

## Political Science 6202 Teaching Political Science II

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Office Phone: 581-6312  
Hours: Friday, 11-11:45 &  
by appointment

This class is the second semester of the Department's course, Teaching Political Science. Whereas the first semester focused on the more immediate concerns of teaching, this course invites you to take a broader look at issues of teaching and careers within political science. This course is organized around the idea of developing a teaching portfolio. A teaching portfolio is simply a device for organizing and presenting your approach to teaching as well as documenting your teaching experiences. A teaching portfolio may serve any one of several purposes. For this course, the purpose of creating a teaching portfolio is to encourage you to approach your teaching responsibilities in an informed, systematic, and reflective manner. Whether or not you intend to pursue a career involving teaching, it will be beneficial to attend to the elements of teaching as a part of your graduate education. The teaching portfolio submitted at the end of this course should include: (a) your curriculum vitae or résumé; (b) a statement of your teaching philosophy; and (c) the syllabus for an introductory course. You may include other relevant material in your teaching portfolio if you wish, but these items are all that are required.

### Course Requirements

This course is an opportunity for all of us to learn more about teaching and our discipline. So, please come to class ready to discuss the material, ask questions, and share your views and experiences. This class also provides a chance for you to ask about the discipline of political science, graduate education, careers, and academic life in general.

Grades for this course will be based upon fulfilling the following requirements:

- (1) attendance and active participation (40%)
- (2) development of teaching portfolio (30%)
  - a. short paper on learning and teaching
  - b. write up of faculty interview
  - c. draft of teaching philosophy
  - d. draft syllabus for introductory course
- (3) final teaching portfolio (30%)

### **COURSE OUTLINE**

Week 1, January 11, Introduction

Week 2, January 18, The Teaching Portfolio

**Reading:**

Peter Seldin. 1997. Chapter 2: "Choosing Items for the Portfolio" (pp. 4-9); Chapter 3: "Preparing the Portfolio" (pp. 10-14); and "Sample Portfolio from Political Science" (pp. 231-242). All from his *The Teaching Portfolio*. Bolton, MA: Anker.

Week 3, January 25, Personal Reflections on Learning and Teaching

**\*\* Short paper on teaching and learning due. \*\***

Week 4, February 1, Political Science and the Curriculum

**Reading:**

Elliot W. Eisner. 1985. "Five Basic Orientations to the Curriculum." In *The Educational Imagination*. 2nd ed., New York: Macmillan. (pp. 61-86) [Reserve].

John C. Wahlke. 1991. "Liberal Learning and the Political Science Major: A Report to the

Profession." *PS: Political Science and Politics*, 24 (1): 48-60.

Stephen Earl Bennett and Linda L. M. Bennett. 2001. "What Political Scientists Should Know about the Survey of First-Year Students in 2000." *PS: Political Science and Politics*, 34 (2): 295-299.

Week 5, February 8, The Instructor's Role I: Facts and Values

**Reading:**

Max Weber. 1946. "Science as a Vocation." In *From Max Weber: Essays in Sociology*, ed. H. H. Gerth and C. Wright Mills. New York: Oxford University Press. (pp. 129-156) [Reserve].

Mark Weaver. 1998. "Weber's Critique of Advocacy in the Classroom: Critical Thinking and Critical Education." *PS: Political Science and Politics*, 31 (4): 799-801.

Week 6, February 15, The Instructor's Role II: Advocacy in the Classroom

**Reading:**

Paul Gardner. 1998. "Teaching at Its Best: A Passionate Detachment in the Classroom." *PS: Political Science and Politics*, 31 (4): 802-804.

Ellis M. West. 1998. "Some Proposed Guidelines for Advocacy in the Classroom." *PS: Political Science and Politics*, 31 (4): 805-807.

JoAnne Myers and Joan C. Tronto. 1998. "'Truth' and Advocacy: A Feminist Perspective." *PS: Political Science and Politics*, 31 (4): 808-810.

Week 7, February 22, Discussion: Approaches to the Classroom

**\*\* Write up of faculty interview due. \*\***

Week 8, February 29, Preparing for the Introductory Class

**Reading:**

Jay Parkes and Mary B. Harris. 2002. "The Purposes of a Syllabus." *College Teaching*, 50 (2): 55-61.

