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I am dedicated to teaching as a vocation because I believe education and mentorship can be transformational and empowering. I have pursued pedagogical training through university courses and professional development, practiced the craft of teaching in twelve courses—two as an Instructor of Record, and advised students in mentorships, research apprenticeships, graduate student writing consultations, and graduate student workshops. In recognition of my efforts and high evaluations, I earned a Teaching Award in Sociology, and I've been appointed to the positions of Sociology's Senior TA, a UCSD Graduate Teaching Consultant, and an Undergraduate Curriculum Assessor.

I approach teaching with an ideological commitment to foster intellectual thought and a pragmatic commitment to prepare students for their careers. As students become global citizens in a flexible economy, I want them to feel convicted, competent, adaptable, and agentic, with multiple interests and skills. In my evaluations undergraduates consistently report that my courses are challenging, but 100% recommend me. My teaching philosophy is characterized by **intentionality** and **investment**; I am invested in the intellectual growth and success of my students and that I intend every aspect of my course to serve a pedagogical purpose. I enact my philosophy through **active learning**, through which students feel ownership over and connection to their education. The expectations that I set are high, but so is my responsibility to equip students to meet them. As one student commented, “[*Economy and Society*] can get confusing, but if you have someone like Lindsay teaching it, it really helps the learning process.” Another reported, “We really had to work hard to succeed in [*Field Methods*], but I learned a lot and I really enjoyed [it]. I learned a lot about myself and how hard carrying out research is.” By being invested and intentional in my class design I show students that I take their education seriously, and I tell them I hope they do, too.

I intentionally help students connect course content to their social worlds and think more critically through using current events, choice, and personal experience. For example, in my course *Economy and Society*, I provided students with six Planet Money podcast episodes, and had them choose one to analyze in their final paper. I used media stories from the Lottery's ‘Powerball Bonanza’—as it was called—to teach students conflict and order perspectives, I had students bring in election propaganda mailers to discuss social construction, and I used the Patriots' well-publicized Super Bowl “deflate-gate” to teach about deviance. For more difficult concepts I rely on theories of learning which recommend starting with a familiar concept to help scaffold understanding of a new concept. For example, in *Economy and Society* we discussed the performance of gender at length before making the leap to economic performativity. In the same course, we discussed the phenomenon of student debt—intimately familiar to many of them—before delving into the debt related causes and consequences of the 2008 economic crisis.

I am also intentional to promote active learning. I do not lecture for more than 15 minutes before engaging the class with an image, clicker question, media clip, free-write, or group activity such as a think-pair-share. I also look for opportunities to bring in guest lecturers. For example, while teaching about access and power in field research I invited a colleague to discuss her challenges studying medical doctors. I continually ask for feedback and collect formal data two times per quarter, which help me learn which lesson plans or activities are effective. After observing my class, a teaching mentor wrote, “*It was clear that every moment in the class is carefully timed and well-thought in order to make the most of the class period and keep the students' attention. I appreciated how much forward thought and planning went into Lindsay's class, and I think it is clear that her students do too.*” One student reported, “*Lindsay combines the perfect amount of lecture/discussion time. Class flows smoothly and encourages retention of information.*” Furthermore, my assignments are designed for iterative learning that accommodates feedback and growth. Every assignment helps build skills necessary for the exams. As students said, “*The papers we [wrote] prior to finals were a great way to help students analyze for the upcoming final*” and “*[the short papers] were helpful to stay on top of our work and our research. I believe these...really helped for the presentation...and the final paper.*”

A final way I intentionally invest in student success is by encouraging students to be engaged. I am an advocate of communication; on my end this means communicating content and expectations, on their end this means asking questions, following up for clarification, and attempting answers. Confusion and failure are actively welcomed in my classroom as part of the learning process. I tell my students that I always have questions as I learn and that learning—by definition—means working through content that one does not yet understand. Students testify, *“Professor DePalma was incredible. She gave great feedback and she was there to answer any question. She worked hard providing us with things we needed to do well. She was always making sure that the students understood what was happening and what she was asking of us. She was very clear”*; *“The course material was difficult and extensive, and she really helped simplify things. She did a great job helping us learn and grow in this class.”*

One strategy to help students engage is by having them participate. Poll questions enable students to report and defend answers, and jigsaw activities allow students to gain expertise in a small group before teaching their peers in new groups comprised of individuals who mastered different content in the first group. A particularly popular activity is practicing ethnographic observation outside, followed by comparing field-notes with a partner to analyze how positionality can shape data. Rather than being told, students can see it. Another effective activity involves collecting anonymous raw data from the class to create descriptive statistics and crosstabs. I look for any opportunity for students to apply what they are learning, which is one reason why I particularly love teaching methods, research, Capstone, or Honors courses, and why I look forward to designing future courses with community engagement.

Though my investment in student learning means that I care about students’ academic success, I also convey that I see them as whole humans and care about their general success, too. The rapport I build makes them more comfortable to participate in class, or to privately divulge personal struggles or structural barriers that are interfering with coursework. Students refer to me as *“always available,” “easy to talk to,” “always very helpful,”* and an *“amazing professor [who] clearly shows compassion and diligence towards helping her students.”* In office hours students have shared struggles including immigration status, family conflicts, mental illness, and financial stress. When I was a graduate student in course work, I lost my stepmom to a long and agonizing battle with melanoma. I often tell students this to encourage them that I know that there is life outside my classroom, and that sometimes life makes coursework or attendance difficult. In most cases I am able to work with the student to get them back on track, but in all cases students thank me for caring, and opening lines for communication. As a teaching mentor summarized, *“it is clear that Lindsay is approachable and cares about the students’ experiences in her class; so while she has authority she is not authoritative.”*

On the first day of class I tell my students that it is my sincere goal that the course changes them. I believe in the power of the college classroom to fundamentally affect a student’s life because it changed the trajectory of mine. Though few undergraduates will end up pursuing a graduate degree like I did, I measure my success as an educator by the insights, skills, and interests that students retain once they leave my classroom. For graduate students, my hope is that they will gain clarity about the sociological questions that interest them, context for situating themselves in an existing scientific debate, confidence in their voice as a scholar, and practical experience reading and writing sociologically. As a Senior TA and Graduate Writing Consultant I have spent years working in support of graduate students and I am deeply passionate about effective graduate student education and mentorship. It will be a pleasure and a privilege to continue a career in which I can improve undergraduate and graduate education through pedagogy research, design creative and effective courses, and interact with, encourage, challenge, and empower students.

I firmly believe in the missions undergirding diversity, equity, and inclusion. My commitment to diversity means that I respect and value different perspectives, and that I fight to increase and amplify their presence in the spaces I inhabit or influence. My commitment to equity means that I own my responsibility to educate myself about and acknowledge the many forms and consequences of systemic inequality, and that I am intentional to use my voice and power to fight for equal dignity and opportunity. In this statement, I describe how I enact these commitments toward more diverse and equitable inclusion in my research, service, and teaching.

I envision my **research** as applied sociology. It is my hope that my findings will help individuals, policy makers, and institutions of work, education, and advocacy identify and mitigate the ways in which work and working conditions are central contributors to stratification and social inequalities. In my research, I analyze how an individual's ability to pursue work that they love and live up to moral prescriptions at work vary by a host of visible and invisible identities. I am specifically concerned with individual adaptation and well-being in an economic and social context in which there is both an increased expectation of self-determination and an increased experience of precarity. Individualistic conceptions of work further obscure structural sources of unequal access to good work, which leads to unequal financial, emotional, and relational outcomes. My current research focuses on gender and family status; in future work I will investigate the ways in which racism, classism, ageism, ableism, and heteronormativity effects individuals' perceptions of power and their experiences of well-being at work. In addition, motivated by my interests in effective pedagogy, training in pedagogy research, and substantive interests in racial and gender inequalities, I eventually plan to study how individuals came to see their privilege(s) such that they engage in anti-sexism or anti-racism work, in order to build more effective pedagogy practices.

In addition to my research, I also demonstrate my commitment through university **service**. In every role I have inhabited in the context of the university, I have been committed to diversity, equity, and inclusion. In my role as Senior TA, I led two workshops following the 2016 election on how to preserve commitments to diversity and inclusion on campus, trained student educators on DI practices, and participated in efforts to improve support for International Students and English as Additional Language Learners. As Senior TA I was also committed to listening to and advocating on behalf of graduate student concerns, including sexual harassment, breach of employment contract, workplace hostility, and discrimination due to family status. In my current role as a Graduate Writing Consultant, in which I work one-on-one to support graduate students across the University, I continually learn how varied student experiences and needs are. This work has made me keenly aware of how often individuals feel uninformed, unseen, left out, overburdened, powerless, discouraged, or confused, and I am deeply passionate about building institutions of education that work better for *everyone*. I look forward to continuing this work as a member of the faculty.

I am personally and professionally committed to challenging racism by contending with my white identity. I aim to participate in and advocate for anti-racist causes, whether I am at a dinner table, a hiring committee, or my classroom. I have served on several panels for and mentored undergraduates and graduate students on the topics of professional development and graduate school. Two undergraduate programs which I have volunteered with are STARS and McNairs; both are prep programs for students interested in higher education who are either (or both) first-generation students from low-income households and/or members of under-represented racial groups in American higher education. Service work in my community responds to calls from critical race scholars who urge white people to educate others within their groups about race, taking the burden of education off people of color. I have partnered with a local social worker to start a book club to talk about race and what it looks like to be anti-racist. I am also a part of organizations dedicated to community peacemaking between religious groups, and between refugees or immigrants and their new San Diego community. We organize shared meals, support local restaurants owned by

immigrants, and distribute food, clothing, crafts, books, and knowledge resources to immigrant and refugee families.

Finally, I am particularly passionate about the **classroom** as a platform for promoting inclusion and diversity. I was curious about the topic of systemic oppression when I first encountered it as a student, but I found it difficult to see. Part of my difficulty was acknowledging my own white, cis-gendered, heterosexual, middle-class, able-bodied privileges. For students who struggle to see systemic oppression and structural inequalities—as I did—I extend goodwill and accountability, and for those who are structurally marginalized, I hope to reduce the undue and unequal burdens that they often carry and help facilitate their power. I have experience teaching at a large diverse public institution where students sit in heterogeneous company and are challenged to renegotiate their beliefs and behavior. My goals are to foster an environment where individuals improve their ability to respect, communicate with, and listen to others, in order that we may see our common humanity, value our differences, and promote equal welfare, even in cases where we disagree. I pursue these goals by 1) equipping students (and myself) with cultural and social capital 2) encouraging students to use their voice through participation and 3) communicating that I am a humble ally.

First, I equip myself by reading on my own, pursuing professional development opportunities, and engaging regularly with colleagues who also care about diversity, equity, and inclusion. These practices keep me up to date on respectful terminology, encourage me to include diverse authors on my syllabi, grant me insight into diverse life circumstances, and train me in subtle but meaningful practices such as using closed captions on videos, including punctuation in posted slides, and selecting media that represents diversity. I equip my students by making them aware of all available resources. For example, I've had representatives come in to discuss free writing tutoring, introduced our helpful librarians, toured online journal search engines and outlined resources in my syllabus. In addition, I have shared information on available psychological services, tips for coping with stress, scholarship opportunities, and encouraged students to pursue our honor's program. I distribute extra handouts on how to read academic texts, how to take notes, how to study for an exam, and how to write an essay.

Second, I begin every course with community standards which state that everyone's voice matters and that I expect to hear from everyone, whether they share a comment or a question. I explain how advantageous participation and questions are to the learning process and I also tell my students that the best education comes from group wisdom, not from the experience and knowledge of the instructor (and a few outspoken students). By varying instruction and activity formats, I aim both to help students who learn in diverse ways to thrive and to help quieter students find a space that they feel comfortable using their voice in.

Finally, through acknowledging that students can teach one another, and that students can teach me, I practice humility. I am careful not to place the burden of education on minorities and I work hard to build a rapport with my students so that they see me as a humble ally. When I blunder, I apologize. When I am ignorant, I pursue knowledge. For example, I am thankful for a gracious LGBTQ student who asked that I stop using the phrase "you guys." When I acknowledge my mistakes or ignorance, I help de-stigmatize them in my classroom and provide an alternative to shame or anger. A good rapport is important for all students to feel respected and included. Students describe that I teach "*like I am conversing*" and "*in a very personal manner*," to the extent that I "*make it easier to understand*." Establishing a rapport is also critical for communicating that I know each of them are facing unique barriers to success. In my office hours students have shared a broad range of struggles, from students of color feeling isolated because their faculty are white, to first generation students feeling overwhelmed by familial pressure to succeed. The more I hear from my students, the more convicted I am to assume the best of them. I have high expectations for them, but I want them to know that I am on their side, and will do what I can to empower them to succeed.

*Summary of quantitative feedback for two courses as the Instructor of Record, followed by samples of undergraduate and graduate qualitative feedback.*

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<b>Instructor of Record, UC San Diego</b>	
<b>SOCI 104 - FIELD RESEARCH: methods/participant observation</b>	<b>Spring 2017</b>
I learned a great deal from this course	93% strongly agree and agree
Course material is intellectually stimulating	87% strongly agree and agree
Assignments promote learning	100% strongly agree and agree
Required reading is useful	100% strongly agree and agree
<b>Recommend course overall</b>	<b>87% yes</b>
<b>Recommend the instructor overall</b>	<b>100% yes</b>
Instructor displays a proficient command of material	100% strongly agree and agree
Instructor is well prepared for classes	100% strongly agree and agree
Instructor's speech is clear and audible	100% strongly agree and agree
Instructor explains the course material well	100% strongly agree and agree
Lectures hold your attention	87% strongly agree and agree
Instructor's lecture style facilitates note-taking	73% strongly agree and agree
Instructor shows concern for students' learning	100% strongly agree and agree
Instructor promotes appropriate question/discussion	100% strongly agree and agree
Instructor is accessible outside of class	93% strongly agree and agree
Instructor starts and finishes class on time	100% strongly agree and agree
Instructor is effective in promoting academic integrity	100% strongly agree and agree
The instructor practiced effective teaching strategies that acknowledged and valued differences among students, including differences of race and gender identity.	100% strongly agree and agree
Number of students enrolled: 20	
Number of evaluations submitted: 16	

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<b>Instructor of Record, UC San Diego</b>	
<b>SOCI 121 - ECONOMY AND SOCIETY</b>	<b>Summer Session 2016</b>
I learned a great deal from this course	75% strongly agree
Course material is intellectually stimulating	100% strongly agree and agree
Assignments promote learning	75% strongly agree and agree
Required reading is useful	100% strongly agree and agree
<b>Recommend course overall</b>	<b>100% yes</b>
<b>Recommend the instructor overall</b>	<b>100% yes</b>
Instructor displays a proficient command of material	100% strongly agree
Instructor is well prepared for classes	100% strongly agree
Instructor's speech is clear and audible	100% strongly agree
Instructor explains the course material well	100% strongly agree
Lectures hold your attention	87% strongly agree
Instructor's lecture style facilitates note-taking	73% strongly agree and agree
Instructor shows concern for students' learning	100% strongly agree and agree
Instructor promotes appropriate question/discussion	100% strongly agree
Instructor is accessible outside of class	100% strongly agree and agree
Instructor starts and finishes class on time	100% strongly agree and agree
Instructor is effective in promoting academic integrity	100% strongly agree and agree
The instructor practiced effective teaching strategies that acknowledged and valued differences among students, including differences of race and gender identity.	100% strongly agree and agree
Number of students enrolled: 16	
Number of evaluations submitted: 5	

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**SAMPLE OF QUALITATIVE FEEDBACK AS INSTRUCTOR OF RECORD:**

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Lindsay is very intelligent, kind, and passionate about her job. She is always happy and can easily put a smile on your face. She makes lecture enjoyable.

VERY VERY GOOD!!! VERY ENGAGING!!! HIGHLY RECOMMEND

Great at lecturing. I liked the opinion clicker questions that help us get into the mindset of understanding the content. Also liked how she explained the content more than just what was on the slides. I appreciated how she made adjustments that made our workload easier during the later weeks (i.e. taking out readings, changing # of memos) and how she graded everything within a week.

Lindsay understanding and friendly. She does her best to make everyone feel comfortable and teaches the material with a clear understanding. She makes, normally confusing material, better to understand and is clear.

Lindsay is extremely patient answering questions. She does a well job explaining the materials and assignments. I enjoyed having her teach this course.

Lindsay created an awesome course structure for a 3-hour class. It combines the perfect amount of lecture/discussion time. Class flows smoothly and encourages retention of information.

Tried to make everyone included. Did many group work to make everyone comfortable with each-other

Lindsay opened up discussions on how the students felt about a certain argument or material. She allowed students to speak their thoughts and opinion on each material learned in class. It was very easy to participate because you didn't feel discouraged or shot down for giving a wrong answer.

Not sure how to explain this, but she lectures like she's conversing with us, and that makes it easier to understand the content.

She knows how to teach the methods very well! She allows for people to ask questions. She is very patient and kind and willing to answer any question that I had!

She is extremely helpful when you are confused about something. She really makes sure that you understand what's going on.

Professor DePalma was an incredible professor. All of her lectures and power points were very helpful and gave useful information and she would give great feedback on the papers that we would turn in all throughout the quarter and she was always there to answer any question we had. She worked hard in providing us with things we needed in order to do well in the class. She was always making sure that the students understood what was happening in the class and what she was asking of us. She was always very clear of what had to be done in the class.

Best teacher to take this course with, she's relaxed and easy to talk to. Explains material and what we need to do very well.

Lindsey appeared to be very prepared for each class and taught to us in a very personal manner. I felt a close connection to Lindsay and the rest of class that I usually do not feel in traditional lectures.

Amazing professor. Clearly shows compassion and diligence towards helping her students.

She was always available outside of the class in order to answer questions that I had. She was always very helpful with any questions or concerns that I had. Whenever I was confused about something she was always there to clarify right away what she needed or what she meant. She was good at presenting the information and made it easier to learn and take in the information as well as taking good notes.

The activities (word clouds, videos, practicing observations, readings, discussions) all helped the class to flow very well. It made the 3 hours go by faster.

Workshops with other students was fun and helped me a lot. She went around the room and gave personal feedback.

Overall this course wasn't the easiest. It took up a lot of time outside of the classroom and we really had to work hard in order to succeed in the class. Although it was time consuming, I learned a lot from this class and I really enjoyed the research I had to do. I learned a lot about myself and how hard carrying out research is and then presenting the information at the end. Although I did have some trouble and concerns at points throughout the quarter, overall it was a good experience and I hope to get a good grade in the class.

Course was informative and I learned a lot.

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**SAMPLE OF QUALITATIVE FEEDBACK AS TEACHING ASSISTANT IN SURVEY OF METHODS COURSE:**

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Her greatest strength was really keeping us engaged in the topic using polls and worksheets that connected to the lecture.

I think she did a great job at making all her students feel comfortable in the class in order to ensure that we all participated, gave our opinions, and felt comfortable asking questions.

Lindsay was really good at helping us understand a concept better. Her methods for teaching worked really well.

Lindsay's discussion is very helpful! Sometimes, I thought I had already caught the main idea of the new knowledge in class. But Lindsay could manage to point out the weakness or fallacy of my understanding. After every discussion, I felt I had a better understanding of all the new knowledge.

Nice, and encourages participation in discussion

She was always well prepared, and really enhanced the material we learned in lectures. She also was very good at explaining concepts that were confusing.

I could tell she really just wanted us all to learn the material and feel as passionate about it as she did.

She was very understanding of accommodations needed by students with disabilities.

Lindsay's greatest strengths are her approachability, how much she cares about her students and takes them into consideration, and her knowledge. She also engages students in interesting ways sometimes.

She is able to provide examples for the topics covered in lecture and adequately supplement the textbook.

She is very thorough and organized. She was good at clarifying content that was addressed in lecture. She was great at incorporating games and group work that helped our understanding of the material.

She provided many examples and scenarios to help us apply terms rather than simply define them. Also liked how she went ahead of lecture by introducing us to material in addition to reviewing older material as well

She was personable and easy to discuss course material with. She was available at office hours and was flexible with making other arrangements if we could not make her allotted time. The course material was difficult and extensive and she really helped simplify things, realizing that many of us are not social scientists so the material can be confusing at times. She did a great job at helping us learn and grow in this class.

