INSTRUCTOR: Bernice A. Pescosolido

TIME: Monday 4:00–6:00pm. Class meetings may be moved to accommodate opportunities for teaching and learning.

PLACE: SISR 201

OFFICE HOURS: Since we will also depend on meetings between individuals in the classroom and the instructor as well as among students, both e-mail and tailored appointments will be used frequently and rooms made available when necessary. Contact person: Mary Hannah, SISR 101; mehannah; 855-3841.

Course Description

This second course in Sociology's Preparing Future Faculty Program is designed to continue the preparation of graduate students in Sociology to teach to a variety of audiences, including students and the public, to become active members of the university community, and to consider the opportunities and challenges in becoming a sociologist in the academy, the public sector or the private sphere. In this course, students will be asked to take a reflective look at teaching, to become conversant with the larger issues and literature on college teaching and higher education, and to make connections to these issues outside their classroom by engaging with larger debates. At this point in your graduate student career, you are embarking on long-term professional activities in which the organization, presentation, and evaluation of information is central. In this course, and with experience in teaching, students will be further introduced to topics in teaching and learning, the assessment of and practice of teaching, putting both in larger social and historical context. To that end, students will deal with the challenge to higher education; issues in the balance of teaching, research and service; issues of ethics and professional responsibility in teaching, research and service; balancing roles and responsibilities; and understanding the work that sociologists do. In essence, this course takes the Carnegie Foundation’s notion of “Stewardship of the Discipline” seriously, and we will ask you, in classic sociological fashion, to step back and ask critical questions about all aspects of “stewardship.”

In this course, you will be asked to prepare a contract for learning tailored both to your own goals and to standards set in this course. There is a set of minimal requirements that all students will be expected to fulfill. For example, as always, students will be required to maintain and update their dossier. However, as part of an individualized learning contract, you may choose, for example, to develop a portfolio. You will also be required to prepare for your own SOTL project (the focus of S706), and attend and assist our PFF fellow (Deidre Redmond) in the annual university-wide PFF conference. This course introduces you to SOTL, the Scholarship of Teaching and Learning, a subfield focusing on disseminating knowledge surrounding teaching, learning, and in our case, sociological knowledge relevant to the outside world. Through the course, you will be introduced to other members of the teaching community of sociologists and the community of teachers at Indiana University and across the country.

This course can be described metaphorically as one of the first steps you will take in “crossing the bridge” from being a graduate student to becoming a professional. Having stepped into the classroom,
you have begun that journey in some ways. However, as we all know, getting through those early course preps, presenting those first papers at national meetings and getting that first journal rejection (or even “letting something go” into the publication pipeline) rarely leave time for reflection. As a result, this seminar depends on active participation and the development of a sense of collaboration rather than the traditional student-professor relationship. That means that the responsibilities upon students are, in many ways, greater. Yet, they are also less formal and more participatory.

**Course Requirements**

In that spirit, the assignments will often ask you to do things that seem un-class-like. For example, I asked you to attend a presentation, giving you a set of questions to think about regarding the attempt/success of disseminating the information presented, rather than focusing on the content of the presentation. In addition, this year we will have a unique goal/opportunity/request that is incorporated into the required part of your learning contract.

- *The Social Worlds of Higher Education* book. This is the standard reader for much of the class. As you have discovered, it is no longer in print. We have provided the chapters on Oncourse. Sage has asked for a revision but the issues are complicated and we will discuss them. That said, your job as you read through the sections of the book is to think not only about the content, but its value in a revision. Should it be eliminated? Updated? Replaced with a piece on a different topic or with a different slant? We will proceed by having a sign up sheet where at least two people will take primary responsibility for each chapter, even though everyone is required to AT LEAST skim each assigned reading from the book.

Generally, we will meet once a week to discuss reading materials, activities and other assignments and to prepare for upcoming activities or guests. Since we will try to take advantage of the guests’ schedules and PFF program activities, the class time will be flexible. Required readings listed for any week should be read for that class meeting. Others represent general and basic readings that will set the theme for weekly meetings and/or practical tools that address the topic. The depth of understanding and the ability to think creatively about these readings constitute a portion of the grade.

**Required books:**


*As noted above, this book is no longer in print. You may access the readings on Oncourse.*


Choose one of the following books:


All required articles listed in the syllabus will be provided in PDF format on Oncourse. You should become familiar with major teaching publications such as *College Teaching*, *Teaching Sociology*, *Change* and *The Chronicle of Higher Education*, and make use of them.