John T. Ishiyama and Stephen Hartlaub. 2002. "Does the Wording of Syllabi Affect Student Course Assessment in Introductory Political Science Classes?" *PS: Political Science and Politics* 35 (3): 567-570.

Thomas R. Hensley and Maureen Oakley. 1998. "The Challenge of the Large Lecture Class: Making It More Like a Small Seminar." *PS: Political Science and Politics*, 31 (1): 47-51.

Marc Belanger. 2004. "From Political Science Back to Politics: Learning to Teach Intro to Comparative Politics." *PS: Political Science and Politics*, 37 (1): 95-99.

Week 9, March 7, Micro-teaching Exercise with Darrell Coleman, CTLE

Week 10, March 14, The Academic Curriculum Vitae

Week 11, March 21, No Class: Spring Break

Week 12, March 28, Discussion of Teaching Philosophies

**\*\* Draft teaching philosophy statement due. \*\***

Week 13, April 4, Philosophy into Practice: Discussion of Syllabi

**\*\* Draft syllabus due. \*\***

Week 14, April 11, Academic Jobs

### **Reading:**

Ralph G. Carter and James M. Scott. 1998. "Navigating the Academic Job Market Minefield." *PS: Political Science and Politics*, 31 (3): 615-622.

Michelle Donaldson Deardorff, et al. 2001. "Everything You Always Wanted to Know about Getting and Keeping a Job at a Private Liberal Arts College, But Your Graduate Advisor Didn't Tell You." *PS: Political Science and Politics*, 34 (4): 856-857.

Kent M. Brudney. 2001. "Academic Careers at Community Colleges." *PS: Political Science and Politics*, 34 (2): 149-153.

Week 15, April 18, Conclusions

**\*\* Final teaching portfolio due. \*\***

### **Assignment Information**

Assignment 1, Length: Approximately 3-5 pages double spaced; Due: January 25.

Paper on learning and teaching: Your task in this short paper is to describe and assess your experiences in higher education in general and political science instruction in particular. The purpose of this paper is to alert you to how your own learning experiences may influence your outlook on teaching. This paper is the first step toward developing a philosophy of teaching. Although you may not use much, if any, of the content of this paper in your final teaching philosophy, writing this paper can be useful in thinking about how your experiences shape the way you approach teaching. As you prepare this paper consider the following questions: What led you to the study of politics? What factors have been most important in your educational successes or challenges to this point? What

type of courses have you most enjoyed, or least enjoyed, and why? In what courses did you learn the most? Were there particular instructors, topics, classes, or methods of learning that affected your education either positively or negatively? Your paper should not consist of a series of short answers to these questions but present your paper as an essay that explains your experiences in a cohesive fashion.

Assignment 2, Length: Approximately 2-4 pages double spaced; Due: February 22.

Write up of faculty interview: This assignment has two parts. First, you should interview at least one member of our faculty about his or her approach to teaching (you can interview more than one person to get additional perspectives as well). For this interview you should select a regular faculty member who teaches in your area of interest. The interview need not be overly long, about 15 minutes or so, with the purpose of learning about the instructor's philosophy of teaching and how it is implemented in particular classes. The questions you ask are for you to decide, but you may wish to consider questions such as: what undergraduate courses do you most like to teach and why? what are the most important things for a student in your class to learn? what methods of instruction do you use most commonly and why? what methods of instruction have you found to be most effective and why? how much and what kind of readings do you assign? what kind of writing assignments do you use most commonly and why? What aspects of teaching do you enjoy most? The "write up" of this interview is not intended to be a verbatim transcript, rather your paper should be a short essay on what you learned about teaching from the interview.

Assignment 3, Micro-teaching in class on March 7.

In this exercise, you will teach a short (10 minute) lesson to our class. After your presentation, the class will have a chance to ask questions on the substance of your lesson and you will get feedback on your lesson. Your lesson can be videotaped for you to review later if you choose. The purpose of this exercise is to learn to evaluate your own teaching by: (a) planning a lesson; (b) presenting the lesson; (c) responding to questions; and, most importantly, (d) assessing your own presentation as well as learning from others' responses to it. For this exercise, you should select a substantive topic to teach as you might present it in an introductory political science course. The lesson should be presented orally in no more than 10 minutes. You may use the board, a handout, or an overhead if necessary but no other presentation aids should be used (e.g., no video or PowerPoint).