She was very well prepared and enthusiastic about the course.

Willing to listen to the students.

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### **SAMPLE OF GRADUATE STUDENT FEEDBACK FROM GRADUATE WRITING CONSULTATIONS**

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I'm very satisfied with this Writing Hub session and grateful for my consultant.

I was incredibly surprised and impressed by the services at the writing center. Lindsay have fantastic constructive criticism and I immediately recommended her to two fellow student peers.

Talking with Lindsay about the structure of my conference presentation was incredibly helpful! She asked thoughtful questions that helped me more clearly match each component of my presentation so it would be more cohesive. She also offered valuable insights about possible options for streamlining it as well. so helpful!

Lindsay is great at breaking down concepts and she is very supportive in her writing advice.

Thank you, Lindsay! Your feedback was very helpful and made my application stronger!

Lindsay was very helpful by asking specific questions that allowed me to take a step back from my thesis writing as a way to consider the core ideas/concerns within my art practice. I have a much better sense of next steps in my writing.

Lindsay was very helpful in working through some of my questions concerning phrasing in my thesis paper. Asked thoughtful questions that allowed me to consider what I was trying to write/communicate.

Meeting with you, having the chance to talk to you about my term papers/projects, and receiving your comments was extremely helpful since it made me think harder and clearer. It was also always pleasant. Thank you very much for being kind and attentive while helping us.

Thank you so much for your help this year, I definitely learned a lot from you.

Lindsay did a great job digging into my paper and providing me great feedback and guidance.

I liked how Lindsay asked me to summarize the things we worked on and the next steps to take, at the end of the session, and used that as an opportunity to fill out the feedback form together. It was like a fun little quiz that helped consolidate important points we went over in the session.

She was knowledgeable about the types statements I needed help with and helped me think about one of my statements in a different way. The concept feels a bit abstract to me but walking through it one-on-one with someone with experience in this area was very helpful. She was not biased in what the statements should look like and worked to help me find my own story.

Thank you so much for your support on my writing, Lindsay!

I really appreciated working with Lindsay because her critical questioning helped me organize my thoughts.

Lindsay was incredibly helpful! She asked questions that helped me clarify what exactly I wanted to say, and she was really encouraging when I started to doubt myself. What a wonderful person!

My writing consultant was excellent! Lindsay gave me great feedback on my presentation. She pointed out weakness in the presentation and had great suggestions for how the presentation could be improved. I would highly recommend Lindsay to other grad students who are prepping presentations, prepping for discussion sections, or who need help thinking through problems. I can't say enough good things about my consultation.

### Select Emailed Student feedback:

Hi Professor,

I want to take this time to thank you for understanding this quarter...I personally think, from the time I got to spend with you, that this is the best career path for you. Teaching takes patience and understanding and you most definitely have those qualities. I hope to see you in the fall since I will not be graduating as I have anticipated and shared with you.

Thanks again,  
Student S

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Hi Lindsay,

Thank you so much for the recommendation! I will definitely look into applying [to the honor's program] for my senior year and get in contact with you about recommending me at that time. I really enjoyed your class and have learned a lot about qualitative research. I could certainly see myself taking on a more extensive interview project in the future.

Best,  
Student E

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Hi Lindsay,

We really appreciate how helpful you've been throughout the quarter! Thank you for everything you've done and for responding to the countless emails we send you. Here's a little gift from us!

Students T, A, and A.

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Dear Lindsay,

Thank you for helping me so much last week and really showing me you do care about my performance in this class. It really opened my eyes and gave me the motivation I needed to keep going.

Sincerely,  
Student G

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Hi Professor,

I'm one of the students in your class SOCI 104 Field Research. I love this class and find it interesting and eye-opening. Your suggestions are really really helpful for me. It seems that it's better to revise my RQ in the later papers.

Thank you so much for helping, and have a good day!

Best,  
Student L

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Dear Professor Depalma,

Amazing week one lecture from you. And I really appreciate for sending me greetings, these definitely make me feel better and warm. I will like to ask whether you will send us the powerpoint you present on class or not, because I find them very useful.

Sincerely,  
Student W

Sociology 121: Economy and Society  
Instructor of Record observation feedback from Erica Bender, PhD.

*Dr. Bender received her PhD in sociology in 2018. She was awarded UC San Diego's prestigious Distinguished Teaching Award in 2017 and was my teaching mentor through the Summer Graduate Teaching Scholars Program at UC San Diego. She is currently the Associate Director, Writing + Critical Expression Hub at UC San Diego.*

**Week 2 observation excerpt:**

I observed Lindsay's during a day when she was covering an extension of the theme on culture and economy, and during a session that she worried would be too conceptually difficult for students to grasp in 90 minutes (the remaining 90 minutes is earmarked for student presentations and discussions). The conceptually difficult concept was performativity, which is difficult for even graduate students to understand.

Right away it was clear that Lindsay had a strong control over her class and felt confident in front of her students. Her presence is commanding, expert-like, and friendly. She was also exceptionally well prepared. It was clear, to both me and the students, that every moment in the class is carefully timed and well-thought in order to make the most of the class period and keep the students' attention. I appreciated how much forward thought and planning went into Lindsay's class, and I think it is clear that her students do to.

The lecture made clear that performativity in economic theory creates the kind of economies that then confirm economic theory – a kind of self-fulfilling prophecy. Then, there was a very active and engaging discussion about gender performativity, which was great because it got people to draw on their pre-existing knowledge. Again, this discussion reinforced the notion that our ideas about gender create the circumstances that confirm our ideas about gender – another self-fulfilling prophecy.

**Week 4 observation excerpt:**

This week, I observed the first portion of Lindsay's class where she was discussing issues with credit – both how credit scores are formulated and how they are used, a socially-constructed process with tremendous implications for life chances. This was an interesting class to observe because the concept of a credit score is ubiquitous in our culture, so students may presumably be familiar with the topic but may not have thought about it in a sociological way.

By far one of Lindsay's strengths in teaching is her level of organization and prep. It is very clear that Lindsay carefully plans every element in the class, from time management to clicker questions. For this reason, Lindsay has a commanding presence in the classroom – it's clear that she knows what she's doing. Even though this was her first time teaching this class, she has an air of expertise that says "this is not my first rodeo," which instills her authority. But it is also clear that she is approachable and cares about the students' experiences in her class, so while she has authority she is not authoritative.

Another one of Lindsay's strengths is that she is a strong communicator. She explains things very clearly and she encourages discussions by asking students to contribute to each other's points. She is also good at finding areas where students can personally engage with the material, such as talking about their own awareness with credit and debt and how education debt (something many students have experience with) is connected to these concepts. After getting students to connect to ideas on a personal level, Lindsay draws the connection back to the academic concepts at hand.

## WEEK 4

The observer completes this form using the Part II Observation Activity “field notes” as soon as possible after the observation. The observer schedules a meeting with the instructor to review this form. Following review, observer emails form to instructor.

Teacher: Lindsay DePalma	Session date: 7/21/16
Course: SOCI 121: Economy and Society	Session length: First 1-1.5hr of 3hr
<b>Observer: Eri Lynn Heinrichsen, Ph.D.</b>  TA Professional Development Specialist <a href="#">Teaching + Learning Commons</a> University of California, San Diego	

### OBSERVATIONS:

<p>You had a great discussion going before class even started with Pokemon go... got students warmed up with talking.</p> <p>I liked how you explained how you are building from small to big in the overall course... what you want them to think about in the final week.</p> <p>You are a clear and animated speaker- easy to follow you and enjoyable to listen to. Even when you are “lecturing,” you have conversational/storytelling style of talking (not monotone), which is very good. Also, you have a good public speaking presence (not overusing your hands, etc).</p> <p>Great job knowing students’ names- being able to call them by name seemed to create a very comfortable and safe environment for discussion</p>
<p>Used clickers to do a reading quiz, which was a nice review- during it, there were a few questions that a lot of people got wrong and rather than figuring out why they got it wrong, you immediately gave the right answer. Why did so many get it wrong? It would be good to clarify this to know whether they are missing something in the reading or not understanding the question/answers. That being said, there is limited time and you had to get through the questions.</p> <p>Good stopping to clarify basic terms as you go.</p> <p>Presented a set of questions following lecture that were very effective in prompting opinions and discussion from the students</p> <p>You related much of the material directly to the lives of the students and encouraged them to recognize that connection by drawing from what they know already.</p> <p>Students feel comfortable sharing their thoughts and ideas. I think your phrasing of “agree/disagree” on the TPS question helps with that, since it’s not a right/wrong.</p>

Excellent job encouraging discussion—both in response to your questions and to each other!

I liked how you encouraged students to respond to each other by agreeing with an answer and then asking “does anyone want to add to this?” – great way to get more responses that create a discussion rather than just answering you.

Your demeanor and response to their contributions/interaction is very positive and supportive. You mentioned that students need to be able to critically analyze the content, and you definitely encourage this during your class.

Developing the interpersonal	10. Encourages students to respond to one another
	Excellent
	11. Introduces activities in which students interact with one another
	Excellent
	12. Encourages students to engage/challenge one another
	Excellent

# Sociology 104: Field Research

Spring 2017  
Tuesday 2-5pm  
SSB 101

Instructor: Lindsay DePalma  
Email: [ldpalma@ucsd.edu](mailto:ldpalma@ucsd.edu)  
OH: Tuesday 12-2 or by appointment, SSB 489

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## Welcome!

This course introduces you to qualitative field methods in sociological inquiry. Rather than learning about these methods by reading and analyzing the work of those who've performed them, you will primarily learn by practicing them yourself. Over the next 10 weeks, you will conduct a research project based on a sociological question that you devise. The class will be run as a workshop, with students actively planning and discussing ongoing projects. We will practice particular methods, explore commonly encountered problems, and discuss ways of doing academic writing based on fieldwork. Specifically, throughout the quarter you will:

- Learn how to develop and frame sociological research questions that can be examined using field methods
- Choose a field site and conduct research at that site
- Learn about, practice, and reflect on your experiences with observation, participant observation, and interview
- Experience and discuss practical and ethical dilemmas that can arise in qualitative research
- Enhance your ability to collect data, think critically, write clearly and sociologically, evaluate academic work, and communicate orally

The lectures, readings, assignments, and discussions are designed with these goals in mind.

## Course Materials:

Lofland, John, David Snow, Leon Anderson and Lyn H. Lofland. 2006. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. 4<sup>th</sup> Edition. Belmont: Thomson and Wadsworth.

Weiss, Robert. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. 1994. New York: The Free Press

Readings are available on course reserves at Geisel, the UCSD bookstore, or Amazon.

## Grade Breakdown:

Participation: 15%  
Short Paper #1: 10%  
Short Paper #2: 10%  
Short Paper #3: 10%

Reflection Paper: 10%  
Final Presentation: 15%  
Final Paper: 30%

Your letter grade for the course will be determined as follows:

97→ = A+  
93-96 = A  
90-92 = A-

87-89 = B+  
83-86 = B  
80-82 = B-

77-79 = C+  
73-76 = C  
70-72 = C-

60-69 = D  
below 60 = F

## Participation:

This course is formatted as a workshop modeled on learning by *doing*. Each week we will discuss the assignment that is due that day (in most cases returning to the previous week's topic). The discussion will be student-centered, based on your experiences in the field and execution of the assignment. As such, perfect attendance and participation is crucial for success in this course. If you anticipate missing a session, please talk with me.

## Schedule:

### 4.4 WEEK 1: INTRODUCTION: FIELD METHODS AND RESEARCH DESIGN—PLANNING A PROJECT AND ENTERING A FIELD SITE.

#### DUE TODAY:

- *Come prepared to discuss a research question that you might want to pursue during this course.* Remember, it must be reasonably feasible and a question that can be answered with observation, participant observation, and interviews!

### 4.11 WEEK 2: BUILDING A BIBLIOGRAPHY AND SITUATING YOUR WORK IN SOCIOLOGICAL LITERATURE.

\*Meet in Geisel Library @ 2pm, Library Classroom 1

#### DUE TODAY:

- Lofland pgs. 7-53
- *Come prepared to discuss your finalized research question, your research site, and how you accessed it/plan to access it.*

### 4.18 WEEK 3: OBSERVATION.

#### DUE TODAY:

- Two articles or books relevant to your research question. *Come prepared to discuss the RQ and methods in each, and how you think your RQ fits in.*
- Short paper #1: 2-3 page double-spaced report including 1) a clear statement of your research question 2) a description of your research site and 3) links between your research question and at least two sociological sources.
- Lofland pgs. 54-98; 108-117

### 4.25 WEEK 4: PARTICIPANT OBSERVATION.

#### DUE TODAY:

- Field notes from observing your field site. Should be several single spaced pages, include everything—you never know what will become interesting or crucial data! *Be prepared to speak about your observation experience and data.*
- Lofland pgs. 121-143

## 5.2 WEEK 5: INTERVIEW

### DUE TODAY:

- Field notes from participating at your field site, including a few questions you will ask in your interview based on your experiences in the field. *Be prepared to speak about your participant observation experience and data.*
- Short paper #2: 2-3 page double-spaced report including: 1) a discussion of your ethnographic data (observation and participant observation) and 2) at least 1 argument that uses relevant data to address your research question.
- Weiss pgs. 1-14, 39-59, skim 61-119 (mostly transcripts)

## 5.9 WEEK 6: CHALLENGES IN THE FIELD: ETHICS, EMOTIONS, ACCESS, POSITIONALITY, CONFIDENTIALITY

### DUE TODAY:

- Read ONE of the following—your choice:
  - Satterlund, Travis and Christine Mallinson. 2006. "Practical Realities and Emotions in Field Research: The Experience of Novice Fieldworkers." *Social Thought & Research* 27:123-152.
  - Goode, Erich. 2002. "Sexual Involvement and Social Research in a Fat Civil Rights Organization." *Qualitative Sociology*. 25 (4): 501-534.
- Reflection Paper: 2-3 page double-spaced reflection in which you critically engage with the week's reading. A good paper will be one that demonstrates clear understanding of the reading and a careful reflection that provides evidence of original thought (not mere regurgitation) and connections to your own fieldwork experiences where appropriate. *Be prepared to discuss these with the class.*

## 5.16 WEEK 7: ANALYSIS AND BUILDING HYPOTHESES

### DUE TODAY:

- Use your final interview guide to complete at least 3 interviews, lasting at least 30 minutes each.
- A full transcription of at least 1 interview, coded
- *Come prepared to discuss some hypotheses based on your coded interview data and other data*
- Weiss pgs. 151-182
- Lofland pgs. 193-219 (skim for analytic strategies that might be helpful to you)

## 5.23 WEEK 8: MAKING ARGUMENTS AND STRUCTURING YOUR PAPER

### DUE TODAY:

- Lofland pgs. 168-192
- Weiss pgs. 183-206
- Short paper #3: 2-3 double spaced report including: 1) a discussion of your interview data and 2) at least 1 argument that uses relevant interview data to address your research question
- *Come prepared to discuss your arguments and the data that support them*. Think about the relationship between the data you need and the methods we practiced this quarter.

## 5.30 WEEK 9: IN-CLASS PRESENTATIONS

### DUE TODAY:

- Project Presentations, approximately 10 minutes each. Power-Points/Prezzi/Google Slides, etc. encouraged.
- *Come prepared to listen, question, and offer productive feedback to your peers.*
- Keep working on your final papers! Make sure to incorporate any useful feedback from your final presentation.

## 6.6 WEEK 10: IN-CLASS PRESENTATIONS

### DUE TODAY:

- Project Presentations, approximately 10 minutes each. Power-Points/Prezzi/Google Slides, etc. encouraged.
- *Come prepared to listen, question, and offer productive feedback to your peers.*
- Keep working on your final papers! Make sure to incorporate any useful feedback from your final presentation.

**\*\*\*FINAL PAPER** due in hard copy on Tuesday June 13<sup>th</sup> by 6pm\*\*\*

Papers can be submitted directly to me during the final exam period (3-6pm) in SSB 489, or before the final exam period to the front office of the sociology department—time stamp required!

The final paper will draw on the work you've done throughout the quarter. Following the format of typical sociological articles, it should include: your research question, a literature review (situating your research in existing scholarship), your research methods, findings, and a conclusion. It should be 10-15 double spaced pages, Times New Romans, 12 pt., 1-inch margins. Please include a references page with your sources cited in APA format (like on the syllabus).

### **Email:**

Please check your UCSD email regularly for announcements regarding this course. If you email me, please expect up to 24 hours for a response and reserve email inquires for short questions only. I am happy to talk in more detail during office hours or by appointment!

### **Community Standards**

This classroom is dedicated to maintaining UCSD's principles of community, which include: fair treatment for the instructor and students, a climate of fairness, cooperation, and professionalism, an environment of inclusion, respect, and welcome, and collaborative attitudes and actions.

### **Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work must be the product of independent effort unless otherwise instructed. Students are expected to adhere to UC San Diego policy on academic integrity.

## **Special Needs and Accommodations**

Students who need special accommodation or services should contact the Office for Students with Disabilities (OSD), University Center 202, email [osd@ucsd.edu](mailto:osd@ucsd.edu), tel 858.534.4382. You must register and request that the OSD send me official notification of your accommodation needs as soon as possible. Please meet with me to discuss accommodations and how the course requirements and activities may impact your ability to fully participate.

## **Counseling and Psychological Services (CAPS), Student Health Services, And Health Promotion Services.**

There are lots of resources on campus for your physical and mental well-being. Use them if you need them. You can find more information for each at [wellness.ucsd.edu](http://wellness.ucsd.edu).

## **Care At The Sexual Assault Resource Center (SARC)**

The UC San Diego confidential\* advocacy and education office for sexual violence. CARE is on-call 24 hours a day and on weekends throughout the year. If you are in need of urgent support during non-business hours, weekends, or holidays, please call us at (858) 534-5793.

## **Triton Food Pantry**

The mission of the Triton Food Pantry is to provide a discreet service to UCSD students in need of food. Find out more at [basicneeds.ucsd.edu](http://basicneeds.ucsd.edu).

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Also check out **[Commons.ucsd.edu](http://Commons.ucsd.edu)** for learning strategies, workshops, tutoring, writing support, content tutoring, and supplemental instruction.

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Note: The details in the syllabus are subject to change, as needed.

*CHEERS TO A GREAT QUARTER!*

## Sociology 121: Economy and Society

2016 Summer Session 1  
Tuesday and Thursday 11:00-1:50pm  
Center 218

Instructor: Lindsay J. DePalma  
Email: [ldepalma@ucsd.edu](mailto:ldepalma@ucsd.edu)  
OH: Tuesday 9-11am, SSB 453

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### Welcome!

This class introduces you to sociological perspectives on economic objects, processes, and phenomena. Each week we will explore a different aspect of the economy, beginning with making a clear distinction between the field of economics and economic sociology. While topics are diverse, we will consistently apply a sociological perspective and attempt to understand how economic processes are shaped by social structures, cultural understandings and distributions of power.

The goals for this course are as follows:

1. To introduce you to the basic concepts and perspectives of economic sociology
2. To help you begin thinking about how your own experiences with the economy are shaped by the social world and to practice seeing economic phenomena through a sociological lens
3. To enhance your ability to write sociology papers, think critically, evaluate academic work, and communicate orally.

The lectures, readings, assignments and discussions are designed with these goals in mind.

### Course Materials:

The course readings will be available via TritonEd. You'll also need an iclicker, which you can purchase at the campus bookstore.

Note: assigned materials are to be read or viewed before class.

### Email:

Please check your UCSD email regularly. I will use email to convey helpful tips for the reading or assignments, reminders, or any administrative changes. If you email me, please expect up to 24 hours for a response and reserve email inquiries for short questions only. I am happy to talk in more detail during office hours or by appointment.

### Schedule:

WEEK 1: What is economic sociology and what do economic sociologists do?

Tuesday 6.28: Introduction to economic sociology

Readings due today:

\*Look for the main differences between economic sociology and economics.

1. Hirsch, Paul, Stuart Michaels and Ray Friedman. 1987. ""Dirty Hands"

Versus "Clean Models": Is Sociology in Danger of being Seduced by Economics?" *Theory and Society* 16(3):317-336.

