Sociology SOC:7010:0001, Teaching Sociology
Fall 2020, Tu 12:00pm-2:30pm, WWW

Instructor:	Erik Westlund
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Email:	erik-westlund@uiowa.edu
Office/Drop-in Hours:	Tu/Th 2:30-4:00pm and by appointment
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DEO:	Jennifer Glanville (jennifer-glanville@uiowa.edu)

COURSE DELIVERY

Class sessions will happen synchronously over Zoom. Course materials will be posted to ICON. Office hours will be held over Zoom or on the phone.

Links to Zoom meetings will be in ICON, dated for each session.

MEETING TIMES

Synchronous Class Meetings
Tuesday, 12:00-2:30pm via Zoom

Office/Drop-in Hours
Tuesday & Thursday, 2:30-4:00pm via Zoom/phone/preferred method

By Appointment Discussions
If you want or need to talk with me, we can work out a time – just email me!

COURSE DESCRIPTION

This course provides a practical introduction to teaching sociology and related courses at the college level. We will ask the following questions:

- Why do we teach sociology?
- What do we teach? What should we teach?
- Who takes sociology courses? Why do they take them?
- How does/should organizational context affect how we teach?
- How do/should students' backgrounds/biographies affect how we teach them?
- How do I get a job teaching?
- How do I do a good job teaching?

Related to the above questions, we will also explore:

- Philosophy and sociology of education as it pertains to teaching & learning

- Managing differences among students fairly and effectively
- Grading and assessment
- Effective pedagogy for lectures and discussions
- Nuts and bolts of syllabus preparation
- Being a person and a teacher
- The job market

Everything we do in this course is meant to be useful to you as teacher. Students are encouraged to contact me with topics/themes they would like to discuss/learn about. I will do my best to incorporate those topics into our meetings/weekly readings.

COURSE MATERIALS

Required

College Teaching: Practical Insights From the Science of Teaching and Learning. Donelson Forsyth. 2016. APA. **Full-text available online**.

Paying for the Party: How College Maintains Inequality. Elizabeth A. Armstrong and Laura T. Hamilton. 2015. Harvard.

Other materials

All other reading/course materials will be posted to ICON (https://icon.uiowa.edu/) for each class. While the daily readings are summarized below, ICON will be the official record for what you are to read each day.

COURSE REQUIREMENTS

Grades for this course will be derived from two components.

1. Memos (3): 30% total, 10% each

   Students will write three 4-5 page memos in response to the week's readings. Students will be required to make a short presentation about their memo at the beginning of class. We will create a schedule on the first day of class for memo due dates/presentation dates.

2. Teaching Philosophy Statement: 15%

   Students will write a teaching philosophy statement similar to what is expected in many job market packets.

3. Assignment: 15% (5% presentation, 10% final draft)

   Students will prepare an assignment and supporting materials. Assignments should be designed for a particular course, preferably one you are likely to each in the future. The form the assignments takes is up to you, but usually this is a course paper or project. The emphasis here will be "getting the details right" so hypothetical students can know what is expected of them and how they will be graded.

4. Exam: 15%

   Students will prepare a mid-term or final exam for a course they might potentially teach.

5. Syllabus: 25%.

   Students will design a syllabus that could be submitted and approved by a university.

Detailed assignment requirements will be posted on ICON.

GRADING SCALE

Grading scale:

A+	99-100	B+	87-89.99	C+	77-79.99	D+	67-69.99	F	≤ 59.99
A	93-98.9	B	83-86.99	C	73-76.99	D	63-66.99		
A-	90-92.9	B-	80-82.99	C-	70-72.99	D-	60-62.99		

COURSE POLICIES AND EXPECTATIONS

Attendance
While attendance will not count as a formal part of your grade, it is important that you attend all class sessions. Students are responsible for material when they miss class. Please contact me or other students to get notes.

Digital Recordings
Recordings of lectures may not be shared without instructor permission. When permission is granted, recordings should be shared with only students who are registered for the class. These precautions are necessary to protect the privacy of class participants.

Expectations for Zoom
Student are expected to treat each other with courtesy and respect on Zoom, as they would in a face-to-face classroom.

Collaboration
If you opt to write the proposal with a partner, you and your partner should contribute equally. You should not get outside help on the proposal from anyone outside your group.

