

Teaching Political Science
Political Science 7008
University of Colorado, Boulder
Professor Sarah Wilson Sokhey
Fall 2019, Wednesdays, 2-2:50pm in Ketchum 1B31

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Office hours: Mondays, 10am-noon; after class is also often a good time to meet with me

Course Description & Requirements

This course is designed to help first-year political science Ph.D. students improve their teaching skills. We will do this through a variety of readings, discussions, and your observations of faculty teaching. Students are expected to attend all sessions, read assigned materials beforehand, and come prepared to discuss various topics about best practices for teaching political science. Reading materials will be made available on our course website on Canvas (<https://canvas.colorado.edu>). There will be 3 short observation papers due throughout the semester.

Your grade will be based on the following:

- Participation 40%
- 3 observation papers 60 % total (worth 20% each)

Observation Papers: You are required to write 3 observation papers based on your observation of a class. Each paper should be 3-4 pages long, single-spaced in 11 or 12 point Times New Roman font. You should observe a faculty member teaching an undergraduate class. This may be the class for which you are a TA or grader. Please note that you should not write an observation of: 1) a graduate level course including any course in which you are a student, nor 2) a recorded lecture. Your paper should: 1) introduce the topic or concept on which you will focus your observations, 2) describe the strengths of what was done, and 3) offer an evaluation of what could be done differently or better. You should include references and a bibliography as appropriate. Please submit your observation papers on time. There will be a 10-point penalty for each day the observation paper is late.

Plagiarism: Don't do it. If I find you have plagiarized, you will fail the course and I will follow University procedures to pursue academic sanctions. At the graduate level, the reputational costs of plagiarizing are very high; it's not worth it. More generally, you should take seriously the task of correctly citing works you have referenced. If you have any questions about what constitute plagiarism or proper citation, please ask.

Accommodations for Disabilities: If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the

instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the Student Code of Conduct.

Honor Code: All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the Honor Code Office website.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation: The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, I request a one-week notice before for any accommodation for religious observances, but I will do my best to honor your request whenever you make it. See the campus policy regarding religious observances for full details.

Campus Resources: The University of Colorado has a wide variety of resources to help you with a range of situations, challenges, and problems you may encounter. You should be aware of these and take full advantage of the following resources for yourself. You may also want to keep these in mind if you are concerned about an undergraduate student (regardless of whether they are in a class you are teaching or grading for) or if you are concerned about another graduate student. You should always feel free to let me know about any concerns or assistance you are looking for during the semester.

- **Resources for Graduate Students:** <https://www.colorado.edu/gtp/resources/resources-graduate-students>
- **Campus Resources:** <https://www.colorado.edu/graduateschool/current-students/campus-resources>
- **Student Support and Case Management:** <https://www.colorado.edu/studentaffairs/students-concern/student-support-and-case-management>
- **Counseling and Psychiatric Services:** <https://www.colorado.edu/counseling/>
- **Office of Victim Assistance:** <https://www.colorado.edu/ova/>
- **Student Conduct & Conflict Resolution:** <https://www.colorado.edu/sccr/>
- **Medical Services:** <https://www.colorado.edu/healthcenter/>
- **CU Boulder Police:** <https://www.colorado.edu/police/>
- **Responding to students in distress:** <https://www.colorado.edu/redfolder/>

Names & Pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at colorado.edu/policies/classbehavior.html and at colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

FYI: Some Teaching Resources Online

<https://www.apsanet.org/programs/teaching-in-political-science>

<https://www.apsanet.org/programs/teaching/websites>

<https://www.apsanet.org/programs/teaching/simulations>

<https://www.apsanet.org/TEACHING/Syllabi-in-Political-Science/Online-Syllabi-Collections>

Designing a Syllabus Session for Faculty Teaching Excellence Program (FTEP) at CU, August 14, 2018, Sarah Wilson Sokhey, <http://bit.ly/FTEPSyllabus> (includes PowerPoint presentation and other possibly useful materials related to designing a syllabus)

University of Colorado, Syllabus Resources

- Syllabus Template: <https://www.colorado.edu/accessibility/resources/universally-designed-syllabus-materials>
- Required Syllabus Statements: <https://www.colorado.edu/academicaffairs/policies-customs-guidelines/required-syllabus-statements>
- Accessibility Information: <https://www.colorado.edu/accessibility/resources/universally-designed-syllabus-materials>

Course Plan

Readings will be posted on our course website available at <https://canvas.colorado.edu>

Week 1: Introductions & Overview (August 28)

Required reading

Lawrence Baum. 2002. "Enthusiasm in Teaching." *PS: Political Science & Politics*, Vol. 35, Issue 1 (March), pp. 87-90.

Week 2: Hannah Paul, Graduate Teacher Program (GTP) Lead (September 4)

Hannah Paul will come to class to discuss her role as the GTP Lead for our department and to answer any questions you may have.

Engaging Students & Communicating Well

Week 3: It's Us, Not Them (September 11)

Required reading

Arthur Lupia. 2016. *Uninformed: Why People Know So Little About Politics and What You Can Do About It*, Oxford University Press.

