author=Ellen.+Schrecker&title=The+Roots+of+Right-Wing+Attacks+on+Higher+Education
- Mele, Christopher. 2016. Professor Watchlist. See: <https://www.nytimes.com/2016/11/28/us/professor-watchlist-is-seen-as-threat-to-academic-freedom.html?mcubz=3>
- Lukianoff, Greg and Jonathan Haidt. 2015. Trigger Warnings. See: <https://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>
- Selepak, Andrew. 2017. Managing Fake News and Media Literacy. See: <http://ufsoc.jou.ufl.edu/2017/01/teaching-aid-educators-fake-news-alternative-facts/>

November 27: Distance Education and the Virtual University

- Clark-Ibanez, Marisol and Linda Scott. 2008. "Learning to Teach Online" *Teaching Sociology* 36(1): 34-41.
- Driscoll, Adam, Karl Jicha, Andrea N. Hunt, Lisa Tichavsky, and Gretchen Thompson. 2012. "Can Online Courses Deliver In-class Results?: A Comparison of Student Performance and Satisfaction in an Online versus a Face-to-face Introductory Sociology Course. *Teaching Sociology* 40(4): 312-331.
- Hauhart, Robert C. 2007. "Teaching about Inequality in a Distance Education Course Using The Second Shift." *Teaching Sociology* 35(2): 174-183.
- Koeber, Charles and David W. Wright. 2008. "On the Outside Teaching In: Using Internet Videoconferencing to Instruct an Introductory Sociology Course from a Remote Location." *Teaching Sociology* 36(4): 331-344.
- Pearson, A. Fiona. 2010. "Real Problems, Virtual Solutions: Engaging Students Online." *Teaching Sociology* 38(3): 207-214.

Assignment #11:

- Online teaching comes with its own set of pros and cons. Consider these and how you would design a distance education course that holds students accountable for readings, encourages them to engage key theories and empirical examples, tests them on the material, and helps them to think reflectively about their own lives. Design an online teaching unit that introduces students to a sociological topic/concept. Write this up in 1-2 pages using double-spacing and be prepared to present it to class.

December 4: Teaching Presentations

Assignment #12:

- Prepare and give a 20-minute presentation of material on a topic of your choice. You can use any method of delivering the information, but remember to keep the content manageable given time constraints.

*DUE AT THE BEGINNING OF CLASS: Final Portfolio

HAVE A GREAT WINTER BREAK!