2. Beckert, Jens. 1996. "What is Sociological about Economic Sociology? Uncertainty and the Embeddedness of Economic Action." *Theory and Society* 25(6): 803-840.

Thursday 6.30: Three Useful Perspectives: Is the Market Good, Bad, or Neutral?

*Readings due today:*

\*Focus on identifying and understanding the different ways one can interpret the effect of the economy on our social lives & personal identities.

1. Albert O. Hirschman. 1982. "Rival Interpretations of Market Society: Civilizing, Destructive, or Feeble?" *Journal of Economic Literature* 20 (4): 1463 – 1484.
2. Marion Fourcade and Kieran Healy. 2007. "Moral Views of Market Society." *Annual Review of Sociology* 33: 285 – 311

Recommended:

- Smith, Adam. 1776. *The Wealth of Nations*.
- Polanyi, Karl. 1944. *The Great Transformation*.
- Hirschman, Albert O. 1977. *The Passions and the Interests: Political Arguments for Capitalism before Its Triumph*. Princeton: Princeton University Press
- Weber, Max. 1905. *The Protestant Ethic and the Spirit of Capitalism*.

WEEK 2: What Shapes Our Understanding of the Economy?

Tuesday 7.5: The Economy and Culture: The Social Meanings of Money

*Readings due today:*

\*Focus on each author's argument, and the different ways sociologists conceptualize and analyze the intersection of economy and culture.

1. Zelizer, Viviana. 1996. "Payments and Social Ties." *Sociological Forum* 11: 481-95.
2. Velthuis, Olav. 2003. "Symbolic Meaning of Prices: Constructing the Value of Contemporary Art in Amsterdam and New York Galleries." *Theory and Society*, 32(2): 181-215.

**Discussion Leaders:**

- 1.
- 2.

Thursday 7.7: Performativity: Do Economists Make the Economy?

*Readings due today:*

1. Frank, Robert H., Thomas Gilovich and Dennis T. Regan. 1993. "Does Studying Economics Inhibit Cooperation?" *Journal of Economic Perspectives*, 7(2): 159-171.

\*Don't get bogged down by interpreting the quantitative data, focus on the overall findings.

2. MacKenzie, D. A. (2006). *An Engine, Not a Camera : How Financial Models Shape Markets*. Cambridge, Mass., MIT Press. (CH.1)  
\*Focus on what it means to say that economics is performative.

**Discussion Leaders:**

- 1.
- 2.

Recommended:

- Zelizer, Viviana A. 2011. *Economic Lives: How Culture Shapes the Economy*. Princeton: Princeton University Press.
- Almeling, Rene. 2007. "Selling Genes, Selling Gender: Egg Agencies, Sperm Banks, and the Medical Market in Genetic Material." *American Sociological Review* 72: 319-40.
- Callon, M. (1998). *The laws of the markets*. Oxford; Malden, MA, Blackwell Publishers.
- Carruthers, B. and Wendy Nelson Espeland, W. (1991) "Accounting for Rationality: Double-Entry Bookkeeping and the Rhetoric of Economic Rationality" *American Journal of Sociology*, 97(1): 31-69
- Barley, S. R. (1986). "Technology as an occasion for structuring: Evidence from observations of CT scanners and the social order of radiology departments" *Administrative Science Quarterly*, 31(1)
- David, P. (1985) "Clio and the Economics of QWERTY" *The American Economic Review*, 75(2): 332-337

WEEK 3: Spaces of the Economy

Tuesday 7.12: New Markets: The Sharing Economy

*Readings due today:*

\*Focus on these questions: What are markets? Where do they come from?  
What is the new sharing economy?

1. Aspers, Patrik. 2009. "Knowledge and Valuation in Markets." *Theory and Society*, 38(2): 111-131.
2. Richardson, Lizzie. 2015. "Performing the Sharing Economy." *Geoforum*. 67: 121-129.
3. Schor, Juliet B., Connor Fitzmaurice, Lindsey B. Carfagna, Will Attwood-Charles, and Emilie Dubois Poteat. 2016. "Paradoxes of openness and distinction in the sharing economy." *Poetics*, 54: 66-81.

Recommended:

- Schor, Juliet B., Edward T. Walker, Caroline W. Lee, Paolo Parigi, and Karen Cook. 2015. "On the Sharing Economy / Getting Sharing Right / Beyond the Rhetoric of the "Sharing Economy" / The Sharers' Gently-Used Clothes / Trust and Relationships in the Sharing Economy." *Contexts* 14: 12-19.

**Discussion Leaders:**

- 1.

2.

Thursday 7.14: Work

*Readings due today:*

\*Focus on these questions: What is the experience of work like today? Where did this come from? What are the critiques of work waged by the authors?

1. Leidner, Robin. 1993/1998. Over the Counter. Pp. 282-294 in Amy S. Wharton, Working in America.
2. Sennett, Richard. 1998. *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism*. New York, NY: W. W. Norton & Company. (Ch. 2, Ch. 5, & Ch. 8)
3. Taylor, Paul et al. 2012. "Young, Underemployed, and Optimistic: Coming of Age, Slowly, In a Tough Economy." Pew Research Center <http://www.pewsocialtrends.org/2012/02/09/young-underemployed-and-optimistic/>. *Executive Summary and About the Data* (and anything else you want to read further about!)

**Discussion Leaders:**

- 1.
- 2.

WEEK 4: Spending (too much) Money

Tuesday 7.19: Consumption

*Readings due today:*

1. Watch: *Generation Like 2014*, access: <http://www.pbs.org/wgbh/pages/frontline/generation-like/>
2. Schor, Juliet. 1999. "The New Politics of Consumption." <http://www.bostonreview.net/forum/juliet-b-schor-new-politics-consumption>
3. Pugh, Allison J. 2009. *Longing and Belonging: Parents, Children, and Consumer Culture*. Berkeley, CA: University of California Press.  
**Pgs. 4-18, 25-26**

\*Focus on these questions: What have consumption scholars argued in the past? What contribution (argument) is Pugh making to the field of consumption?

**Discussion Leaders:**

- 1.
- 2.

Thursday 7.21: Credit & Debt: Power & Shackles

*Readings due today:*

\*Focus on consumer debt trends—why has debt increased? What is Oliver's critique? What did Oliver overlook in his critique?

1. Pressman, Steven and Robert Scott. 2009. "Consumer Debt and the Measurement of Poverty and Inequality in the US." *Review of Social Economy*, 67(2): 127-148.
2. Watch: Last Week Tonight with John Oliver: Debt Buyers. 21 min. <https://www.youtube.com/watch?v=hxUANtt1z2c>
3. Dayden, David. 2016. "What John Oliver Missed about debt-forgiveness..." *Salon Magazine*. [http://www.salon.com/2016/06/07/what\\_john\\_oliver\\_missed\\_about\\_debt\\_forgiveness\\_debtors\\_helped\\_could\\_still\\_get\\_socked\\_with\\_tax\\_bill\\_another\\_sign\\_of\\_a\\_broken\\_system/](http://www.salon.com/2016/06/07/what_john_oliver_missed_about_debt_forgiveness_debtors_helped_could_still_get_socked_with_tax_bill_another_sign_of_a_broken_system/)

**Discussion Leaders:**

- 1.
- 2.

<b>*Today is the last day to turn in your Current Event Analysis *</b>
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Recommended reading:

- Response to Schor written by Robert Frank: <http://www.bostonreview.net/forum/new-politics-consumption/robert-h-frank-market-failures>
- Veblen, Thorstein. 1899. *Theory of the Leisure Class*.
- White, Michelle J. 2007. "Bankruptcy Reform and Credit Cards." *Journal of Economic Perspectives*.
- Ritzer, George. 1995. *Expressing America: A Critique of the Global Credit Card Society*. Thousand Oaks, CA: Pine Forge Press.
- Hyman, Louis. 2012. *Borrow: The American Way of Debt. How Personal Credit Created the American Middle Class and Almost Bankrupted the Nation*. New York: Vintage Books.
- Watkins, John P. 2009. "Corporate Profits and Personal Misery: Credit, Gender, and the Distribution of Income." *Journal of Economic Issues*. 43(2): 413-421.

WEEK 5: The Big Picture and You

Tuesday 7.26: Financialization and the Economic Crisis of 2008

*Readings due today:*

\*Focus on these questions: what is financialization, what were the causes of the Great Recession, and how are financialization and the crisis connected?

1. Watch: Money for Nothing, 104 min. Available on Netflix or \$3 on Amazon Video  
 \*Take notes as you watch, especially in the second half. Pay attention to financialization and performativity.
2. Weisberg, Jacob. 2010. "What Caused the Economic Crisis." *Slate Magazine*.  
[http://www.slate.com/articles/news\\_and\\_politics/the\\_big\\_idea/2010/01/what\\_caused\\_the\\_economic\\_crisis.html](http://www.slate.com/articles/news_and_politics/the_big_idea/2010/01/what_caused_the_economic_crisis.html)

**Discussion Leaders:**

- 1.
- 2.

Recommended:

- Martin, Randy. 2002. *Financialization of Daily Life*. Philadelphia: Temple University Press. Introduction.

Thursday 7.28: Economic inequality and Moving Forward

*Readings due today:*

\*Focus on the causes of rising income inequality, and the debate about whether or not we should care.

1. Kenworthy, Lane. "Income Inequality," in *The Great Society*.  
<https://lanekenworthy.net/income-inequality/>
2. Frank, Robert. 2010. "Income Inequality: Too Big to Ignore." *The New York Times*. [http://www.nytimes.com/2010/10/17/business/17view.html?\\_r=0](http://www.nytimes.com/2010/10/17/business/17view.html?_r=0)
3. Deirdre Nansen, McCloskey. (2014) "Equality vs. Lifting Up the Poor." *Financial Times*, Tuesday, August 12, 2014.  
<http://www.deirdremccloskey.org/editorials/FTAUG2014.php>

**Discussion Leaders:**

- 1.
- 2.

**\*Today is the last day to turn in a memo\***

Recommended:

- Stiglitz, Joseph E. 2012. *The Price of Inequality. How Today's Divided Society Endangers Our Future*. W.W. Norton et Co.: New York
- Shiller, Robert J. 2008. *The Subprime Solution: How Today's Global Financial Crisis Happened, and What to Do about It*. Princeton University Press
- Film: Inside Job
- Film: The Big Short

**\*FINAL PAPER due on TritonED by SATURDAY 7/30 at 2:30pm\***

Grade Breakdown:

11% Attendance and Participation  
28% Memos and Questions (4 x 7% each)  
20% Presentation/discussion leader  
10% Current Event Analysis  
31% Final Paper

Your letter grade for the course will be determined as follows:

97 and above = A+  
93–96 = A  
90–92 = A–  
87–89 = B+  
83–86 = B  
80–82 = B–  
77–79 = C+  
73–76 = C  
70–72 = C–  
60–69 = D  
below 60 = F

### **Attendance and Participation (11%)**

Attendance and participation are mandatory in this course. We only have 5 short weeks together, and missing one meeting means missing an entire topic in economic sociology. Please plan to attend every meeting. In addition, studies show that you will learn more if you interact with the material. To this end, I will expect you to participate in our group discussions each meeting. Engaging with the material and your peers will enrich your educational experience, as well as make our time together more interesting, more egalitarian, and more empowering for you. We are a small class, so let's make the most of it!

### **Memos and Questions (28%)**

Four of our ten classes you are required to turn in a memo on the readings assigned for that day. The four you choose are up to you. These will be graded on a 5,6,7 scale according to how well you address all of the requirements (listed below).

The purpose of these memos is threefold:

1. These memos will encourage you to keep up with the reading
2. Having completed the reading and thought about it a bit, you will be prepared to participate each meeting.
3. Perhaps most importantly, good writing is hard and it requires practice. Writing memos will help you build your muscles for writing correctly, clearly, concisely, confidently, and convincingly. The final paper in the course tests your ability to do this, these memos give you the opportunity to practice.

Each memo **must include**:

1. The readings discussed therein (simply copy and paste the references from the syllabus)
2. A brief summary of the main point of each reading. Look for statements that start with "This paper argues" or "I argue" or "I find."
3. A compare and contrast between the readings, specifying at least one way in which they are similar, and one way in which they are different.
4. Some element of critical analysis. This could be a connection to a concept or theory we've discussed in class, or whether or not you think an author argued his or her point convincingly, supporting the claims with good evidence.

5. At the very bottom, include at least one question you have.

Each memo is to be NO LONGER than **1 page, single-spaced**, Times New Roman, 12pt font, and 1-inch margins all around.

\*note: these should get progressively better (and easier!)

### **Group Presentations and Discussion Leaders (20%)**

Starting in Week 2, groups of 2-3 students will be responsible for a class presentation (10 min) that summarizes the readings for the day, as well as the facilitation of classroom discussion (20 min). You will sign up for these during our first meeting.

Your group should spend approximately 10 minutes summarizing the readings. This should include an emphasis on the main points, how the readings relate to one another, and how they relate to the week's topic and class concepts/perspectives.

At the end of your presentation, pose a question to the class that relates to the issues raised in the reading and that, in your opinion, is interesting enough to stimulate discussion. Feel free to be creative here, but stay on topic! You might want to have a few questions prepared just in case. Remember, your peers have also read, thought about the readings, and posed their own questions, so don't be afraid to try to solicit responses!

Giving you the responsibility to present course material and lead the class discussion is a way to get you to take responsibility for your own learning. This is a form of what is referred to as *student centered learning*. Its extensively researched theories, practices, and methods are designed to help you achieve the best possible retention and application of ideas and skills that you will use in this class and in your lives beyond this class.

### **Current Event Analysis (10%)**

At any point during weeks 2-4, you must physically turn in one current event analysis. The first day you can turn this in is Tuesday July 5<sup>th</sup> and the last day you can turn this in is Thursday July 21<sup>st</sup>. *No late current events will be accepted. No exceptions.* This assignment encourages you to read about the economic world around you, and to practice applying a sociological perspective to it. I recommend the NY Times, Wired, NPR, The Wall Street Journal, Time Magazine, Fast Company—to name a few—but please feel free to include articles from whatever news source you prefer!

Your analysis must:

1. Summarize what the article is about.
2. Connect the content to concepts or theories we have discussed in this course.
3. Include some personal reflection on the content and your sociological analysis.
4. Include the article you are analyzing. Print it out and staple it to your assignment.

This is to be NO LONGER than **1 page, single-spaced**, Times New Roman, 12pt font, and 1-inch margins all around.

### **Final Paper (31%)**

For the final paper, choose one of the following Planet Money podcasts and analyze the economic phenomenon therein using at least 4 assigned sources + 1 relevant additional outside source of your choosing (this does not have to be an academic peer-reviewed article).

Your objective is to analyze the contents of the podcast from the perspective of an economic sociologist. A few heuristic questions to help you brainstorm: How would an economic sociologist explain this economic phenomenon? How can you be critical of the economic perspective? How is this economic phenomenon created by or shaped by culture? In what ways is this economic phenomenon related to inequalities?

You will be required to turn in your paper via TritonED by Saturday July 30<sup>th</sup> at 12:59pm. Late papers received within 24 hours of the deadline will be docked 20%. No paper will be accepted beyond this 24 hour late period.

The paper should be 1500 words, (+- 50 words), 12-point font, Times New Roman, 1-inch margins. You must include your word count on your submission. Unless I approve you to use another citation format (consistent with your field), all citations should be APA. You must include a references page (not included in word count), and do not forget to cite whenever you paraphrase or directly quote (this includes anything taken from my lectures).

### **OPTIONS:**

\*all podcasts are between 15-20 minutes in length. They are available via NPR's website, or via a podcasts application on your smart phone.

To make your selection: read their summaries, listen, reflect on the sources you would use, rely on your interests, maximize your understanding and knowledge.

1. PLANET MONEY Episode 536: The Future Of Work Looks Like A UPS Truck
  - This is about the use of technology to create more efficient work
2. PLANET MONEY Episode 283: Why Do We Tip?
  - This is about the tradition of tipping
3. PLANET MONEY Episode 538: Is a Stradivarius Just a Violin?
  - This examines whether or not a Strad is worth its value
4. PLANET MONEY Episode 672: Bagging the Birkin
  - This is about the marketing and allure of the IT bag
5. PLANET MONEY Episode 682 When CEO pay Exploded
  - This discusses one reason CEO pay skyrocketed
6. PLANET MONEY Episode 670 The Santa Suit
  - This discusses the interesting impacts of our tariff codes on imported commodities

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**TIPS for writing your final paper:**

Create an OUTLINE.

BE SPECIFIC and EXPLICIT.

Pick your sources well

Edit for grammar, edit for clarity, cut fat, remove vagaries.

- Use them accurately (make sure you know them).
- Pick a useful outside source.

Break prose into appropriate paragraphs, edit for coherence.

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For help with the writing process, consider the [UC San Diego Writing Center](#). It's great!

Don't plagiarize. If you aren't sure what constitutes plagiarism and how to avoid it, see the UC San Diego Library's [guide to preventing plagiarism](#).

#### ACADEMIC INTEGRITY

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work must be the product of independent effort unless otherwise instructed. Students are expected to adhere to [UC San Diego policy on academic integrity](#).

#### SPECIAL NEEDS AND ACCOMMODATIONS

Students who need special accommodation or services should contact the [Office for Students with Disabilities](#) (OSD), University Center 202; [osd@ucsd.edu](mailto:osd@ucsd.edu), 858.534.4382. You must register and request that the OSD send me official notification of your accommodation needs as soon as possible. Please meet with me to discuss accommodations and how the course requirements and activities may impact your ability to fully participate.

#### COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS), STUDENT HEALTH SERVICES, AND HEALTH PROMOTION SERVICES.

There are lots of resources on campus for your physical and mental well-being. Use them if you need them. You can find more information for each at [wellness.ucsd.edu](http://wellness.ucsd.edu).

#### CARE AT THE SEXUAL ASSAULT RESOURCE CENTER (SARC)

The UC San Diego confidential\* advocacy and education office for sexual violence. CARE is on-call 24 hours a day and on weekends throughout the year. If you are in need of urgent support during non-business hours, weekends, or holidays, please call us at (858) 534-5793.

#### TRITON FOOD PANTRY

The mission of the Triton Food Pantry is to provide a discreet service to UCSD students in need of food. Find out more at [basicneeds.ucsd.edu](http://basicneeds.ucsd.edu).

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Also check out [COMMONS.UCSD.EDU](http://COMMONS.UCSD.EDU) for learning strategies, workshops, tutoring, writing support, content tutoring, and supplemental instruction.

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Note: The details in the syllabus are subject to change, as needed.

TEACHING + LEARNING COMMONS, UC SAN DIEGO

THIS CERTIFIES THAT

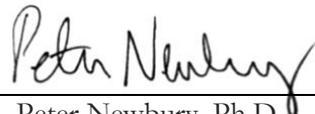
Lindsay J. DePalma

DEPARTMENT OF SOCIOLOGY

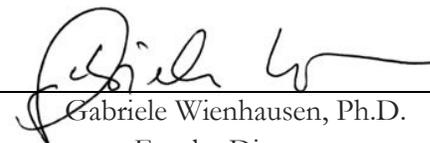
HAS SUCCESSFULLY COMPLETED **THE COLLEGE CLASSROOM.**

The College Classroom is a 15-hour, seminar-style course which, following the goals of the Center for the Integration of Research, Teaching and Learning (CIRTL) Network, prepares graduate students and postdocs at the CIRTL Associate\* level for a positive teaching experience as a future faculty member by developing their expertise in evidence-based teaching practices that support student learning. \*see [www.cirtl.net/LearningOutcomes](http://www.cirtl.net/LearningOutcomes)

April 5, 2016.



Peter Newbury, Ph.D.  
Associate Director,  
Center for Engaged Teaching



Gabriele Wienhausen, Ph.D.  
Faculty Director,  
Teaching + Learning Commons

The following is teaching observation feedback that I gave to another graduate student in the Summer Graduate Teaching Scholars Program. In the summer of 2016 I went through the program (which is when I got the observational feedback above) and the following summer I served as a mentor for the same program. This is feedback from observing a portion of one of his classes.