- Chapter 6: Lost in the Woods
- Chapter 7: Attracting Attention
- Check out Figure 2.1 (page 15) and Table 13.1 (pages 182-183)

Optional: Consider watching: "How to Compete with Fake News and Cat Videos: Political Persuasion in the Internet Era," Presentation by Arthur Lupia at ICSPR Summer Program in Quantitative Methods of Social Science Research, July 2017. Available here: https://www.youtube.com/watch?v=UEwYtLksa_U

Week 4: Designing a Syllabus (September 18)

Required reading

- PowerPoint presentation "Designing a Syllabus" (Sarah Wilson Sokhey)
- Sample syllabus for PSCI 2012 (Sarah Wilson Sokhey)
- University of Colorado's Accessibility Checklist
- University of Colorado's examples of accessible and inaccessible syllabi

Optional: If you would like to get feedback on a syllabus, you may email it to me and/or circulate your syllabus to the class.

Week 5: Observation Week (September 25)

No meeting in class. During the weeks in which observation papers are due, we will not meet in person in order to give you time to observe teaching and write your papers. There will be some required reading or video viewing for these weeks.

Required reading

Susan Ambrose et al. 2010. "Motivation and Student Learning" in *Foundations for Student Learning*, pp. 56-62, read "Theories of Motivation" section and Table 3.1; see also (if useful): Susan A. Ambrose, Michale W. Birdges, Michele DiPietro, Marsha C. Lovett, Marie K. Norma, and Richard E. Mayer, *How Learning Works: Seven Research-Based Principles for Smart Teaching*, Wiley, 2010.

DUE: Observation Paper #1 (due Friday, September 27 at 5pm, upload on Canvas website)
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Week 6: Credibility (October 2)

Required reading

Jason J. Teven, "Translating Research into Instructional Practice: Instructor Credibility"

See also (if useful): Jason J. Teven. 2007. "Teacher Caring and Classroom Behavior: Relationships with Student Affect and Perceptions of Teacher Competence and Trustworthiness," *Communication Quarterly*, 55:4, pp.433-450.

Arthur Lupia. 2016. *Uninformed: Why People Know So Little About Politics and What You Can Do About It*, Oxford University Press, Chapter 8 (Building Source Credibility)

Daniel Drezner, "[Teaching political science in the age of Trump.](#)" *Washington Post*, PostEverything blog, April 5, 2018.

Learning

Week 7: Learning Models (October 9)

Required reading

Richard Felder and Rebecca Brent. 2005. "Understanding Student Differences," *Journal of Engineering Education*, 94:1, pp. 57-72.

Robert Trudeau. 2005. "Get Them to Read, Get Them to Talk: Using Discussion Forums to Enhance Student Learning," *Journal of Political Science Education*, 1:3, pp. 289-322.

Week 8: Emotions & Learning (October 16)

Required reading

Anne Frenzel, Reinhard Pekrun and Thomas Goetz. 2007. "Perceived learning environment and students' emotional experiences: A multilevel analysis of mathematics classrooms," *Learning and Instruction*, 17, pp. 478-493.

Week 9: Observation Week (October 23)

No meeting in class. Watch "Tips & Tricks" on discussion technique, mini-simulations, and current events coverage. Video available here: <https://www.colorado.edu/polisci/internal/tips-tricks-low-cost-high-reward-teaching-techniques>

DUE: Observation Paper #2 (due by Friday, October 25 at 5pm, upload on Canvas website)

Critical Thinking

Week 10: Critical Thinking in Political Science (October 30)

Required reading

Jonathan Olsen, and Anne Statham. 2005. "Critical Thinking in Political Science: Evidence from the Introductory Comparative Politics Course," *Journal of Political Science Education*, 1:3, pp. 323-344.

Week 11: Writing & Critical Thinking (November 6)

Required reading

Gamze Çavdar and Sue Doe. 2012. "Learning through Writing: Teaching Critical Thinking Skills in Writing Assignments," *PS: Political Science & Politics*.

Week 12: Critical Thinking Assignments (November 13)

Required reading

Jennifer Fitzgerald and Vanessa A. Baird. 2011. "Taking a Step Back: Teaching Critical Thinking by Distinguishing Appropriate Types of Evidence," *PS: Political Science & Politics*.

Technology

Week 13: Technology - What's it good for? (November 20)

Required reading

Dan Rockmore. 2014. "[The Case For Banning Laptops in the Classroom.](#)" *The New Yorker*, June 6.

Russell Craig and Joel Amernic. 2006. "[PowerPoint Presentation Technology and the Dynamics of Teaching.](#)" *Innovative Higher Education*, Vol. 31, Issue 3 (October).

Week 14 – Fall Break (November 25-29)

Week 15: Observation Week (December 4)

No meeting in class. Watch "Tips & Tricks" on recorded lectures. Video available here:

<https://www.colorado.edu/polisci/internal/tips-tricks-low-cost-high-reward-teaching-techniques>

DUE: Observation Paper #3 (due Friday, December 6 at 5pm, upload on Canvas website)
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Week 16: Videos in the classroom (December 11)

Required reading

Staci L. Beavers. 2011. "Getting Political Science in on the Joke: Using The Daily Show and Other Comedy to Teach Politics," *PS: Political Science & Politics*.