Plagiarism
Plagiarism will not be tolerated. If you are unsure about how to cite the work of others, please contact me.

Course Announcements
I will use email to send out announcements, provide helpful information, etc. You are responsible for checking your email and ICON on a regular basis.

Accommodations
Students requiring academic accommodations should first register with Student Disability Services and then meet privately with me to discuss necessary arrangements.

CLASS SCHEDULE

The following schedule is tentative and may be changed in response to the needs of the class. New versions will be posted and dated on ICON and will be accompanied by an announcement in class and through email. For brevity, page numbers are not listed below. They will be posted on ICON; where appropriate, readings will be truncated for you.

Each day will be broken into two parts, with a short break between. The first half will be a "theory" section (broadly construed), while the second half will be a "practice" section.

In the "theory" section, we'll read and discuss writings and research that helps us understand the contexts in which we teach (or may teach in the future), the professed goals we have when teaching, the extent to which we can realize those goals, and how wider social processes might affect the teaching process. As this a course on teaching sociology, each of these topics will be approached from a sociological perspective, with a focus on the works' implications for teaching sociology. As you'll notice below, we'll often approach the more general issue first, and then examine how sociology as a teaching topic/field/major fits into the problem/issue.

In the "practice" section, we'll read about and discuss practical matters related to teaching. We will emphasize what's unique about teaching sociology, but these discussions will tend to be relevant to teaching in general, especially teaching the social sciences. This is a feature, not a bug: many of you will go on to teach not only in departments of sociology, but in programs that emphasize social science in general, or specific social science fields like criminology or anthropology.

T=Theory, P=Practice, C=Coursework

Week	Day	Topic/Questions/Activity	Reading/Assignments Due
1	8/25	Introduction C: Memos, schedule	
2	9/1	T: What is college for? Why teach sociology? P: Being a person and a teacher C: Teaching philosophy statement	Rorty, Education as Socialization and as Individualization Rogers, On Becoming A Person (selections) Forsyth, Ch.1, Orienting: Considering Purposes and Priorities
3	9/8	T: Who is college for? Who is sociology for? P: Running discussions and group work	Collins, Functional and Conflict Theories of Educational Stratification Rosenbaum, Do Students Understand What College Demands?

			Deslauriers et al., Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom Forsyth, Ch. 3, Guiding: Student-Centered Approaches To Teaching Eng, Optimizing Discussions
4	9/15	T: What is the purpose of college? What is the purpose of teaching sociology? P: Giving lectures	Labaree, Public Goods, Private Goods Meyer, The Effects of Education as an Institution Forsyth, Ch. 4, Lecturing
5	9/22	T: Social context of college P: Using technology	Armstrong & Hamilton, chs. 1-4 Forsyth, Ch. 8, Technology
6	9/29	T: Social context of college P: Communicating with students C: Catch-up	Armstrong & Hamilton, chs. 5-9
7	10/6	T: What do students learn in college? Sociology classes? P: Students with disabilities and other differences	Arum & Roksa, Limiting Learning (selections) Winship, The Faculty-Student Low-Low Contract UIowa SDS, Instructor Rights and Responsibilities UIowa SDS, Common Accommodation Descriptions
8	10/13	T: What should students learn in college? In sociology classes? P: Creating assignments C: Create an assignment	Hirsch, Cultural Literacy (selections) Bloom, Closing of American Mind (selections) Treiber, McJobs and Pieces of Flair: Linking McDonaldization to Alienating Work
9	10/20	T: Social inequality in college P: Grading assignments	Goldrick-Rab, Paying the Price, Intro, Ch. 1 Karabel, The Chosen (selections)