## Peer Observation of Teaching: Feedback on Instructional Delivery

Instructor: Rob G. *redacted for privacy	Date of observation: 8.1.17
Course code and name; Topic of session: Cogs; inferential stats	Session length: class 1-5; observed 3-5
Year level and number of students enrolled:	Observer: Lindsay DePalma

Goals for learning and teaching	Observations and Suggestions
<p><b>1. Communicates effectively</b></p> <ul style="list-style-type: none"> <li>e.g. speaks audibly, with varied tone, and at an effective pace,</li> <li>maintains regular eye contact with the students,</li> <li>uses the space and resources/ technology effectively,</li> <li>demonstrates energy and enthusiasm</li> </ul>	<p><b>Observations:</b></p> <p>Rob speaks slowly and audibly, maintaining eye contact with his class. He utilizes almost every board in the classroom, as well as power-points and a laser. This variation and movement add energy to the classroom, which is seriously lackluster for the first half of the observation. The lecture lacks energy—energy is neither coming from Rob nor his students. However, there are bursts of life here and there, students respond to an uptick in Rob’s energy and vice versa. Energy and enthusiasm peaks when Kahoot starts.</p> <p><b>Comments and suggestions:</b></p> <p>The slow pace of this class certainly allowed for students to ask questions and for you to answer in detail. However, it’s hard to discern what the severe lack of energy during the lecture meant. When that happens (and we always have those times), don’t ignore it and push through the content. Instead, actively try to break up the monotony or insert some energy. You could acknowledge the lack of energy, stop for a break, do an impromptu activity. When the class feels dead, it’s also helpful to take your own pulse. Sometimes our students reflect the energy we’re giving off. There were a few times that you broke the monotony with your personality and students responded well. For instance, when you talked about how you learned about stats and that you had no idea what that graph meant, or when you acknowledged that you kept taking on and off your jacket. ☺ Those small things go a long way in keeping attention and boosting communication.</p>

Goals for learning and teaching	Observations and Suggestions
<p><b>2. Clear implementation of instructional design</b></p> <ul style="list-style-type: none"> <li>• e.g. develops the structure in a coherent manner, and links the session to past concepts, overall course, and wider contexts,</li> <li>• ensures students are made aware of key learning outcomes and their link to assessment,</li> <li>• provides clear directions and actively facilitates group work,</li> <li>• establishes closure, aims to help students understand major issues and identify individual learning needs</li> </ul>	<p><b>Observations:</b></p> <p>Walked in when Rob was explaining the contents of the final presentation (I think). He mentions that they are free to use their own data if they want, but doesn't recommend it. After the lecture Rob went over the learning outcomes one by one, taking the time to state what they should all know/be able to at that point. Going over these reminded Rob that a slide was missing and he went back to explain something he missed/didn't clarify well enough. Rob mentions learning outcomes at several points, and references both where they've been (CLT and CI) and where they are going (regressions). The KAHOOT game does a fantastic job of providing opportunities for review and teaching. It was an active and lively way for students to understand the major issues and identify personal learning needs. The game offered a new way to continue going over the same content in a fresh and entertaining way. Some of the students are complaining about how fast it is. Rob tells them that his choices are too little time or too much time. He acknowledges that some of the questions were too rushed. Questions were split about 50/50 easy and challenging, allowing Rob to move on quickly when everyone got them, but sit and discuss questions that split the class. Goes over assignments coming up and leaves time at the end for any questions.</p> <p><b>Comments and suggestions:</b></p> <p>GREAT progress here! The pace of the class allowed plenty of time for instruction and questions, which made it easier to see how each element was useful (as opposed to bombing through a bunch of questions). Although students are grouped in teams of 4, there is essentially no group work involved because of the size of the team and the fast paced questions. It appears that whoever has the laptop and perhaps 1 other student is actually playing the game. Team sizes could be smaller (so students can't disengage as easily), or time could be extended to actually facilitate discussion. The incentive to play is also unclear...is there a penalty for not answering? Or answering wrong? How can you get all students involved and teams talking? You could also have someone from a team that answers correctly to help explain a challenging Q on the board. Or use another method to have peer instruction. When students complain about how quick the time is, it might be worth not only acknowledging that you know its fast, but also that it (mostly) serves the purpose of letting students know what they need to know and that instead of long M/C questions, you've opted for more time to work through confusing questions as a class.</p>

Goals for learning and teaching	Observations and Suggestions
<p><b>3. ✓ Builds upon students' prior knowledge, and encourages students to expand their conceptual understanding</b></p> <ul style="list-style-type: none"> <li>e.g. is aware of and/or determines students' prior knowledge, and takes them conceptually beyond this level,</li> <li>challenges students intellectually and models expert-like thinking for difficult concepts,</li> <li>actively seeks feedback on students' understanding and acts on this accordingly</li> </ul>	<p><b>Observations:</b></p> <p>Uses "law" as a thread to use established knowledge to teach new concepts. Tries a few times to tie concepts to concrete examples, such as medicine and exercise, recognizing that these things can be challenging to understand without concrete examples. Returns several times to the Error slide to illustrate points. Takes every single question seriously and models expert like thinking by thinking through each question's validity. Rob also models expert like thinking by processing out loud and taking the time to work through something confusing, without being afraid or ashamed to do so. For example, Rob acknowledges that the "unbiased sampling distribution" question is throwing him off, and takes his time to work through it. He actively asks for feedback on the lecture for the day, as well as at the end of KAHOOT. Actively asks for questions, actively asks if everyone understands. Catches himself quite a few times before answering a question and throws it back at the class, for instance "why would I want to do a CI." Good use of oral testing. Takes a vote at the end to continue lecturing or break into independent time, more students' vote for the latter.</p> <p><b>Comments and suggestions:</b></p> <p>At one point you use the confusion to say that this is one reason why we have to be careful with language. To push your students intellectually you could incorporate using the language. For example, you could do a jigsaw where groups focus on defining and coming up with an example of a concept and then switch to instruct their peers. This will help them verbalize, while also learning the distinctions between similar concepts (like all the distributions). Throwing questions back is an excellent way to challenge students intellectually. If there is confusion over a question, have the student explain how they perceive it and what they are confused about. Ask if another student can see the problem or has an explanation. When you are processing something that is confusing, get more students involved!</p>
<p><b>4. ★ Students are actively engaged in learning</b></p> <ul style="list-style-type: none"> <li>e.g. encourages students to offer their own knowledge, ideas or opinions and allows ample time and opportunity,</li> <li>uses questioning techniques that encourage student engagement,</li> <li>provides immediate and constructive feedback where appropriate,</li> <li>introduces activities in which students interact with one another and encourages respectful interaction; arranges room to allow for interaction</li> </ul>	<p><b>Observations:</b></p> <p>Rob's class felt casual and unrushed. He lectured for about 35 minutes and then started KAHOOT. It was clear that he created time to work through and answer any questions his students' had. Several students asked questions, and Rob would often go back and forth with them to make sure he understood the question, and then answered it. There were a few questions that felt unresolved, however, when Rob would acknowledge that the wording was confusing, or wrong all together. Only repeats a few student questions.</p> <p><b>Comments and suggestions:</b></p> <p>Since you used KAHOOT as a creative way to facilitate instruction via student questions, it is even more important to repeat student questions so the rest of the class is tracking. Instead of engaging 1 on 1 about a particular question, think of strategies to get more of the class involved. The first half of the class was almost entirely instructor centered, and the second was much more active—but only for the students who were in charge of submitting the answers and those asking questions. This means that a portion of the class was only minimally engaged, if at all. You could perhaps vary the activities more, not just from day to day, but within each class period. Instead of dedicating huge swaths of time to each activity, creating large blocks of the same activity, think about how to switch things up, increase interaction, and help more students engage throughout the class, not just maybe during 1 segment.</p>

Goals for learning and teaching	Observations and Suggestions
<p><b>5. Cultivates an inclusive classroom</b></p> <ul style="list-style-type: none"> <li>e.g. demonstrates rapport with the students,</li> <li>focuses on building confidence and intrinsic motivation, and promotes a growth-mindset about intelligence,</li> <li>employs equitable teaching strategies to encourage participation of all students, e.g. wait time, think-pair-share, hand raising, group reporter, minute papers, etc.</li> </ul>	<p><b>Observations:</b></p> <p>Rob is confident and comfortable in front of the class. He uses names when he calls on students, and asks for a name that he doesn't remember. More students ask questions as compared to last time, but Rob is still struggling to get more people to talk. At one point he calls on a frequent talker and then notices that a new student has raised their hand and calls on them instead. He asks for questions and waits a good amount of time before moving on. The way his class is set up allows ample time for questions, especially because concepts are returned to over and over. This is great because it allows students to formulate a question and ask when it comes up again. When discussing the question about randomized experiments, Rob takes the time to review causality and generalizability, and explains what he was thinking when he made the question. In this way, Rob leaves room for students to interpret differently and be correct.</p> <p><b>Comments and suggestions:</b></p> <p>Rob does a great job at building confidence by giving serious thought to every question and allowing room for his students to be right, either partially or in whole. He isn't uncomfortable or defensive when a student challenges him, which empowers students to think critically and to speak up. The rapport that Rob builds with his students through his expertise and humility allows his students the freedom to learn. I suggest that you continue to cultivate this philosophy and strength of yours, being intentional to praise students for speaking up, for asking questions, for trying; thank students for pointing out errors, specifically ask for new people to talk, explicitly explain your belief that the "right" answer can be subjective and that you can learn from your students. Since you can identify when things are confusing, lean into those moments to promote a growth mindset. If students are confused by the errors, encourage that they will get it eventually! Try to think of ways to incorporate more students, so that more students are talking. Think pair shares can be really helpful here.</p>

Based on your observations, place a checkmark next to the category that was most successfully achieved in this class session and a star next to the one with most opportunity for development.

**Overall comments:**

A great improvement overall! Observing twice helped me pick up on his style and the rhythm of Rob's class, which his students have clearly absorbed as well. I would say that modelling expert like thinking is one of Rob's greatest strengths, and getting more students involved is his greatest need for improvement. Nice job, Rob!

Plot this class session on a continuum from teacher-centered to learner-centered.

(Draw or move the blue X)



To be completed at Post-Observation Meeting:

As an instructor, what 2-3 things could you do to move closer to a learner-centered community?

As Senior TA in the Department of Sociology for the 2016-2017 AY I was responsible for training new ASE's in the department and supporting graduate student educators throughout the year.

This was the agenda.

**MANDATORY TEACHING ASSISTANT TRAINING FOR FIRST TIME ASE'S IN THE  
DEPARTMENT OF SOCIOLOGY, UC SAN DIGO**

**FACILITATED BY SENIOR TA: LINDSAY DEPALMA**

**September 21, 2016**

SSB 101, 9:45-2:30

**AGENDA:**

**9:45-10:00** Coffee and Bagels

**10:00-10:15** Welcome!

**10:15-10:45** Overview of Reader and TA responsibilities and rights – Lindsay DePalma

**10:45-11:00** Information on employment from Graduate Coordinator, Jessica Williams

**11:00-11:15** Department, University, and other Resources

**11:15-11:45** An Introduction to Teaching: Ten General Tips – Lindsay DePalma

**11:45-12:00** Q & A, panel question logging

**12:00-12:30** Lunch

**12:30-1:30** Panel 1 with Q & A

Creating a syllabus – Lauren Olsen

The first day – Lauren Olsen

Constructing Lesson Plans and Time Management – Kevin Beck

**1:30-2:30** Panel 2 with Q & A

Encouraging Discussion – Gary Lee

Grading – Christine Payne

Handling Challenges and Conflicts in the Classroom – Julia Rogers

Closing Remarks, including Social Assets reminders (resources and media)

This was a handout given to ASE's during the training, along with the agenda.

## DEPARTMENT, UNIVERSITY, AND OTHER RESOURCES

Important note:

### Triton alert emergency notification system

In the event of a major campus emergency everyone with an "ucsd.edu" email address will receive information on the incident via email.

If you have not done so already, I highly recommend that you update your security contact information to include your cell phone number so that you will receive text messages.

To view and update your information anytime, log on to the Triton Alert portal at:  
<https://blink.ucsd.edu/safety/emergencies/campuswide/notifications/index.html>

Other questions re: campus emergencies?  
Contact Dismas Abelman at [Dabelman@ucsd.edu](mailto:Dabelman@ucsd.edu) or 858-534-5451.

\*Annual system testing October 20, 2016 at 10:20 am.

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FOR YOU:
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### If you have a question or problem, you can contact:

Lindsay DePalma, Senior TA, [ldepalma@ucsd.edu](mailto:ldepalma@ucsd.edu)  
Jessica Williams, Graduate Program Coordinator, [jessicawilliams@ucsd.edu](mailto:jessicawilliams@ucsd.edu)  
Teresa Eckert, Interim Undergrad Coordinator & Student Affairs Officer, [tneckert@ucsd.edu](mailto:tneckert@ucsd.edu)  
Amy Binder, Director of Graduate Studies (DGS), [abinder@ucsd.edu](mailto:abinder@ucsd.edu)  
Akos Rona-Tas, Department Chair, [aronatas@ucsd.edu](mailto:aronatas@ucsd.edu)

### Safety

On rare occasions, a TA may be threatened or harassed by a student, either in person or by electronic mail. These issues should be taken seriously and could be in violation of the campus Student Conduct Code. The TA must immediately report the incident to the instructor. Consequently, a TA may file a complaint against a student and report directly to the Office of Student Policies and Judicial Affairs, (858) 534-6225, [studentconduct@ucsd.edu](mailto:studentconduct@ucsd.edu).

### Labor Grievances

If you have a grievance, please refer to the Grievance Procedures as outlined in the UAW & ASE Agreement, Article 12 for detailed information and guidance.

*Note: TA positions are covered by a collective bargaining agreement between the University and the Association of Student Employees ("ASE"), International Union, UAW. The ASE Union Contract Agreement is the authoritative document for any possible discrepancies between this document and the ASE Union Contract Agreement.*

### Teaching Assistant Policy Resources

TA Union Contract Agreement  
<http://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.html>

### **UCSD Policy and Procedure Manual**

<http://rmp.ucsd.edu/policy-records/ppm.html>

### **Teaching Assistant Pedagogy Resources UCSD Teaching and Learning Commons**

<http://commons.ucsd.edu/>

- The center for engaged teaching offers several programs for graduate students including online and onsite workshops
- Consider taking the College Classroom in Fall or Winter (must apply)
- Consider the Summer Graduate Teaching Scholar (SGTS) Program in the future

### **Sociology TA Handouts Webpage**

<http://sociology.ucsd.edu/graduate/grad-student-resources.html#Teaching>

### **\*SOCIAL ASSETS\***

[http://sociology.ucsd.edu/graduate/grad-student-resources.html#Social-Assets-\(google-drive\)](http://sociology.ucsd.edu/graduate/grad-student-resources.html#Social-Assets-(google-drive))

(use this link and your UCSD email login to access social assets in google drive)

- TEACHING → Handouts for Students and Tools for TAs

### **Other University Resources**

#### **Academic Personnel Manual**

The UC Office of the President Academic Personnel manual sets forth general university policy concerning all academic appointments (faculty, TAs, researchers, etc.). It is available in academic department offices and on <http://ucop.edu/acadadv/acadpers/apm/>

#### **UCSD Student Conduct Code**

This document contains University policies and procedures regarding student conduct. It is available from the office of Student Policies and Judicial Affairs (SP&JA) Student Center Building B or on-line.

[https://students.ucsd.edu/student-life/\\_organizations/student-conduct/regulations/22.00.html](https://students.ucsd.edu/student-life/_organizations/student-conduct/regulations/22.00.html)

#### **Academic Integrity (AI) Office**

Promotes and supports a culture of academic integrity in order to reinforce quality teaching and learning at UC San Diego. <https://students.ucsd.edu/academics/academic-integrity/index.html>

#### **General Catalog**

This publication includes the grading policy, grade appeals procedures, degree requirements, academic disqualification policy and procedures, and policy on integrity of scholarship. It is available at the UCSD Bookstore, academic departments, OGS and online at <http://www.ucsd.edu/catalog/>

#### **Schedule of Classes**

The schedule of classes lists registration procedures and time, place, instructor, and section numbers for all courses being offered for a particular quarter. It is available at the UCSD Bookstore, academic departments or online at

[https://www-act.ucsd.edu/cgi-bin/blink.pl/1/faculty/schedule\\_of\\_classes.pl](https://www-act.ucsd.edu/cgi-bin/blink.pl/1/faculty/schedule_of_classes.pl)

#### **OGS Graduate Student Handbook**

This handbook outlines policies and resources for graduate students at UCSD. It is available from academic departments, OGS and online <http://ogs.ucsd.edu/student-affairs/graduate-student-resources/graduate-student-handbook/>.

### **UCSD Office of Prevention of Harassment and Discrimination (OPHD)**

OSHPP provides assistance in investigating and resolving complaints of sexual harassment and provides education to the entire UCSD community. Emphasis is on prevention and early resolution.  
<http://ophd.ucsd.edu/>

### **UCSD Principles of Community**

<http://www.ucsd.edu/explore/about/principles.html>

FOR YOUR STUDENTS:
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### **UC San Diego Writing Center through the teaching and learning commons**

(<http://commons.ucsd.edu/students/writing/index.html>)

For Undergraduate Student Writers

- One-on-one writing tutoring [by appointment](#), 6 days/week.
- Supportive, in-depth conversations about writing, the writing process, and writing skills
- Help with every stage in the writing process
- Walk-in tutoring (Mon-Thurs, and by availability)
- Workshops on key writing topics

**UC libraries guide to prevent plagiarism** (<http://libraries.ucsd.edu/services/instruction/preventing-plagiarism/>)

### **UC San Diego Academic Integrity**

(<http://academicintegrity.ucsd.edu/>)

### **UC San Diego office for students with disabilities (OSD)**

(<http://disabilities.ucsd.edu/about/index.html>)

### **Technology Questions**

(<http://acms.ucsd.edu/students/index.html>)

### **Psychological Services**

(<http://caps.ucsd.edu/>)

### **UC San Diego Library Sociology Research Guide**

(<http://ucsd.libguides.com/c.php?g=90931>)

- Sociology's librarian is Alanna Aiko Moore. Email: [aamoore@ucsd.edu](mailto:aamoore@ucsd.edu)

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## **AN INTRODUCTION TO TEACHING: TEN GENERAL TIPS**

1. Teaching Is A Responsibility.
  2. As A Reader Or Ta, You Work For Someone Else.
  3. Make The Most Of It.
  4. Be Gracious With Yourself.
  5. Teaching Sociology Can Be Hard.
  6. You Belong Here.
  7. Small Things Can Go A Long Way In The Classroom.
  8. Know Thyself.
  9. Assume The Best Of Your Students.
  10. You Are Not Alone!
-

This was information I was responsible for updating, knowing, and disseminating (when necessary) to ASEs, faculty, and staff in our department.

**UCSD Department of Sociology**  
**Statement, Guidelines and Policies Regarding Teaching Assistantships and**  
**Reader Positions**

(Revised September 2016 by Senior TA Lindsay DePalma)

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<i>ASE Minimum Qualifications for Graduate Student TAs</i>	<b>2</b>
<i>International Students</i>	<b>3</b>
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## Discussion & Activity Ideas

Lindsay DePalma, Senior TA  
[2016-2017]

**“Listening Triad:”** groups of 3 where 1 student is the primary speaker, 1 student is the questioner, and 1 student is the listener and reporter. Students can switch roles during one class period or play different roles during the next class period. Assigning roles is an important technique for encouraging shy students to participate, and talkative students to listen. (Primary Science Teaching and Trust 2013)

**“Envoys” or “Go-Betweens:”** Groups are assigned a task, problem to solve, or an issue to discuss. All groups can be working on the same problem, or you can have several problems—but there must be at least two groups working on the same problem. One student is declared the “envoy” and is responsible for sharing their group’s response with another group. Once the envoys return, each group must take the new information into account and decide whether or not to change its original conclusions. Each group will then explain how they used information from the other groups or why they decided to stick with their own conclusions.