As noted above, the assignments for this class will be tailored for each participant through the development of a "Learning Contract," which may involve negotiating/potentially substituting activities such as organization and oversight of a classroom or outside activity; drafting, revision and submission of a review, note or article to a teaching journal; development of teaching modules and materials for dissemination; participation in local and national teaching conferences; or any other activities which will enhance your development as a sociologist teacher-scholar. A list of required elements is attached to this syllabus. Grading will be based on the completion and quality of the work required for your Learning Contract. Continual assessment of classroom performance will remain a critical activity. All standards of ethical behavior, including those in IU's *Code of Student Rights* and ASA's *Code of Ethics*, will be expected of all who participate in this course.

**Course Schedule of Meetings, Readings and Assignments**

**WEEK I – Jan. 9**  
**THE MEANING OF THE Ph.D. – THE CHALLENGE OF TEACHING, LEARNING AND SOCIOLOGY IN THE CURRENT ERA**

**PLOTTING THE SEMESTER’S JOURNEY**
Planning Meeting. Since this is an advanced class, the input of students is essential to move from a didactic to an interactive framework.

- Course Vision and Goals – Setting out critical questions
- Requirements
- Presentation on PFF Conference – PFF Fellow

Each student will be responsible for reviewing and reporting on Ginsberg or Aram. We will have a discussion during Week II (January 23) and you will hand in a brief (2 page) report on your book which covers (a) premise, (b) contribution, (c) critique, and (d) pushing forward.

**Monday January 16:**  
No Class – Martin Luther King Day
WEEK II – Jan. 23  FIRST THINGS FIRST: Pathways to Careers and Dealing with Cultural Questions

- Students will be required to talk for 2-3 minutes on their future plans
- Selection of Books: “Slam” and “Classics”

Each student will be responsible for reviewing and reporting on a “slam” book or a “classic.” We will hear a summary (short, please; no “chapter marches”) and commentary from two people each week. They may include, but are not limited to, one of the following:

“Slam” Books:


“Classic” Books


“Classic How-To” Books


“Special Topics” Books

WEEK III – Jan. 30  DOING AS WE SAY – PUTTING TEACHING, LEARNING AND SOCIOLOGY IN HISTORICAL AND SOCIAL STRUCTURAL PERSPECTIVE

• Presentations on SWHE choices for this week

Required Reading:

From The Social Worlds of Higher Education:

Part I: Surveying the Social Landscape of Higher Education at the End of the 21st Century: Pressures from the Outside
“The Debate: College Teachers, the New Leisure Class.” Gene Maeroff. *All Read
The Fieldguide for Teaching in a New Century – Section I  *All Read

Additional Readings:


**WEEK IV – Feb. 6**  
THE CHALLENGES OF TEACHING IN THE CURRENT ERA: “Unlearning,” Teaching and Sociology

*Visual Materials:*  
Film: A Private Universe

- Presentations on SWHE choices for this week

*Required Reading:*


**WEEK V – February 13:**  
THE JOB OF PH.D.’S – THE DEBATE OVER PUBLIC SOCIOLOGY

*Visual Material:*  
DVD: Michael Burawoy, Presidential Address, 2005 Annual Meetings of the American Sociological Association

*Required for all:*


*Choices:*


**Additional Readings:**


**Public Forum Responses:**


**Social Forces:**


**The Chronicle of Higher Education:**


**The British Journal of Sociology**


WEEK VI – February 20: No Class; instead attend:

**PFF Conference (Friday, February 24)**
Participants are required to attend the annual PFF conference (it is an expectation that S606 students will attend any and all sessions, given their own teaching and class schedules; some may have chosen to assist in organizing this conference with Deidre Redmond, the current PFF Fellow).

WEEK VII – February 27: RECALLING THE POINT: WHY SOCIOLOGY AND WITH WHAT TOOLS?
The Sociological Imagination and the Intellectual Journey

- Discussion – PFF Conference
- Presentations on **SWHE** choices for this week

Student Assignment 1: Two Short Papers (1-2 Pages each):
- Short paper on one thing you do in the classroom that should be re-evaluated. Lay out the goal, the issue, and a possible solution.
- Short paper on one thing you do REALLY WELL in the classroom. Lay out goal and the method and be prepared to share it with the class.

**Required Readings:**
*From The Social Worlds of Higher Education:*
The *Fieldguide for Teaching in a New Century* – Section II  *All Read*

**Other Required Readings (All Read):**

**Maybe:**


**Other Issues and Readings:**


**Practical Tools:**


**WEEK VIII – March 5:** No class

- Final Learning Contract due, including initial ideas about SOTL project

**WEEK IX – March 12:** No class; Spring Break
WEEK X – March 19:  THE SCHOLARSHIP OF TEACHING AND LEARNING
   What is it? And do I have to do it?