Assignment 4, Length: 3-6 pages, double spaced; Draft Due: March 28.

Statement of teaching philosophy: Everyone who enters the classroom as an instructor brings with them certain views about education and ideas about how best to teach. The purpose of writing this statement is to help formulate these often implicit ideas in clear and concrete terms and to communicate them to others. A teaching philosophy is an individualized document, but it will often include a discussion of your general approach to teaching and objectives for student learning as well as how you might put your philosophy into practice through your classroom presentation, selection of readings, use of writing assignments, and methods of assessing student performance. In addition,

your statement may include a discussion of your current and future teaching interests and ideas you may have for further developing your teaching skills. The final version will be included as part of your teaching portfolio.

Assignment 5, Draft Due: April 4.

This assignment is to prepare a syllabus for an introductory political science courses in our department as you would teach it. For our purposes, introductory courses include: American National Government (1100), Introduction to International Relations (2100), Introduction to Comparative Politics (2200), Political Ideologies (2300), and Introduction to Public Administration (3300). The syllabus should be written as if you were the instructor for the course for this semester (that is, use the academic calendar from this semester as the basis for preparing your syllabus). Be sure to provide all the information necessary for a complete syllabus including the topics to be covered, readings, exam dates, exam format, writing assignments, classroom policies, and the like. The final version will be included in your teaching portfolio.

Final Teaching Portfolio, Due: April 18.

Your teaching portfolio should include in order: (1) your curriculum vitae or résumé; (2) your teaching philosophy; and (3) the syllabus for an introductory course in political science. You may include other material in your teaching portfolio if you wish (e.g., syllabi for additional courses you could teach, syllabi from courses in which you served as a teaching assistant, course evaluations, writing assignments, study guides, etc.). Put the materials for your teaching portfolio in a three-ring binder.

**Statement on Academic Honesty:** I expect academic honesty in this course. This statement means, among other things, that the written work you submit in this course must be your own. Any work you submit should be the product of your individual effort and not the work of others. Work submitted for this course must not have been submitted in a previous course nor may it be submitted in any course being taken concurrently without the knowledge and approval of all instructors concerned. An act of academic dishonesty is a violation of the university's regulations regarding student conduct. As such, an act of academic dishonesty may result in a failing grade for the course and may result in a recommendation to university officials for additional disciplinary action. The following definition is from the university's Code of Student Rights and Responsibilities (Policy 8-10, rev 3, July 14, 1997): "'Academic dishonesty' includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information .... It also includes facilitating academic dishonesty by intentionally helping or attempting to help another to commit an act of academic dishonesty." Definitions of these terms as well as information regarding your rights and responsibilities as a student are available in the university's policies and procedures manual <<http://www.admin.utah.edu/ppmanual/8/8-10.html>>.

**Equal Access:** The Department of Political Science seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodations in this class, reasonable prior notice needs to be given to the instructor

and the Center for Disability Services. For information or to arrange for accommodation, please contact the Center for Disability Services, 162 Olpin Union Building, 581-5020, < <http://disability.utah.edu/> >.

Here are a few additional resources related to teaching and academic careers that you might want to investigate at some point:

American Political Science Association. 2003. *Careers and the Study of Political Science: A Guide for Undergraduates*. 6th ed. Washington, DC: APSA.

Banner, James M., and Harold C. Cannon. 1997. *The Elements of Teaching*. New Haven: Yale University Press.

Brinkley, Alan, et al. 1999. *The Chicago Handbook for Teachers: A Practical Guide to the College Classroom*. Chicago: University of Chicago Press.

Eble, Kenneth E. 1988. *The Craft of Teaching: A Guide to Mastering the Professor's Art*. San Francisco: Jossey-Bass.

Goldsmith, John A., John Komlos, and Penny Schine Gold. 2001. *The Chicago Guide to Your Academic Career*. Chicago: University of Chicago Press.

Mathews, A. Lanethea. 2000. "The Changing Structure of the Academic Job Market." *PS: Political Science and Politics* 33 (2): 237-242.

Taylor, Peter G. 1999. *Making Sense of Academic Life: Academics, Universities, and Change*. Philadelphia: Open University Press.

Wildavsky, Aaron B. 1993. *Craftways: On the Organization of Scholarly Work*. 2nd ed. New Brunswick, NJ: Transaction.