**“Collaborative Learning Groups:”** students prepare individually ahead of time and then work together on a task inside class linked to the outside preparation. Groups of about 5 are created, wherein 1 student is the leader, another is the reporter, and another is a control agent who makes sure everyone in the group provides input. The entire class convenes at the end to discuss. (Rau and Heyl 1990)

**“Jigsaws:”** Groups of students are assigned to become experts on some part of the task, either in class or before. This could be as simple as a question with multiple parts, or different theoretical approaches. Then the homogenous groups are broken apart and heterogeneous groups are formed with one expert from each previous group. Each expert must teach their expertise to the new group. (Aronson 2000-2014)

**“Reciprocal Interview Activity:”** students are divided into small groups and given a list of topics/questions to discuss. A representative is elected to share the group’s answers. Then, the groups can reform and create questions of their own that they want you or the rest of the class to answer.

\*this can also be used as a first day activity to make sure students get course goals, expectations, assignments, etc.

**“Bloom’s Taxonomy:”** Work step by step through the taxonomy as a tool to help students think in progressively more complex ways. Works on critical thinking.

**“Common Errors:”** think through common errors that students make with the disciplines’ concepts and create activities that use them, “allowing students to see how what they think they know may not be correct, and coach them to mastery” (*In The Trenches* 139)

**“Peer Instruction”**– Give the students a multiple-choice contextual question that really makes them think. Have the students write down their answer. (At this point, you can ask the class to share their answers and get a sense for the distribution.) Have the students pair up and discuss the answer they chose, and tell them they must convince their neighbor if there is disagreement. After the discussion, ask the question again and take a “re-vote,” then discuss as a class.

**“Games”** – Trivial Pursuit and Jenga are two games that can be modified to turn into a review/discussion activity. You can also make a Jeopardy template on Microsoft Powerpoint, Even simply is to toss an object at students and have each person who catches the object answer a question.

**“Voting on Topics”** – Present the students with a couple different discussion topics and let them decide what they want to discuss that day.

**“The Socratic Method”** – Ask a series of questions that are designed to take students through the main points/concepts. Note that this method is really contingent on the students having read the material, otherwise you will be asking and answering questions by yourself.

**“Brainstorming/Open-Ended Questions”** – Ask questions that can have a wide variety of acceptable answers. You could also have students work on an answer in small groups and then move on to a larger class discussion.

**“Deep Reading”** – Require each student to bring their reading and spend time in section deeply reading a particular passage. You can assign different passages to different students/small groups and then have the students/groups recreate the author’s argument (this is sometimes called the “jigsaw” method)

**“CAT Style Discussion Questions”** – Each student comes to class with one question about the reading. In small groups, students answer each other’s questions and vote on the best one. Then the class answers the top question(s).

**“Small Group Work”** – Break students into small groups and have them fill out charts/worksheets, discuss particular concepts or passages from the readings, etc. Then come together and debrief as a class. Note that you do not have to spend copious amounts of time devising handouts or worksheets. Depending on the course, a simple table will do. You can also think of different components for a potential essay question and have each group work on one component.

**“Student Presentations”** – Have the students (alone or with partners/small groups) present each week on some element of the reading. This is similar to the way graduate seminars are run. Note that this will keep the presenting students accountable for the material, but the other students may not have done the reading and may rely on the student presentations to replace actually doing the reading.

### **Encouraging Discussion in Section**

#### ***Discussion Section is for Discussing***

- Students should learn from you and each other
- Aim to have 50-75% of the class time spent in active discussion

#### ***Tips for Encouraging Discussion***

- Set the example on the first day
- Call on the students by name
- Take note of who participates
- Encourage reluctant students to step forward and active students to step back
- Don't stress if the discussion goes slightly off track, just keep the momentum
- Vary your approach as the quarter goes on and the students get more tired

#### ***Other Tips:***

- If appropriate, try to begin where the students are. Then connect tangible experiences to the material.
  - Start with something about student life at UCSD that is relevant to the material, then make or have students make a connection.
  - Start with a recent story in the news, then connect.
- Ask questions that require students to demonstrate their understanding.
  - Rather than “Does everyone understand?” or “Do you have any questions aboutt-tests?” (followed by silence...) ask “OK, so when would you use a t-test? How do you perform the test?”
- Encourage student-to-student interaction.
  - For example: “John, could you relate that to what Tracy said earlier?”
- Draw out reserved or reluctant students.
  - Asking questions disguised as an instructor's musings might encourage students who are hesitant to speak. “I wonder if it's accurate to describe Durkheim's theory as based on an autonomous notion of 'society.'”
- Try the 10 second rule.
  - Don't be afraid of silence or to wait for multiple hands to be raised. Waiting can be a signal that you want thoughtful participation. Someone will usually break the silence even if to say “I don't understand the question.” If silence continues you might say “Gee,

why is everyone so quiet?” or “It’s not easy to be the first one to talk, is it?”

### ***Keeping Discussion Interesting by Varying the Types/Levels of Questions<sup>1</sup>***

- **Vary the cognitive skills your questions call for:** (Bloom’s taxonomy)
  1. ***Knowledge skills:*** (remembering previously learned material such as definitions, principles, formulas.) “How does Durkheim define organic solidarity?”
  2. ***Comprehension skills:*** (understanding the meaning of remembered material, usually demonstrated by restating or citing examples.) “Explain how Durkheim believes the division of labor maintains social cohesion.”
  3. ***Application skills:*** (using information in a new context to solve a problem, answer a question, perform a task). “How would Durkheim explain the purpose of labor unions with his division of labor theory?”
  4. ***Analysis skills:*** (breaking a concept into its parts and explaining their interrelationships; distinguishing relevant from extraneous material.) “Provide the most important components of Durkheim’s theory of division of labor.
  5. ***Synthesis skills:*** (putting parts together to form a new whole; solving a problem requiring creativity or originality) How would you apply Durkheim’s theory to make recommendations for resolving a union labor dispute?
  6. ***Evaluation skills:*** (using a set of criteria to arrive at a reasoned judgment of the value of something.) In today’s world, would it be useful to apply Durkheim’s theory to a labor dispute to resolve the conflict, as Durkheim envisioned?
  
- **Balance the kind of questions you ask:**
  - ***Exploratory:*** (probes facts and basic knowledge.) “What research evidence supports Durkheim’s theory of the division of labor?”
  - ***Challenge:*** (examines assumptions, conclusions, and interpretations.) “How else might we theorize the way labor becomes divided among people?”
  - ***Relational:*** (asks for comparisons of themes, ideas, or issues.) “What would Marx say about Durkheim’s theory of the division of labor?”
  - ***Diagnostic:*** (probes motives or causes.) “Why might union organizers have historically drawn on Marx?”
  - ***Action:*** (calls for a conclusion or action.) “When approaching a sociological problem related to union grievances, would you draw on Marx or Durkheim?”
  - ***Cause-and-effect:*** (asks for causal relationships between ideas, actions, or events.)

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<sup>1</sup> SOURCES: CTD Discussion Workshop; Davis, Barbara Gross. “Asking Questions” in *Tools for Teaching*. Josey-Bass. 1993

- *Extension:* (expands the discussion.) “What role does religion play within these theorists’ formulations on the division of labor?”
  - *Hypothetical:* (pose a change in the facts or issues and asks for possible effects.)
  - *Priority:* (seeks to identify the most important issue.) “What is the key point of disagreement between Marx and Durkheim on the division of labor?”
  - *Summary:* (elicits syntheses.) “What themes and lessons have emerged from this discussion?”
- Build up to an important key question
    - For example, if your question is something like “Why was the AIDS activist movement successful in changing policies on experimental drugs in the US?”
    - Build up to it with several questions to generate background and get students to use their knowledge.
      - What was the political climate like in the 80s/90s US around the issue of AIDS?
      - How was the AIDS activist movement structured?
      - What were the demographics of the AIDS activist movement?
      - What tactics did the movement use to challenge experimental drug policies?
      - Which of these factors do you think were most important in helping the AIDS movement change drug approval practices?
      - Any additional factors?

\*\*\*This is an example of how I collect data on my own to help me improve as an educator\*\*\*

Created by Lindsay J. DePalma for SOC 121, S116

This is an ANONYMOUS survey. In addition, I will not look at these until after I've submitted your final grade.

1. My major is:
  - a. Humanities
  - b. Sociology
  - c. Another social science
  - d. Biological science
  - e. Engineering
  - f. Computer science
  - g. Arts
  - h. Other
  - i. Prefer not to say
  
2. I am going to be a:
  - a. First year
  - b. Second year
  - c. Third year (most first year transfer students)
  - d. Fourth year
  - e. Fifth year
  - f. Sixth year
  - g. Prefer not to say
  
3. My favorite assignment in this course was:
  - a. Memos
  - b. Current event
  - c. Presentation
  - d. Final paper
  
4. This was my favorite assignment because:
  
  
  
  
  
  
  
  
  
  
5. The following assignments/activities helped me keep up with the readings:  
 Memos  
 Current event  
 Presentation  
 Clicker questions
  
6. The following assignments/activities helped me learn the course content:  
 Memos  
 Current event  
 Presentation

\_\_\_Clicker questions

7. The amount of time generally allowed for class discussion was:
  - a. Much too short
  - b. Too short
  - c. About right
  - d. Too long
  - e. Much too long
  
8. Discussions were helpful for my learning:
  - a. None of the time
  - b. Some of the time
  - c. Most of the time
  - d. All of the time
  
9. To get the most learning out of discussions I prefer:
  - a. Group wide discussions
  - b. Small group discussions (3+)
  - c. Paired discussions (2)
  - d. A combination works best
  - e. No preference, liked them all about equally
  - f. No preference, disliked them all about equally
  
10. Most of the time my group actually discussed the small group questions.
  - a. Agree
  - b. Disagree

*Optional* further comments on discussions:

11. I would recommend other instructors use writing reflections:
  - a. Agree
  - b. Disagree
  
12. The professor explained the value of doing presentations in this class:
  - a. Not at all
  - b. Somewhat, but I was still unclear why we were doing it
  - c. Yes, she explained it well
  - d. Yes, she explained it too much
  
13. The professor explained her expectations for our presentation clearly enough:
  - a. Agree
  - b. Disagree

14. According to NACE's Job outlook survey, these are the top five personal qualities/skills employers seek in today's college graduates. I think the presentations helped me develop my: (check all that apply)

- Ability to communicate verbally
- Ability to work in a team structure
- Ability to make decisions and solve problems
- Ability to plan, organize, and prioritize work
- Ability to obtain and process information

15. The 10 minute presentation time was:

- a. Not long enough—we needed more time
- b. Just right
- c. Too long

16. The 20 minute discussion time was:

- a. not long enough—could have done more with more time
- b. just right
- c. too long

17. Overall, I found the presentations valuable to my learning:

- a. Agree
- b. Disagree

*Optional* additional comments on the presentations:

18. To help students further succeed in this class, I would recommend:

19. If I could change one thing about this course it would be:

20. My favorite part of this course was:

21. My favorite reading was:

22. My least favorite reading was:

*Thank you SO much! Your feedback helps me improve this course, and others*

# Anonymous Mid Session Feedback

Please use  $\frac{1}{2}$  a piece of paper and give feedback in the following categories:

## KEEP:

What should I/we keep doing that you feel like is helping you to learn and succeed in this course?

## START:

What do you think I/we should start doing that you feel like would help you learn and succeed in this course?

## STOP:

What do you think I/we should stop (or do less of) because it is NOT helping you learn and succeed in this course?

**THANK YOU!**

\*\*\*When I ask students to give me feedback in the beginning or in the middle of the course I always make it a point to share what I learned. I want them to know that I read, consider, and often incorporate their feedback\*\*\*

# Mid-quarter Feedback

## You like:

- Partner/small group discussion
- Lecture & discussion combo
- Discussion/participation with time to think first
- Hearing diverse opinions

## You want:

- More small group discussion
- Final prep
- Whole class paper discussion + prep

## Other concerns:

- Quiz questions and answers
- Dense readings/details/evidence
- Participation

OH will remain as is

# Group Presentations!

- Worth 20% of your grade—take them seriously!
- Groups of 2-3
  - I recommend meeting with your group outside of lecture to plan effectively
- Expectations:
  - Summarize the readings for the day (instruct the class about the authors' arguments and the significance of the articles)
    - At least 10 min.
    - Power-points, handouts, use of chalkboard welcome, but NOT necessary for a well-done presentation
  - Facilitate classroom discussion (pose a question interesting enough to stimulate discussion—feel free to be creative here)
    - At least 20 min.

# Group Presentations!

Discussion starter ideas:

- ◆ Think, Pair, Share
- ◆ Use clickers to poll peers (send Q to me early)
- ◆ Exegesis (interpretation of text)
- ◆ Use an article, a short clip, a comic, etc. to stimulate discussion
- ◆ Split the class in two to debate something
- ◆ Take peer questions (required in memos)
- ◆ Discuss a question that YOU have

Other ideas?

\*\*\*This rubric was provided to each student ahead of time, so they knew how they would be graded, and could ask clarifying questions.\*\*\*

Sociology 121: Economy and Society  
Summer 2016

Instructor: Lindsay DePalma  
ldepalma@ucsd.edu

Date:

Presenters:

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Topic:

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Group Presentation Rubric and Grade Sheet:

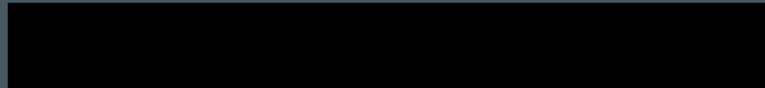
	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<i>Summarization of material:</i>				
Clarity of presentation				
Thorough summary of main points				
Compare/contrast readings				
Relation to week's topic and course concepts				
<i>Discussion:</i>				
Stimulation of discussion				
Creativity/ quality of discussion question (s)				
Ownership of Discussion				

Additional comments:

# Consumption



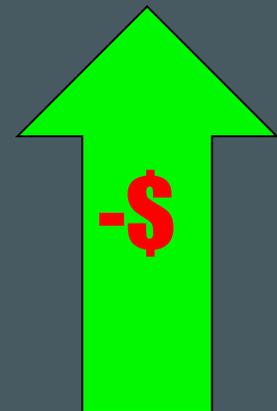
By:



\*\*\*This is a real example of a student presentation in my course: Economy and Society. These were done in groups of 2 or 3. Overall students reported that this assignment was useful and engaging, but I plan to make some changes in the future (like the length!). I chose this presentation because this pair created a game of monopoly for the class to play as we discussed the course concepts. It was very creative! \*\*\*

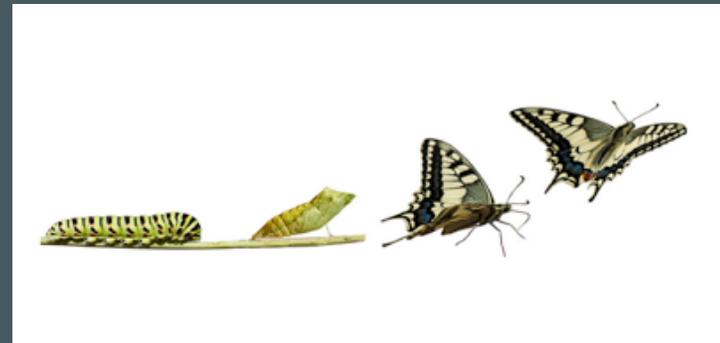
# What is Consumption?

- ❑ The purchase of goods and services by consumers.



# Schor's Thoughts on Consumption:

- ❑ The “Redistribution and Growth” goal is too limiting.
  - ❑ **Pros:** Individual choice with justice and equality
  - ❑ **Cons:** Consuming is the problem; Adequate incomes; Global income gap is wide
- ❑ Critique of consumer culture and practices.
- ❑ Consume Differently
- ❑ Quality of life is more important than stuff



## Effects of “New Consumerism”:

- ❑ Upscaling of Lifestyle norms
- ❑ Growing disconnect between consumer desires and incomes
- ❑ Reference-groups are based on status
- ❑ “The ‘ vast majority of US households ... barely make ends meet’” (2).



# Competitive Consumption:



Definition: Spending is driven by competition.

## The Old Definition of Competitive Consumption:



Susie is 8 years old, and is from an upper-class family. All of Susie's neighbors--also upper class--have children Susie's age. These children all have a pony, an ipad, a huge trampoline, a pool, an arcade, etc. Susie has all of the above except an ipad. As a result, Susie's parents buy Susie an ipad.

# The New Definition of Competitive Consumption:



Bob, a middle class family man, sees a tv show starring an upper-middle class family where the family went on an extravagant European vacation. He yearns to travel to France, but he really can't afford it. Despite this minor setback, he takes his family, stays in a 5 star hotel, eats at the best known-- expensive and not so kid friendly-- restaurants, all because this was depicted in the tv show. The second he had the chance, he posted all of the photos on facebook to show all of his friends. The instant facebook gratification meant more to him than the second mortgage he had to take out on his house to make this trip possible.

## The difference between social classes:

☐ Life style habits = Income



☐ Lifestyle habits < Income



☐ A collective and not individual response is necessary. We must address consumer culture itself.

# Standard Model Vs. Schor



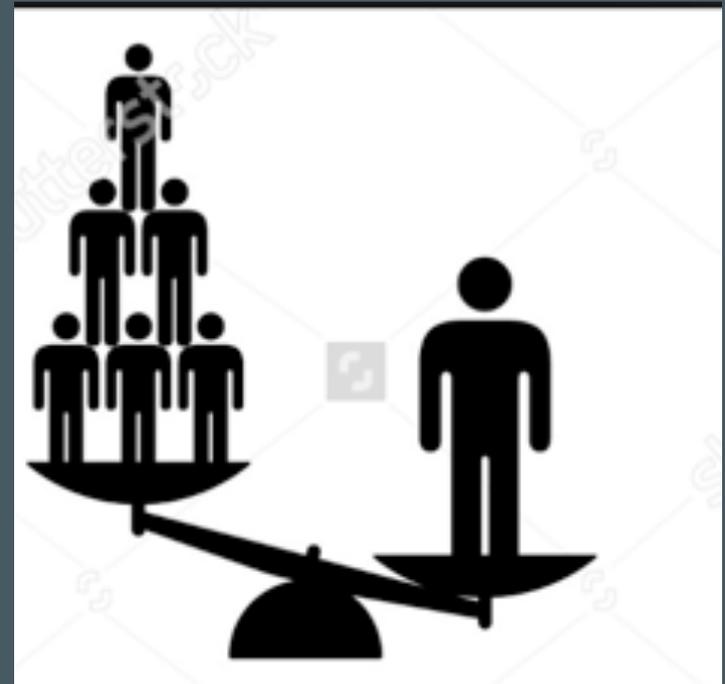
1. Consumers are Rational
2. Consumers are well-informed
3. Consumer Preferences are Consistent
4. Each Consumer's preferences are independent of other Consumer's preferences.



- ❑ Consumer Markets are not as free, efficient, and personal as suggested.
- ❑ There is a significant amount of Consumer desire that occurs at the non-rational level.
- ❑ How do you explain impulse?

## Conclusion of Schor's Arguments:

- ❑ Distinguish between Needs and Desires.
- ❑ “Consumption is not the same as well-being”
- ❑ “Quality of Life not Quantity of Stuff”
- ❑ Change practices at the household and neighborhood levels.
- ❑ Access rather than exclusivity



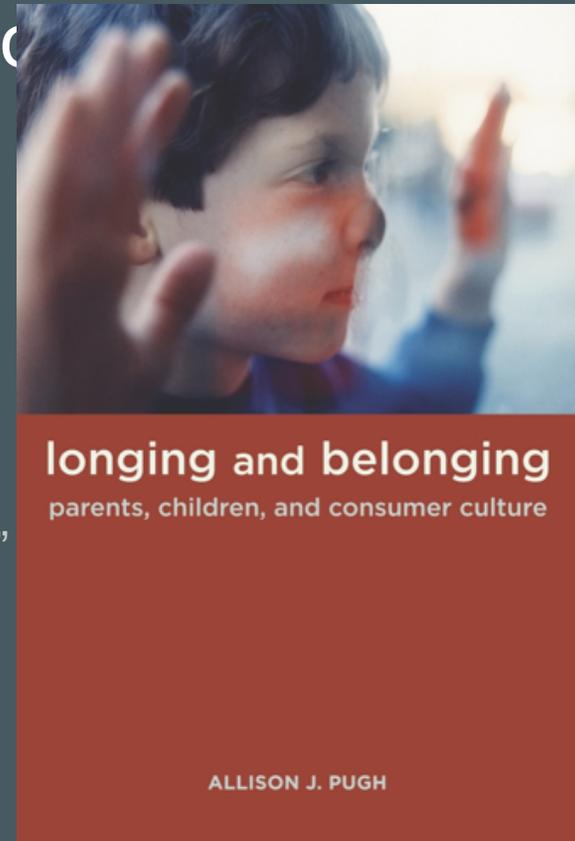
# Pugh's Thoughts on Consumption

Economy of Dignity

Children and parents

Consumption as Care

“How is the commercialization of childhood shaping what it means to care, and what it means to belong?”