Required Readings:

Other Readings:

WEEK IX – March 26:  WHO ARE THEY? Understanding and Anticipating Changing Students
   • Presentations on SWHE choices for this week
Required Readings:


From The Social Worlds of Higher Education:


“The Social World of Professors and Their Students: A First Glimpse.” Pp. 87-90.  *All Read*


The *Fieldguide for Teaching in a New Century* – Section V.  *All Read*

Other Readings:


**Practical Tools:**


WEEK X – April 2: WHO ARE WE? THE PERSONAL IS THE PROFESSIONAL – LINKING THE SELF AND TEACHING (*Persona in the Classroom*)

- Student Assignment Due: Intellectual Journey Verbal Report
- Presentations on SWHE choices for this week

**Required Reading:**

**Required Readings From The Social Worlds of Higher Education:**
Section C: “Professors in a Changing University and a Changing Society.” Pp. 295-300. *All Read*
Hare, Sara, Walt Jacobs, and Jean Shin. “Entering the Classroom from the Other Side: The Life and Times of Associate Instructors.” Pp. 507-516.
The *Fieldguide for Teaching in a New Century* – Section IV. *All Read*

**Other Readings:**
Richardson, Cook and Statham. "Down the up staircase: Male and female university professors' classroom management strategies"

**Film:**
Week XI – APRIL 9: GOALS AND TOOLS OF THE TRADE — A RE-EVALUATION

- Presentations on SWHE choices for this week

Required Readings:

From The Social Worlds of Higher Education:
The Fieldguide for Teaching in a New Century – Section III. *All Read

Other Readings:
Bean, John C. 1996. "How Writing is Related to Critical Thinking", "Coaching Thinking Through the Use of Small Groups," "Alternative Approaches to Active Learning in the Classroom," "Encouraging Engagement and Inquiry in Research Papers," and "Designing Tasks for Active Thinking and Learning." Ch. 1, 2, 9, 10, and 12 in Engaging Ideas.
Side 1: What It means to Think Critically
Side 2: Critical Thinking in Action: Uncovering the Assumptions of Others
Side 3: Critical Thinking in Action: Exploring One's Own Assumptions
Side 4: Creating an Atmosphere that Fosters Critical Thinking


**Film:**

*Thinking Together: Collaborative Learning in Science.* Harvard.

**Practical Tools (Many included in the Fieldguide in the Social Worlds Book):**


Frederick, P. "The Lively Lecture: 8 Variations," *College Teaching,* Teaching Resources Center Collection.

Frederick, P. "The Dreaded Discussion: Ten ways to start," *Improving College and University Teaching,* Teaching Resources Center Collection, Indiana University.


WEEK XII – April 16: ETHICAL ISSUES – INTRODUCTION TO ISSUES OF PROFESSIONAL RESPONSIBILITY AS TEACHERS, RESEARCHERS AND SOCIOLOGISTS

- Presentations on SWHE choices for this week

Required Readings:

ASA Code of Ethics (http://www2.asanet.org/members/coe.pdf)

Required Readings from The Social Worlds of Higher Education:

The Fieldguide for Teaching in a New Century – Section VI. *All Read

Other Readings:


The American Sociologist 10: 113-117.


Sociological Inquiry 63 (winter): 49-63.


Thompson, John. 1996. "'The Between' of Teaching Sociology: Ways of Knowing and Teaching." 
Teaching Sociology 24: 323-332.


**Practical Tools:**
Chase and Jacobs, "Faculty Evaluation By Students," *Teaching and Learning at Indiana University*, University Office for Learning Resources (provided in the Workbook).
Sorcinelli. 1986. "Faculty evaluation by colleagues," *Teaching and Learning at Indiana University*, University Office for Learning Resources (provided in the Workbook).


- Completed Learning Contract Due

**Required Readings:**
And

**FUTURES**

- Presentations on *SWHE* choices for this week

**Required Readings:**
*From The Social Worlds of Higher Education:*

**ITEMS FOR LEARNING CONTRACT**

**Required:**
1) Review of Higher Education Critique or Blueprint
2) Profile -- Intellectual Journey verbal reports
3) Update of Teaching Dossier
4) Attendance at PFF Spring Conference
5) Short Papers on Best and Re-evaluated Teaching Activities
6) Plan for S706 Research/ Creative Activity
7) Set of Reviews of *SWHE*