			Tough, The Years That Matter Most (selections) Forsyth, Ch. 6, Grading
10	10/27	T: College in students' life courses P: Creating exams	DeLuca, Clampet-Lundquist, & Edin, The Educational and Occupational Traps of Expedited Adulthood Forsyth, Ch. 5, Testing
11	11/3	T: Teaching sociology for transformation, pt. 1 P: Grading exams	Postman, Teaching as a Subversive Activity (selections) Forsyth, Ch. 6, Grading (Revisit)
12	11/10	T: Teaching sociology for transformation, pt. 2 P: Creating a syllabus C: Create a syllabus	Illich, Deschooling Society (selections) Freire, Pedagogy of the Oppressed (selections) Forsyth, Ch. 2, Prepping **Due:** Assignment
13	11/17	T: Teaching sociology for conservation, pt. 2 P: Academic integrity, plagiarism, cheating, and managing conflict	Postman, Teaching as a Conserving Activity (selections) UIowa Code of Academic Honesty UIowa Academic Policies Handbook Forsyth, Ch. 7, Managing: Fostering Academic Integrity, Civility, & Tolerance
14	Thanksgiving recess		
15	12/1	T: Teaching sociology for labor market preparation P: External observations & teaching evaluations	ASA, Statement on Student Evaluations of Teaching Peterson, Mitigating gender bias in student evaluations of teaching Ann, The Next Lawsuits to Hit Higher Education Forsyth, Ch. 9, Assessing **Due:** Exam
16	12/8	T: Teaching in uncertain times P: Self-reflection and improvement	Furstenburg, University Leaders are Failing

		Paquette, Bashing Administrators as the University Burns Driscoll et al., Can Online Courses Deliver In-class Results? Martinez-Cola, When Pedagogy is Painful Forsyth, Ch. 9, Assessing
12/11	C: Wrap-up P: The job market	**Due:** Syllabus, Teaching Philosophy Statement

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UI and the College of Liberal Arts and Sciences
INFORMATION FOR UNDERGRADUATES

Absences and Attendance

Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing their course absence pol icies, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student ill ness, mandatory religious obligations, including Holy Day obligations, military service obligations, unavoidable circumstances or University authorized activities Students may use the CLAS absence form to aid communication with the instructor who will decide if the absence is excused or unexcused. The form is on ICON in the top banner under "Student Tools." More information is at htt ps:// clas.uiowa.edu/ students/ handb ook/ at tendance-absences.

Academic Integrity

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honest y. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through UI email. Visit this page for information: (https://clas.uiowa.edu/students/ha ndbook/academic-fraud-honor -code).

Accommodations for Disabilities

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, att ent ion, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SOS). The student is then responsible for discussing specific accommodations with the instructor. More information is at https://sds.studentlife.uiowa.edu/.

Administrative Home of the Course

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second -grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: https:// clas.uiowa.edu/ student s/ ha ndbook.

Class Behavioral Expectations

Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the Code of Student Life. This includes the policies and procedures that all students have agreed to regarding the Steps Forward for Fall 2020 in response to the COVID-19 pandemic. Particularly, all students are required to wear a face covering when in a UI buil ding, includin g a classroom. In addition, the density of seats in classrooms has been reduced; in some instance s, this will allow 6 feet or more between students while other cases, it may be less. Regardless, wearing a face covering and maintaining as much distance as possible are vital to slowing the spread of COVID-19. In the event that a student disrupts the classroom environment through their failure to comply with the reasonable directive of an instructor or the Universit y, the instructor has the authority to ask that the student immediately leave the space for the remainder of the class period. Additionally, the instructor is asked to report the incident to the Office of Student Accountability for the possibility of additional follow-up. Students who need a temporary alternative learning arrangement related to COVID-19 expectations should contact Student Disability Services arrangements/; +1 319 335-1462)

(https://sds.studentlife.uiowa.edu/fall-2020/covid-19-temporary-learning- arrangements/.

Class Recordings: Privacy and Sharing
Some sessions of a course could be recorded or live-streamed. Such a recording or streaming will only be available to students registered for the course. These recordings are the intellectual property of the faculty, and they may not be shared or reproduced without the explicit **written** consent of the faculty member. Students may not share these sessions with those not in the class; likewise, students may not upload recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).

Communication and the Required Use of UI Email
Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

Complaints
Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to the College of Liberal Arts and Sciences; see this page for more information: https://clas.uiowa.edu/students/handbook/student-rights-responsibilities.

Final Examination Policies
The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and location of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals with very few exceptions made (for labs, ESL and some world language courses, and off-cycle courses): https://registrar.uiowa.edu/final-examination-scheduling-policies.

Nondiscrimination in the Classroom
The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (https://diversity.uiowa.edu/eod; +1 319 335-0705 or (diversity.uiowa.edu).

Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see https://osmrc.uiowa.edu/.