# The Economy of Dignity

- ❑ Dignity - the state or quality of being worthy of honor or respect
  - ❑ Kids want to belong to a group
- ❑ Different economies of dignity = different items needed to belong
  - ❑ Examples: School and Neighborhood
- ❑ “Facework” - when kids make up for something they don't have.



# The Economy of Dignity

Three forms of difference parents and kids look for

Interactional - things that come up in conversation

Ex: If you can do a handstand or if you own

Personal - characteristics about yourself

Ex: Facts about family or individual traits

Social - social categories

Ex: Race, gender, sexuality



# Children and Parents

- ❑ “... I sometimes buy my children clothing and things they want because I don't want them to feel different from the other kids.”
- ❑ Symbolic deprivation - Affluent parents looked at things their kids didn't have as being a good parent
- ❑ Symbolic indulgence - low income parents buying things that had the most value for their kid's social world.
- ❑ Kids consumerism reflects their parents



# Generation Like:

- ❑ More Sophisticated



- ❑ Speak directly to artists, brands and celebrities



- ❑ Self-Empowering



- ❑ Mash-Up of Culture and Commerce



## Compare and Contrast

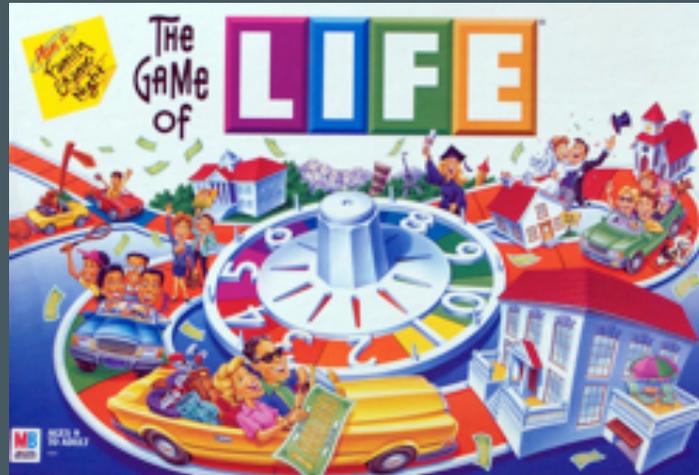
The Schor and Pugh article emphasize that in order to change Consumption, we must redefine it. Pugh tells us to consider adult behavior as the issue. Schor focuses more on how to change the issue.

Both the Pugh article and *Generation Like* video discuss Children and the market. However, *Generation Like* speaks positively of this concept.

## Class Concepts:

- ❑ Markets as Destructive = Excessive Spending and Child Culture
- ❑ A Different Kind of Status Market
- ❑ Sharing Economy: be a part of a trend without having to fully afford it

# The Game of Adulthood (aka Life)



## Rules:

1. You must purchase an item each round.
2. Keep track of your total spending.
3. If you run out of cash, use your credit card (index card).

**You all work in the same company; positions vary.**

1. You work 40 hours a week, volunteer for 10 hours on the weekend, take care of your children, and have to work from home a lot. (PRETEND YOU LIKE COFFEE).
  - a. Purchase a regular coffee maker \$15.00
  - b. Purchase a state-of the art Keurig \$40.00
  - c. Purchase an Italian Espresso machine \$85.00
  - d. Purchase your own coffee/drink bar that follows you around all day like the TV commercials. \$200.00

2. Your computer at work dies. It is your responsibility to buy your own computer. You:

1. Repair your friend's old computer \$20.00
2. Purchase a new non-brand desktop computer \$50.00
3. Buy a Dell, HP, Sony, Acer, Lenovo PC computer (non-mac) \$100
4. Buy a Macbook Pro with service contract, and free repairs. Guaranteed for 5 years \$ 250.00

3. It is time for a new car.

a. Buy a transit pass \$30.00

b. Buy a used car from a street seller \$100

c. Buy a pre-owned car from a car dealer  
\$300

d. Purchase a new luxury vehicle \$750

4. It is time to purchase a vacation for yourself, you deserve it!

- a. Go to your parent's house for FREE
- b. Go to the Casino for the Weekend \$100
- c. Go on a weeklong, all inclusive trip, to an unknown island. Accommodations are iffy. \$300
- d. A trendy vacation spot that you have always dreamed to go to, your friends will be so jealous! \$1000

5. You want a promotion, but you need to learn a new language in 6 months.

- a. You decide to let the promotion go (\$10 for sadness)
- b. You purchase a class at your local community center \$35
- c. You take an online course \$75
- d. You buy the State of the Art Rosetta Stone that will allow you to learn the language in a breeze! All of the Forbes 500 are doing it. \$300

## In Regards to this Scenario...

When did you feel in control? Who had the most control?  
Did you feel that you could plan for the long-term?

## Discussion:

1. What are the effects of many choices versus fewer choices for consumables?

2. What things (items/goods/services) do we consume without thinking about?

\*\*\*This is an example of a student final paper in my course: Economy and Society. Students chose 1 of 6 Planet Money podcast episodes to use in their analysis.\*\*\*

30 July 2016

### SOCI121 Final Paper: “Why Do We Tip?”

The podcast “Why Do We Tip?” highlights the complications in rationalizing tipping as both an economic and social transaction (Kenney & Smith, 2016). In its simplest terms, the amount of tip is often directly associated with the quality of service: the better the service, the higher the tip, and thus a stronger inclination to provide even better service in the future (Kenney & Smith, 2016). This positive correlation characterizes tipping as being shaped by economic incentives, namely the pursuit of self-interest. The tip compensates whoever is providing the service in exchange for “better” service including, but not limited to, greater efficiency, additional perks, or more emotional connections (Kenney & Smith, 2016). On the customer end, the self-interest stems from receiving guaranteed better service; for the workers, this offers them the opportunity to maximize their earnings through a relatively predictable system (Kenney & Smith, 2016). In both cases, this rests on how “the size of the tip should reflect the amount of effort” put in (Shamir 1984: 63). While these economic explanations are not inherently inaccurate, the minimal connection between exceptional service and higher tips suggests that the act of tipping is embedded within a more complex set of societal norms (Kenney & Smith, 2016). Economic sociologists would argue that tipping exhibits power imbalances between the participants, reproduces social expectations and behavior, and depicts social belonging. While some of these may be interlinked with economic mechanisms, it is the social context and reasons behind why people tip that justifies the role of tipping in today’s society.

Zelizer’s (1996) framework for distinguishing forms of payments displays how the reasons for tipping can be multifaceted and that even the culture behind tipping is not monotonous. One categorization of money is compensation, in which the two parties have

equivalent standing and are in a less emotionally invested relationship (Zelizer 1996). When customers tip within this scenario, the exchange is reduced to a non-socially binding situation: the customers want good service and the service workers seek a service charge. The value of the tip lies solely in the quantified value of the service provided. Once the tip is given, there is no social indebtedness and the transaction is complete. The fact that money is used, instead of another object with more sentimental or relationship-based meanings, partially diminishes the social aspect of this interaction into an economic one and “defends” both parties from owing anything to the other (Shamir 1984: 66). This is applicable to customers who simply tip the same percentage each time without considering the service quality, the total bill amount, or other psychological factors that may alter the numerical value (Kushman 2016).

Another type of payment is gift money, such that the money is granted to the recipient at the giver’s own will (Zelizer 1996). Gift money embodies a much more intricate web of representations than mere friendly goodwill, including a slight power hierarchy and symbolic emotions (Zelizer 1996). Power inequality is present in tipping when customers offer tips because they think the waiters need the additional income (Kushman 2016). While this has generally positive connotations because it exhibits either generosity or an attempt at “equity restoration” by redistributing income to an extent, it nonetheless emphasizes the “subordination” the recipient is subject to because it attributes more agency to the giver (Kushman 2016; Zelizer 1996: 482). When framed as a gift, tips can also be laden with sentimental values. The act of tipping can be used to express appreciation, return a favor, or to alleviate guilt. In all three of these sentimental states within the tipping interaction, there is a desire to reciprocate (Kushman 2016). For example, when a waiter offers an additional bonus to the dining experience, such as a free dessert, this creates a sense of obligation to the waiter. From a purely economic perspective,

the customer can choose to simply accept the gift because it offers them a net benefit. Yet, customers' obligatory emotions, which can be gratitude or liability driven, command the issuance of a good tip (Kushman 2016). Not only does this attach subtle power to the waiter, but reiterates how a combination of personal and social feelings can overrule economic self-interest. Additionally, tipping structurally occurs in service situations in which the customer is enjoying their time whereas the server is working (Kenney & Smith, 2016). Tips are thus used as gifts to reimburse waiters in order to lessen the amount of emotional inequality, an intention that would not be classified under traditional economic theory.

Money as entitlement is the third classification of payments that Zelizer (1996) introduces. This entails that the receiver of the tip has indirect authority over the customer because the receiver has a right to the tip (Zelizer 1996). This empowers the servers because it gives them more discretion over how they offer their services and to whom they treat better. One illustration of this displays an odd power discrepancy between the customer and the server. From the customer's perspective, offering a tip can help mitigate the risk and uncertainty behind the possibility of receiving bad service (Kushman 2016). It offers them a sense of control in the service relationship. However, the tipping culture in America has dictated guaranteed tipping in establishments like bars, restaurants, and hair salons, which not only creates the perception that tipping is an obligation for the customer and a right to the server, but also undermines the sense of control within customers (Kenney & Smith, 2016).

The culture of tipping has facilitated the entitlement sentiment within servers and can be explained through the performativity of these service industries. MacKenzie (2006) argues that economics is performative in that the application of a proposed economic theory ends up constructing the economy itself, which ends up reinforcing the original theory. Therefore, the

economy is not entirely objective and it is through performativity that these theories have become systemized (MacKenzie 2006). The service industry can be seen as a subset of the general economy in which self-interest is performed, and this, in turn, has shaped the “tipping economy.” In correlation with feeling entitled, one bartender demonstrates this when someone refuses to tip: he purposely acts more friendly and generous to those who do tip and are situated around that person in order to induce a self-interested response (Kenney & Smith, 2016). The person who did not tip realized that it was in his self-interest to do so because he would end up receiving better service throughout the night (Kenney & Smith, 2016). The bartender’s method of withdrawing benefits has both allowed him to claim his right to a tip and has become a catalyst for establishing how acting in a self-interested manner, through pursuing tips and responding by tipping, remains a necessary condition for functioning within this service industry. Despite the underlying social mechanisms at hand, there is still this expectation that tipping is required because through its being performed, it has become integral to the tipping culture. This form of performativity most closely resembles MacKenzie’s concept of effective performativity such that self-interest is fundamental to how tipping occurs on a societal level and thus affects the general system, but its influence is not always the prioritized factor in determining whether or not people tip (MacKenzie 2006). People’s emotions and social obligations still play a crucial role.

The same bartender example portrays another cultural reason for why people tip: to become more involved in their social environment and to exhibit social morality. Pugh (2009) argues that the consumption of either experiences or material things allows children to “be worthy of [socially] belonging” (Pugh 2009:7). Similarly, the change in actions of the non-tipping man demonstrate how his lack of tipping hindered his ability to be socially engaged with

the bartender and excluded him from the emotional, conversational, and material benefits offered to those who did tip. Additionally, tipping represents the moral ability of the customer to fulfill his role as a customer, which parallels how parents' consumption capabilities of socially significant goods for their children were symbolic of their "moral worthiness" as parents (Pugh 2006: 9). Thus, there is a moral element to tipping. Choosing to not tip not only isolates a customer from a social environment, but also shows how he disrespects tipping norms and is acting in a stingy manner. Tipping therefore retains one's "good image" within these service industries.

Customers also choose to tip simply because they are trained to do so. Leidner (1993/1998) argues that when work places are routinized such that even the rules by which customers have to abide by and the order in which they do things contribute to the productivity of the business. When customers are taught to tip a certain percentage or to tip after the meal instead of before it, this contributes to the culture of the service industry and creates a comfortable sense of expectation. When these norms are not consistent, such as when California attempted to remove tipping requirements in certain diners, it caused great confusion (Kenney & Smith, 2016). Thus, tipping has become an ingrained systematic behavior and people choose to tip because it is a reliable mechanism that relinquishes some discretion to the customer.

All in all, while the social phenomenon of tipping still relies on economic rationale to operate, the behavior itself is highly motivated by non-economic factors.

Word Count: 1549

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\*\*\*This is an example of a final student presentation in my course: Field Methods. Each student was given written feedback to incorporate into their final paper, which was due at least 1 week after their presentation. I was really impressed by their work over the quarter!\*\*\*

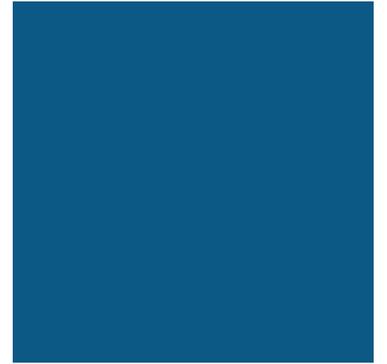
# Expanding on Cultural Capital

SOCI 104  
June 6, 2017

# Introduction: Interest in the project



- How do people act, feel, say when they are thrown into a space that they are not familiar with?
- Examples:
  - Christians participating in an educational space talking about sexual health
  - Men participating in a women's right activist group



# Research Question

- This project is essentially a study on cultural capital.
- Broadly stated, what kinds of **cultural capital** lead one to feel comfortable in a **space**?
- Specifically, my research question is: what kinds of **experiences** play a significant role in determining whether someone will feel comfortable in an **educational space**?

# Theoretical Background

Two Theoretical Concepts from Pierre Bourdieu





# Cultural Capital

- Pierre Bourdieu, contemporary French sociologist
- *The Forms of Capital*<sup>1</sup>
- essential to determining the success of a student
- “long-lasting dispositions of the mind and body”<sup>2</sup>
  - Socialized
  - Invisible
  - Examples: language, dialect, aspirations, experiences

<sup>1</sup>Richardson, John G. (1986). *Handbook of Theory and Research for the Sociology of Education* (pp. 241-258). Westport, CT: Greenwood Press.

<sup>2</sup>Richardson. *Handbook of Theory*. (pp. 243).



# Fields/Spaces

- *The Field of Cultural Production*<sup>2</sup>
- “for Bourdieu a field is a relatively autonomous domain of activity that responds to rules of functioning and institutions that are specific to it and which define the relations among the agents.”<sup>3</sup>
- Each field has its specific capital in which one must possess to gain access.<sup>4</sup>

<sup>2</sup>Bourdieu, P. (1983). *The Field of Cultural Production* (pp. 29-73). Amsterdam, Netherlands: Elsevier Science Publishers B.V.

<sup>3</sup>Hilgers, M., & Mangez, E. (2014). *Bourdieu's Theory of Social Fields: Concepts and Applications*. (pp. 5). Hoboken: Routledge.

<sup>4</sup>Hilgers & Mangez, (2014). *Bourdieu's Theory of Social Fields*. (pp. 6).

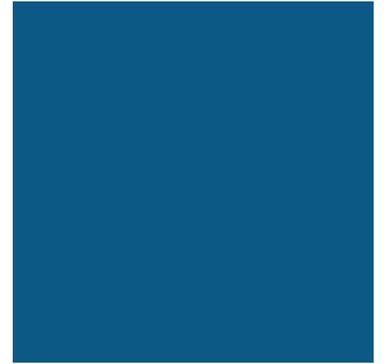
What kinds of experiences play a significant role in determining whether a someone will feel comfortable in an educational space?



# Methods

Observation, Participant Observation, and Semi-  
Structured Interviews





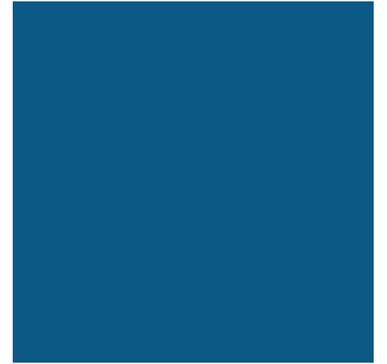
# Observation

- Site: campus-wide event to learn and discuss about sexual health
- Access: member of the organization hosting the event
- Intentionally invited Christians to the event
- Provide data and insight on how someone interacts in the setting (speech, facial reactions, or lack of)



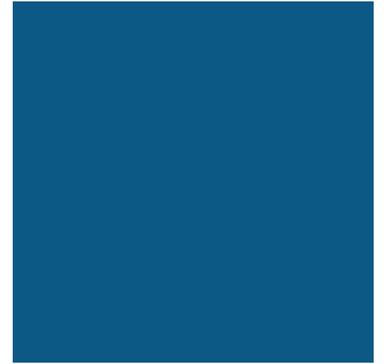
# Participant Observation

- Site
  - same as observation due to limited access
  - Engaged in small group discussion
  - Hung out after the event with 2 of the attendees I invited (picked up one other person)
- Offered greater depth into their experiences by listening to their discussions and thoughts
- Challenges in the field
  - People knew me asked me what I was doing
  - Someone wanted to share in the open discussion, but wanted my permission first



# Interviews

- 3 semi-structured interviews with 3 of the Christian attendees I invited
- Understand deeper about their feelings and histories
- Limitations
  - realized afterwards about questions I wanted to ask
  - Challenging to make a claim about non-Christians
  - Needed to remove the religion component to make the data more generalizable

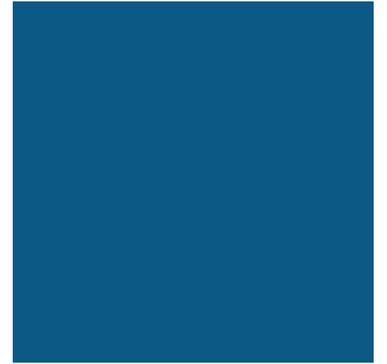


# My Positionality

- Insider of both groups
- Member of the student organization (board position)
- Member of a church from which I invited many attendees
- Managing positionality: questioning everything

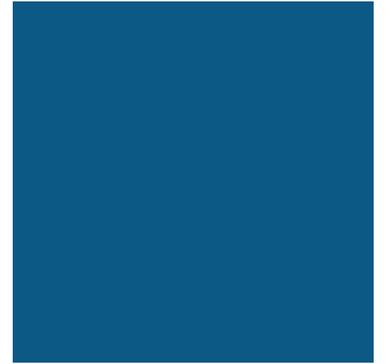
# Two Findings





# Finding # 1

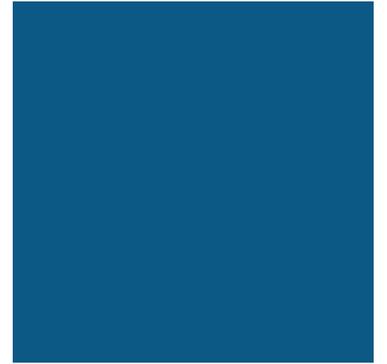
- Previous exposure to the rules of the field is essential to determining one's comfort in a space
- Rules of the field = they know how to engage in the space
- Facilitator reacted positively whenever someone said something insightful and correct
  - “MMMs”, snaps, and waving fingers – audience's signs of affirmation
  - Facilitator gave an excited “Yeah!”



“Kevin was the first to participate again and he described the social aspect as an emotional response. “If you have had many partners, then you will feel trauma.” Joanne did not give the excited smiley reaction that she did in the past. Instead, she asked, “Anyone else have any thoughts?” Then Harry chimed in as well about this ‘social aspect’ of sexual health is. He mentioned how those who suffer from HIVs feel isolated because they have this disease. As soon as he finished speaking, Joanne expressed her agreement with what Harry said in an enthusiastic, “Yeah!”

She then immediately continued on to expand on sex education in the United States.”

-from Field Notes



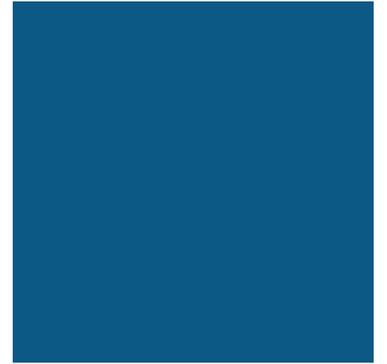
- All three interviewees expressed they would feel much more comfortable to have a discussion about sexual health in a religious setting
  - Bible would be their authority
  - In this space, being a Christian is the necessary capital to engage in the space
  - Has its own “rules of the space”

“it would be easier to engage because ... or like understanding, ‘Oh if everything that I’m being taught is biblically sound, then it's like ok.’ Its easier for me to engage and ask questions.”

-Quote from Interview #2

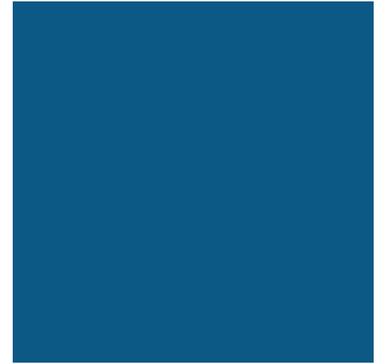


- Demonstrates that one must possess the language, terminology, and knowledge (examples of cultural capital) to succeed in a space
- If you do not possess that capital, you will not be very welcomed nor feel comfortable that space



## Finding #2

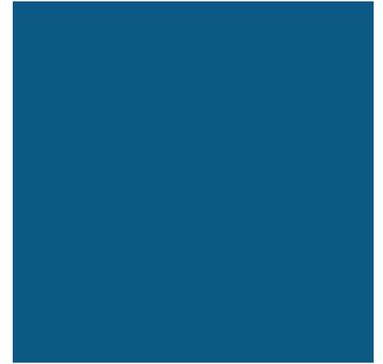
- Previous socialization from one's background is essential to determining one's comfort in a space
- All three interviewees shared about their conservative upbringing
  - "I try to adhere to ... following what the Bible says, .... But it's not all just religion, it's also like the background that I've been raised in."
  - Interviewee #1
- They all expressed discomfort in engaging with people who hold a different view than themselves because it is different from what their parents socialized them with



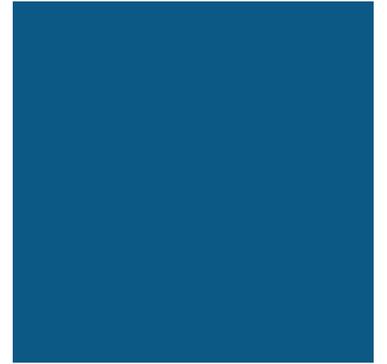
- Interviewee #3 – grew up in a conservative family, a liberal church, and liberal city

“It's not an entirely foreign situation to me. I keep thinking back cuz like when I took that health class as a freshmen, my teacher for that, she was a lesbian. she really liked that class and teaching...but I did feel like that I was a bit more shy then looking back at it. I think if I were who I am now, I think I would be more vocal not in a sense of rebuking people not trying to hide what I believe so much. so I think it's not the most comfortable thing to be in a conversation where you're disagreeing with your lifestyle and choices but I think I'd say that essentially in a respectful way.”

-Quote from Interview #3



- Part of his childhood was engaging with the non-Christian culture, and this was a defining aspect to his socialization process. He received some experience from previous engagements in these spaces, so he is relatively more comfortable engaging at the event. In the field, he did engage, but he was hesitant and never the first to speak
- The source of their discomfort came from their backgrounds. Since they possessed the background that was not favorable in the site, they felt ostracized at the event.



# Discussion

- Connection to RQ
  - Question: what kinds of experiences play a significant role in determining whether someone will feel comfortable in an educational space?
  - Two experiences: previous exposure to the “rules of the field” and one’s background and upbringing
  - If you understand the rules of the field, you know how to engage thus will feel comfortable.
  - If you were raised in a way that differs from the preferred cultural capital, you will feel uncomfortable.



# Discussion (cont.)

- Connection to Theory
  - Expanded on Bourdieu's definition of cultural capital by providing more details into understanding what it is and what it looks like
  - My findings show that cultural capital is socialized and invisible
    - “Long-lasting dispositions of the mind and body”
    - One's exposure and previous background are aspects of the mind
    - Not material, not visible, but certainly present
    - This capital gave them access or rejection to the field

\*This was a group activity. Each group was handed one of these to discuss, then we discussed as a class.

<p>Define, give an original example, and answer question:</p> <p><i>Probability: Stratified Random Sampling: Proportionate and Disproportionate (95)</i></p> <p>Q: Why would someone choose disproportionate?</p>	<p>Define, give an original example, and answer question:</p> <p><i>Probability: Stratified Random Sampling: Proportionate and Disproportionate (95)</i></p> <p>Q: Why would someone choose disproportionate?</p>
<p>Define, give an original example, and answer question:</p> <p><i>Probability: Cluster Sampling (93)</i></p> <p>Q: What are the drawbacks of cluster sampling?</p>	<p>Define, give an original example, and answer question:</p> <p><i>Probability: Cluster Sampling (93)</i></p> <p>Q: What are the drawbacks of cluster sampling?</p>
<p>Define, give an original example, and answer question:</p> <p><i>Non-Prob: Quota Sampling (97)</i></p> <p>Q: What are the limitations? Q: Is it the same as stratified? Why?</p>	<p>Define, give an original example, and answer question:</p> <p><i>Non-Prob: Quota Sampling (97)</i></p> <p>Q: What are the limitations? Q: Is it the same as stratified? Why?</p>
<p>Define, give an original example, and answer question:</p> <p><i>Non-Prob: Purposive sampling (97)</i></p> <p>Q: What are the guidelines for selecting informants? Q: Keep interviewing until you can pass what two tests?</p>	<p>Define, give an original example, and answer question:</p> <p><i>Non-Prob: Purposive sampling (97)</i></p> <p>Q: What are the guidelines for selecting informants? Q: Keep interviewing until you can pass what two tests?</p>
<p>Define, give an original example, and answer question:</p> <p><i>Non-Prob: Snowball Sampling (99)</i></p> <p>Q: Are generalizations strong? Q: What are ways to make your sample more representative?</p>	<p>Define, give an original example, and answer question:</p> <p><i>Non-Prob: Snowball Sampling (99)</i></p> <p>Q: Are generalizations strong? Q: What are ways to make your sample more representative?</p>
<p>Define, give an original example, and answer question:</p> <p><i>Validity (content, criterion, and concurrent) (75)</i></p> <p>Q: Can you have validity without reliability?</p>	<p>Define, give an original example, and answer question:</p> <p><i>Validity (content, criterion, and concurrent) (75)</i></p> <p>Q: Can you have validity without reliability?</p>
<p>Define, give an original example, and answer question:</p> <p><i>Reliability (interitem, alternative forms, and interobserver) (77)</i></p> <p>Q: Can you have reliability without validity?</p>	<p>Define, give an original example, and answer question:</p> <p><i>Reliability (interitem, alternative forms, and interobserver) (77)</i></p> <p>Q: Can you have reliability without validity?</p>

This was a peer instruction group work activity for my course: Economy and Society. Students were arranged into 5 groups and handed each of these statements in a pile. They were instructed to first arrange the pieces of paper into 2 piles: Economy Sociology and Economics. Then, they were instructed to find the pairs and arrange them accordingly. Each assumption/objective in economic sociology has a corresponding assumption/objective in economics. The teams raced. Once all teams finished the full document (seen below) was put on the screen and we talked through each. The purpose of this exercise was to help students understand some distinctions between economics and economic sociology, which is far less familiar to most students than the field of economics.

Has a more unified core model and theory	Harder to define, divergent theory
Aggregates the individual to create abstract prediction	Tends to value description or explanation over prediction
Values prediction over realism	Values realism over prediction
Axiomatic, relies on neat theory	Data-driven, digs into complexity
Individuals have fixed preferences	Individuals have fluid preferences
Individuals are aware of their preferences	Individuals are not always aware of their preferences
Individuals are rational decision makers	Individuals can be rational decision makers
The economy is disembedded; culture does not matter	The economy is embedded; culture may or may not matter
Assumes market is separate from society	Assumes market and society are dialectic
Social science can describe or predict reality	Social science can also contribute, shape, and prescribe reality
The market is driven by 'an invisible hand'	The market is socially constructed
Markets are fair and efficient	Markets are spaces of political contestation

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Simple analyses with as few variables as possible	Complex analyses that include many variables
Hesitant to acknowledge the existence of uncertainty	Begin with the assumption that uncertainty exists
Deals with Uncertainty by converting it to risk	Deals with uncertainty by investigating how our social structure enables predictability and social cohesion
Concerned with individual cognition	Concerned with individual cognition AND structure and culture
Emotional influence in the market is a fluke	Emotional influence is part of the market
The perfect market cannot yield sub-optimal results	There is no such thing as a perfect market and sub-optimal results can and do occur
Organizations are rational to optimize market efficiency; rational form =best	Organizations are rational to maintain legitimacy; rational form not necessarily best
Money is neutral, fungible, & commensurable	Money is moral, meaningful, & earmarked

## Analyzing the “Love Coach”: offering coaching packages for online daters

Hochschild Jig Saw

Civilizing

Destructive

Feeble

Moral

In your groups discuss how you would interpret the marketization of dating from your perspective.

# How to take Field Notes

*creating a world on a page*

From Emerson, Fretz, Shaw 1995

Many field researchers opt for the least obtrusive materials, such as a small notepad

**JOTTINGS:** quickly rendered scribbles intended to jog the memory later in the day or to capture particularly important dialogue.

- There is no best time or place to jot
- Jottings as mnemonic devices that will evoke your memory
  - Jot key components
  - Jot down specifics, not generalizations (e.g. employee inefficient)
  - Jot down concrete details to preserve—actual words, phrases, or dialogue
  - Jot down sensory details
  - Jot items of intuitive importance, even if still vague it will prime you to see it again

# How to take Field Notes

*creating a world on a page*

## **How to initially look in order to write:**

Initial impressions: tastes, smells, sounds, feel of the location, physical setting—size, space, noise, colors, equipment, movement, people—number, gender, race, appearance, dress, movement, tone

Key events or incidents: something surprising, impressions, interactions—verbal and nonverbal, record personal reactions (but be careful not to prejudge).

Things of significance or importance to subjects: what are people paying attention to, watching, talking about, who does what.

# How to take Field Notes

*creating a world on a page*

## **In general:**

Describe interactions and pay attention to “when, where, and according to whom.”

Start by casting widely → narrow → look for regularities and patterns (as well as different forms and variations)

## **Avoid:**

Recording your opinions as facts

Identifying motives or internal states when observing action  
(instead record body language and words)

# Field Note Activity

*What is daily public life like on a college campus?*

Directions:

Take a piece of paper, something to write on, and a pen (ask me if you need any of these things), leave your stuff, head out to Ridge Walk.

Sit ALONE

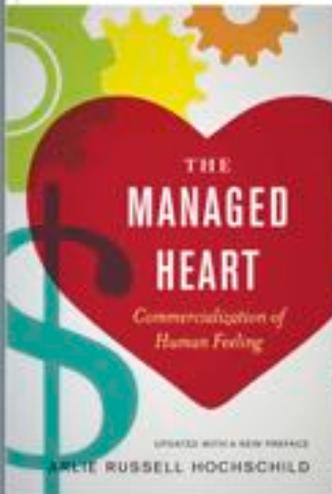
Spend approx. 10 minutes observing and taking field note jottings

Return to room at 3:25

# Field Note Activity Debrief

1. Get in pairs, preferably with someone who was near to you in the field
2. Skim over your own field note jottings
3. Read over your partner's field note jottings
4. Take note of their differences. For example:
  1. How are they written differently?
  2. What different things are recorded?
  3. Do they share the same perspective?
  4. Do they include information about the observer?

## Handout: Writing and data presentation styles



weaves various sources of data to demonstrate how flight attendants are taught to modify feelings

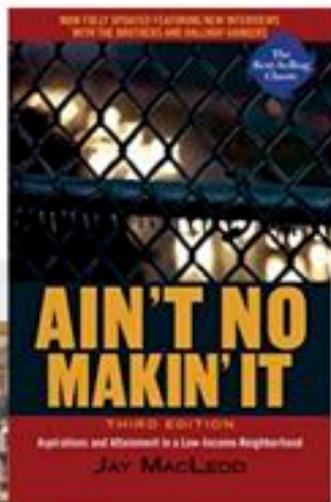
Uses one particular dining event as a case that illustrates how students have to learn how to behave as an elite

SHAMUS RAHMAN KHAN



PRIVILEGE

THE MAKING OF AN ADOLESCENT ELITE AT ST. PAUL'S SCHOOL



Floods the reader with un-filtered and various data to give the reader a in-depth sense of who these boys are. Presents multiple statements, rather than one representative quote.

Relies on a case type. He presents several "types" and picks individuals to represent each, using their details to flush out what each type sounds like.

WHAT IS A HUMAN?

WHAT THE ANSWERS MEAN FOR HUMAN RIGHTS

JOHN H. EVANS

## POSITIONALITY AND EMOTIONS

Our positionality can affect the research.

&

The research can affect us.

### Examples:

Brene Brown, Ph.D.: The Power of Vulnerability TED Talk (and book)

Cherry, Elizabeth, Colter Ellis, and Michaela De Soucey. 2011. Food for Thought, Thought for Food: Consumption, Identity, and Ethnography. *Journal of Contemporary Ethnography* 40(2): 231-258.

Give Methods a Chance [Podcast](#)

Q: Why is it important to consider  
positionality?

***Think, Pair, Share***

Identify two ways in which your  
positionality might have affected your  
research (the interview you did).

# Think-Pair-Share

*Words from Kathleen Blee's 2003 Inside Organized Racism: Women in the Hate Movement\**

“From the beginning, when I asked women if I could interview them, I made it clear that I did not share the racial convictions of these groups. I explicitly said that my views were quite opposed to theirs, that they should not hope to convert me to their views, but that I would try to depict women racist activists accurately. I revealed my critical stance, but made it clear that I had no intent to portray them as crazy and did not plan to turn them over to law enforcement or mental health agencies”  
(11)

**Prompt:**

**What potential ETHICAL dilemmas might one face while studying an extreme racism group? (An unloved group)**

# Article Discussion—JIGSAW: homogenous groups

## Realities and Emotions in Field Research

- ① Summarize the contents of the article
- ② Share an opinion about the article (a critique, a reaction)
- ③ Share at least 1 way in which you can relate your fieldwork to the article

## Sexual Involvement and Social Research

- ① Summarize the contents of the article
- ② Share an opinion about the article (a critique, a reaction)
- ③ Share at least 1 way in which you can relate your fieldwork to the article

Next, you will be in heterogeneous groups. Make sure you are prepared to share what your group talked about in your next group.

# Article Discussion— JIGSAW: heterogeneous groups

Now form MIXED groups, with representatives from both articles.

- ① Explain the argument of the article that you read
- ② Recap the discussion of reactions or critiques your first group discussed
- ③ Discuss the ways in which you can relate with the article via your experiences in the field



# Does Credit Do More Good or More Bad?

½ room discuss how credit *benefits* society

½ discuss how credit *damages* society

- Think about WHO gets credit, who doesn't  
who profits from credit, who doesn't

Soc 60  
Week 2 Worksheet

1. Professor X is interested in how inequality affects poverty. He creates a quantitative project comparing 20 different countries and concludes that the relationship is positive.

What is the independent variable? **Inequality**

What is the dependent variable? **Poverty**

What is the unit of analysis? **Nations**

What does the conclusion mean? **The more inequality a nation has, the more poverty it has.**

What are some possible indicators that he might have used? What kind of variable is that?

2. Professor W is a sociologist of education. She creates a study looking at boards of education across the state of California. N=20. She concludes that in districts with more nonprofits associated with special education, boards of education give more funding to special education.

What is the independent variable? **Non-profits**

What is the dependent variable? **Funding to special ed.**

What is the unit of analysis? **Group**

What does the conclusion mean? **The relationship is positive.**

What are some possible indicators that he might have used? What kind of variable is that?

3. Professor Y wants to see if the more musical an individual is, the more dates he or she will get. Unfortunately for musicians, Professor Y finds the relationship inverse.

What is the independent variable? **Musical talent**

What is the dependent variable? **Dates**

What is the unit of analysis? **Individual**

What does the conclusion mean? **The more musical an individual is, the less dates he or she will get**

What are some possible indicators that he might have used? What kind of variable is that?

4. Professor Z has this basic research question: do gyms in the workplace increase worker productivity? She was not able to disprove the null hypothesis.

What is the independent variable? **Gyms**

What is the dependent variable? **Productivity**

What is the unit of analysis? **Individuals**

What does the conclusion mean? **The presence of gyms as no effect on productivity**

What are some possible indicators that he might have used? What kind of variable is that?

### Independent v. Dependent Variable

- If the hypothesis is a causal explanation, it will involve at least one **dependent** variable and one **independent** variable
- The **dependent** variable is the effect, or thing that is changed
- In other words, the value of a **dependent** variable depends on the value of the **independent** variable
- If there is no relationship, then the value of the **dependent** variable does not depend on the value of the **independent** variable

Source:

<https://www.boundless.com/sociology/definition/dependent-variable/>

Examples:

- RQ: Does playing sports in high school affect income?  
Independent: sports                      dependent: income
- RQ: Are grade point averages influenced by birth order?  
Independent: birth order                      dependent: grades
- RQ: Do the homeless get more handouts when it's hot out?  
Independent: weather                      dependent: handouts

### Independent v. Dependent Variable

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Examples:

- RQ: Does playing sports in high school affect income?  
Independent: sports                      dependent: income
- RQ: Are grade point averages influenced by birth order?  
Independent: birth order                      dependent: grades
- RQ: Do the homeless get more handouts when it's hot out?  
Independent: weather                      dependent: handouts

### Independent v. Dependent Variable

- If the hypothesis is a causal explanation, it will involve at least one **dependent** variable and one **independent** variable
- The **dependent** variable is the effect, or thing that is changed
- In other words, the value of a **dependent** variable depends on the value of the **independent** variable
- If there is no relationship, then the value of the **dependent** variable does not depend on the value of the **independent** variable

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Independent: weather                      dependent: handouts

## Clicker question

#4

Can a physical piece of money, like this dollar, be good or bad, moral or immoral?

- A. Yes
- B. No

---

## Clicker question

#1

In general, it is inappropriate to give a loved one or close friend cash as a birthday gift

- A. True
- B. False

Economic Mobility:  
Relative v. Absolute

RELATIVE

improving class  
moving up the ladder

ABSOLUTE

improving income  
remaining on the same rung

Which one do you think is more important?  
Should we care if one is in the same relative position, if his or her absolute  
income is improving?

# Think & Share

“The Market for Lemons” by George Akerlof, 1970

Asymmetrical information

- market situations in which there is uncertainty in quality yield suboptimal results for both buyer and seller.
- thus, asymmetrical information result in market failures or require formal institutional intervention

Imagine you are shopping for a used car from CarMax. How can you be certain enough that you are not buying a lemon to make the purchase?

# Discussion clicker questions richardson 2015

#7, #8

Will the Sharing Economy lead to more equitable distribution of resources (less centralized private ownership?)

- A. Yes
- B. No

# 9, # 10

Will the Sharing Economy lead to more sustainable consumption?

- A. Yes
- B. No

# Does smoking CAUSE cancer?

---

- What is the IDEAL way to study this? (hint: counterfactual)
  
- What is the next best?
  - True experiments must have:
    - Random assignment
    - 2 groups, treatment and control
    - IV precedes DV

Other ideas?

# Spuriousness continued

---

The danger of mixing up causality and correlation:  
Ionica Smeets at TEDxDelft

[Clip](#)

# Think-Pair-Share

# 7, #8

Downshifting (consuming less) will reduce cultural and material inequalities between the middle class and the traditional poor

- A. Agree
- B. Disagree

\* Try to incorporate course material from previous weeks as you think about this!

## Identifying Moral Boundaries in the credit market

- ① What are some *good* forms of credit (debt) today?
- ② What are some *less good* forms of credit today?
- ③ What are *good* ways to borrow?
- ④ What are *less good* ways to borrow?

# Midterm questions



**FALSE**     **Inductive** approaches to research tend to use data to test theory and hypotheses

**FALSE**     Race can be used as an **indicator** of social class.

**FALSE**     Statistically, findings from a random sample of UCSD students are **generalizable** to students across the other UC's.

**TRUE**     A random sample from a **homogeneous** population is more likely to be representative than a random sample from a **heterogeneous** population.

# Continued...

- Bill Gates proudly tells the employees of Microsoft that he's distributing new earnings equally and giving everyone a 5% raise. In what way might this announcement be misleading?
  - ▣ It uses absolute values instead of percentages
  - ▣ It compares different units of analysis
  - ▣ It uses percentages to obscure absolute value
  - ▣ It looks at the central tendency while ignoring dispersion
- 
- A study discusses the mean post-graduation income of students with four-year degrees. For us to believe that this measure speaks to the *typical* experience of college graduates, which of the following must be true of the income data?
  - It must be free of outliers.
  - It must have a high standard deviation.
  - It must be skewed.
  - It must have a p value of  $<0.01$ .

# Is this a random sample?



I am interested in figuring out if UCSD students keep a budget. I send an email to several faculty members I know and ask if I can petition their students. 5 say yes. I get a roster of all the students and systematically select every 5<sup>th</sup> person. I send them an email.

# Work review

#3

Leidner (1993/8) argues that organizations' use of scientific management gives us organization and \_\_\_\_\_ at the cost of \_\_\_\_\_ and autonomy.

- A. Low prices, innovation
- B. Coherence, fulfillment
- C. Coherence, innovation
- D. Low prices, fulfillment

#4

In *The Corrosion of Character* Sennett (1998) argues that failure remains “the great modern taboo” in our culture, despite that risk and failure are inevitable parts of today’s work experience.

- A. True
- B. False

## Warm Up: Think Pair Share

What determines the prices of these objects?



Starbucks Coffee



Simply Orange Juice



I Phone



Jackson Pollock Art

# Warm Up: The Sharing Economy

## UP-WORTHY:

**“An 11-year-old saw something he could never forget. Now he's 16 and set on making an impact.”**

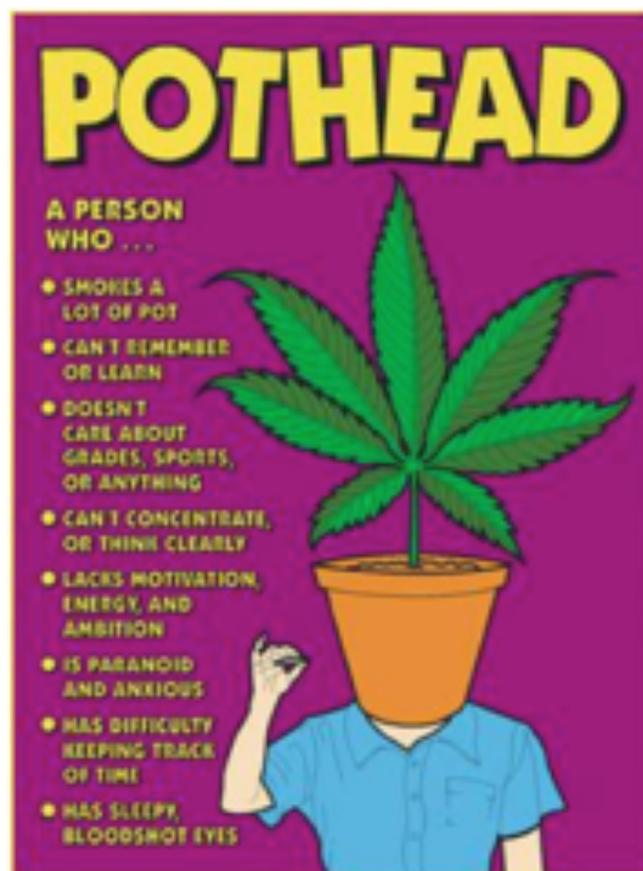
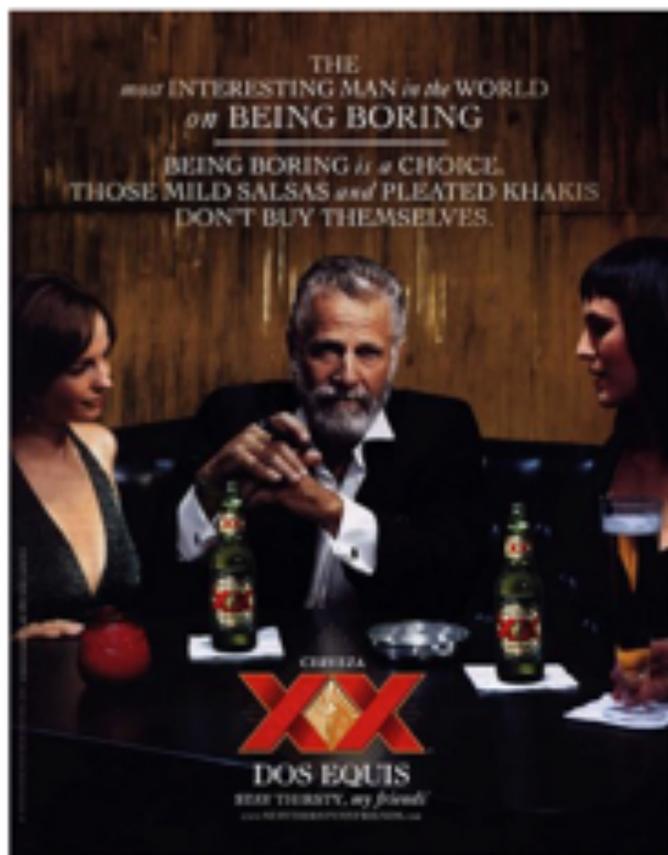
Q: Does this constitute a new market?

In what ways is it new?

In what ways is it not new?

Q: Is this part of the sharing economy?

## Warm Up: The Social Construction of Pot & Alcohol



# Interview Warm Up

VICE clip from: The Resource Curse & Deliver us From Drought, Season 2 Episode 8

[HBO GO](#)

[YouTube](#)

15:30-19

Q: What makes these informal interviews challenging?

Q: Would you consider the conversation successful?

Q: What would you have done differently?

---

## RESEARCH STATEMENTS

### WHAT IS A RESEARCH STATEMENT?

A statement used for the academic job market that conveys your competencies as a researcher, your relevant research to date, and your plans for future research.

### WHAT DOES A STRONG RESEARCH STATEMENT CONVEY?

- How your research has contributed to your field.
- Why your research is important to experts and non-experts.
- How you've successfully addressed research challenges, if applicable.
- What your future research goals are and your plan to carry them out.
- Your motivations and personality as a scholar.

### WHAT DO SEARCH COMMITTEES WANT TO LEARN FROM A RESEARCH STATEMENT?

- Areas of specialty and expertise.
- Funding potential.
- Academic strengths.
- Compatibility with department or schools.
- Ability to think and communicate like a serious scholar or scientist.

### THE BASICS:

- 2-4 pages, single spaced.
- Use subheadings to organize your statement for your reader.
- A few key references are okay, but it is also OK to have none.
- You can include figures and diagrams to help clarify points, major data, processes, or contexts (but make sure they help, not confuse). Hyperlinks should be okay, too.

### HELPFUL QUESTIONS FOR THE WRITER TO CONSIDER:

- ISSUE: what is the topic/issue?
- PROBLEM: what is the specific piece of the issue that you're addressing?
- SOLUTIONS: what are the potential solutions to the problem?
- BENEFIT: what are the benefits of resolving this problem?
- SO WHAT: why is your research important?

### KEY POINTS TO KEEP IN MIND:

- There is no one way to do it, but there are key effective components.
- Consider your audience. Are they in your field? Are they in your specialty?
- Tailor your statement according to the type of institution you are applying to.
- Reduce jargon--make it as easy as possible for the reader to get through.
- Do what you need to do to maintain excitement about your research and sound fresh.
- Ask for examples from your field.
- Get feedback on your drafts.

# READING FOR WRITING

## WRITING CONSULTANT FALL WORKSHOP

November 30, 2018

Consultant: Lindsay DePalma, UC San Diego Sociology

### AGENDA:

#### I. Opening

- a) Science is not just the pursuit of answers to questions that are interesting to us (or even interesting or presumably important to broader society), science is the pursuit of interesting or important answers in a conversation or debate with other scientists.
- b) Why is this called “reading for writing?” → don’t just read for content (for the finding or whether or not it is helpful to your literature review), read for writing. We are more likely to learn how to think about our research as *scientists*, that is contextually, and learn how to frame our research and its contribution in compelling ways by paying attention to how other people do it successfully. - →we learn how to write well by paying attention to how others write well. We learn how to frame our research by paying attention to how others frame their research.

#### II. Warm up

- a) Clear writing and good framing are like good story telling. The goal is that your reader (or listener) will be convinced that there is a puzzle or tension or gap or unknown or misconception that is *worthwhile* to figure out. The goal is that you have successfully drawn your audience into your personal interest, and shown them how the answer to your question improves our scientific understanding of something. You want to pique curiosity.
- b) Podcasters are typically really excellent storytellers. They know how to make things compelling. Freakonomics is great at setting up puzzles and outlining the complexity of a given question, which makes the listener want to continue listening for the answer. Imagine the opening of this episode as a verbal introduction to a research paper.
- c) Freakonomics episode: Are the Rich Really Less Generous Than the Poor? May 24, 2017

#### III. Funnel and CARS model

- a) \*these sound formulaic but good writing is not a formula. These are heuristics to help you achieve clear and compelling writing in your scientific projects.
- b) FUNNEL: establish a broad territory, establish a sub-territory, build a niche, occupy the niche, puzzle, RQ.

- a. Recognize that literature reviews are *constructions*. Authors make very intentional decisions about what is necessary for the reader to know, what is necessary for justifying the necessity of their own project. It is not obvious or given, and it cannot be assumed that your reader can distill it on their own. You as the author must tell them.

**c) Creating A Research Space (CARS) model moves:**

- a. 1) establishing a territory (situation)
  - i. Centrality claim, topic generalizations, reviewing items of previous research
- b. 2) establishing a niche (problem)
  - i. Counterclaiming, indicating a gap, raising a question, continuing a tradition.
- c. 3) occupying the niche (solution)
  - i. Outlining purpose of your research, announcing present research (what how), announcing findings, indicating structure of paper.
  - ii.

**Corporate application**

- a. let's try to identify the "moves" in the freakonomics podcast intro:
  - i. establish territory: there is this growing concern with income inequality. One question that emerges in this literature is whether income inequality is harmful for society. Within this research there is a subset of research in prosocial behavior, which investigates whether rich and poor people exercise different levels of prosocial behavior. This body of literature suggests that rich people are less prosocial. They are more selfish. Therefore, increasing wealth inequality may be bad for society to the extend that rich people won't share it or use it for the benefit of society.
  - ii. Establishing a niche: these data are compelling, however most of these data come from experiments in the lab, which are problematic in understanding.
  - iii. This project will address these methodological weaknesses by attempting to measure prosocial behavior of real rich and poor people in the real world.
- b. \*the literature review would then give more detail about the current findings in the prosocial literature and why they are problematic. Then he introduces more details about what they did and why. Then his findings.

**IV. Peer application**

**V. Independent work**

**VI. Peer workshop**

# Writing Retreat Objectives

- Shift focus from PRODUCT to PROCESS
- Bring MINDFULNESS and compassion to your writing process
- Practice tips and STRATEGIES for staying focused (and motivated)
- **Build a sustainable, daily writing habit**



Get all the information I need (reading, data, etc).

Plan out all my ideas (main argument, evidence, etc.)

Outline/plan the content

Put words on paper

Get feedback

Revise/New Words

Edit/finalize

**Submit!!**

---

How we THINK  
writing works

**HOW IT ACTUALLY WORKS:**

**Not linear or sequential.**

**Be intentional: stay in one stage, until you *decide* to shift into another.**

Initial Reading/Notes	Re-reading for Ideas/Gaps	Brainstorming Ideas	Data Generation	Integrating Data and/or Sources
Re-reading for Quotes/References	Jigsaw Planning (pieces only)	Data Analysis	Outlining Ideas	Clarifying Arguments
Mapping Ideas	Data Re-analysis	<u>Generating Words/Content</u>	Connecting the Pieces	Reading the Draft
Making a Writing Task List	Outlining Organization	Clarifying Words and Sentences	Reverse Outlining the Draft	Fine-Tuning Sentences
Clarifying Organization	Cutting Extraneous Material	Proof-reading the Draft	Bibliographic Material	Formatting the Document

# TRY SOMETHING NEW TODAY:

## Set timers/targets

Keep a notebook or scratch paper nearby, use it to jot down:

- Observations/insights
- Next steps/homework
- Worries/self-talk

## Feeling Stuck?

- Free write: let the ideas flow without judgment
- Use the whiteboard
- Limit yourself to 5 sources/references at a time
- Get a 15-30 minute consultation with Lindsay

## Treat technology like the tool that it is

- Turn it off: phone, wi-fi, email/social media
- Site/App Blockers (Stay Focused, Siteblock, FocusWriter)
- Productivity apps (Forest, Focuslist, Pomodoro timers)

## Take productive, not consumptive breaks (for a set period of time)

- Stretch/walk - safe to leave your things in the room
- Draw, doodle, color
- Deep breathing/meditation



**Proceed, but start small:**

One task from your task list.

Writing for just 10 minutes.

A less intimidating part of the writing process.

Recognize, but do not indulge, your “productive avoidance” behavior.

That’s just your bodyguard.

REVIEW





# Anticipate the discomfort

---

Producing something new is difficult.

No matter what it is.

The structure of grad school exacerbates this  
difficulty.

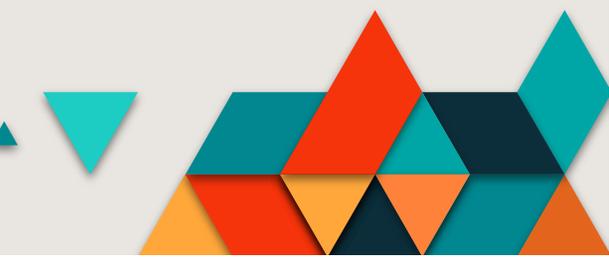
Isolation

Critique

Perfectionism/Imposter Syndrome

Power Relationships

Identity/Life Changes





**Loopholes:**  
rational but unhelpful  
ways of interpreting



*I'm not ready I need more [data].*

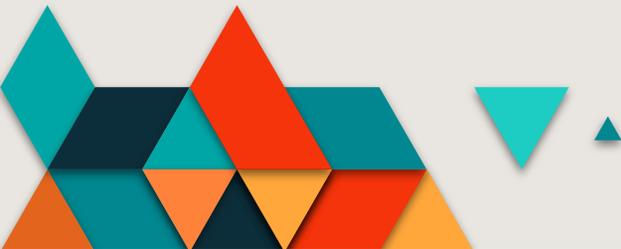
**Writing is not a linear process, I can start now.**

*I have other projects/commitments.*

**I always will. I have to make time rather than find it.**

*I need big blocks of time to write. What can I do in 1 hour??*

**A lot, over time! What am I doing while waiting?**



A detailed botanical illustration background featuring various plants. On the left, there are green leaves and a large yellow hibiscus flower with a dark red center. Above it is a pink flower with a prominent stamen. On the right, there are green leaves and a cluster of small white flowers. Below the main text, there are green leaves and a single yellow lemon. At the bottom, there are green leaves and small red flowers.

# How to form a (writing) habit



**There is power in starting, so start**

**Don't choose: automatic and convenient**

**Momentum has to build**

**Loophole spotting**

**Proactive over reactive**

**Better to stumble than fall**



Adapted from Gretchen Rubin, 2015, *Better than Before*.



### **Accountability systems**

- Internal/External
- Coercive/Cooperative

### **Consequences & Rewards**

### **Also about your thoughts/feelings**

- Limiting beliefs, negative thoughts
  - Gratitude: this is not a punishment
  - “I’m freeing myself from...”
- 
- 

## During Scheduled Writing Time:



### BE SELFISH

Disconnect from everything that's not your project...

Including...plans, fears, worries, to-do lists, and other people.

Keep a notebook handy for thoughts that pull you away from writing – you will get to them later.

Make your environment work for you.

Honor the fact that this matters to you.

Your work is important; you have something to say.

### BUT ALSO SACRIFICE

Cultivate the power to say “no” to *yourself*.

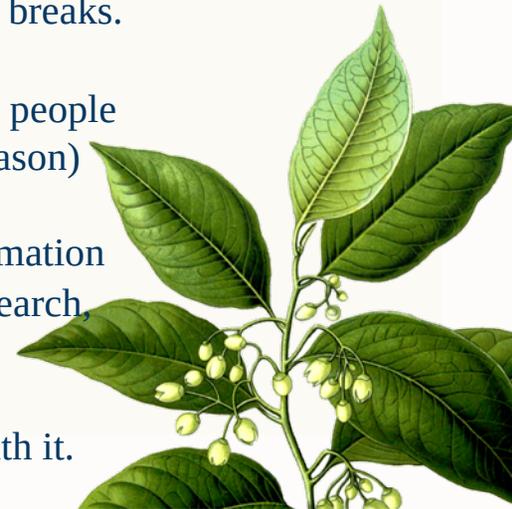
Turn off pleasurable things that keep you from being present (phone, internet, music, other people, etc.)

Take productive, not consumptive breaks.

Pull away from environments and people that do not help you (for any reason)

Say no to other channels of information (email, media, news, literature search, etc.)

Discomfort is temporary, sit with it.



# Week 5: Interview

Spring 2017

UCSD Sociology 104

Instructor: Lindsay DePalma

# Agenda

- I. Mid Quarter Feedback
- II. Announcements
- III. Seinfeld activity debrief
- IV. Participant observation discussion
- V. Interviewing as method
- VI. The art of interviewing
- VII. A word about transcripts
- VIII. Interview practice small groups

# Announcements

- You may use a work cited page, endnotes, or footnotes to cite your sources in your final paper. APA format.
- Along with using data from all 3 methods you practiced this quarter, you are required to cite:
  - At least TWO sociological articles relevant to your research question (your theory section)
  - Weiss 1994 (most likely in methods and/or discussion)
  - Lofland et al 2006 (most likely in methods and/or discussion)
- When you turn in your final paper, you will also turn in:
  - Observation field notes
  - Participant observation field notes
  - Your interview guide
  - Coded interview (1)

# What's the point?

Even when we are *trying* to remember, we lose detail extremely fast!

Psychologists have found that we forget at an exponential rate, particularly when new information is introduced—and you can't get it back!

- Take jottings if possible
- Write field notes right after, or the next morning

Ethnography is time consuming and exhausting (and sometimes boring):

- Field work
- Jottings
- Field notes (just as much time as field work)
- Analysis of copious amounts of data gathered over days, weeks, years.



# Participant Observation Discussion

**Poll Everywhere  
and  
Participant Observation discussion**

# Interview Warm Up

VICE clip from: The Resource Curse & Deliver us From Drought, Season 2 Episode 8

[HBO GO](#)

[YouTube](#)

15:30-19

Q: What makes these informal interviews challenging?

Q: Would you consider the conversation successful?

Q: What would you have done differently?

# Interviewing as Method

Interviews provide social scientists detailed, concrete information, and **depth** and **coherence**

As with other field methods, interviews are time-consuming and emotionally draining

Qualitative analysis relies on interpretation, summary, and integration

Interview data help quantitative researchers create more valid surveys

Interviews allow us to:

- Access places we have not been and settings we are unfamiliar with
- Access interior experiences (thoughts, feelings)
- Access to the past
- Access to settings that would otherwise be closed to us

# The Interview Guide

Structured (surveys)

Semi-structured (designated questions, open ended, with follow up)

\*you may want to include follow ups on your guide

Narrative (open ended)

- Focus on your RQ → what you are trying to discover
- Are you aiming for breadth or depth?
- Use existing knowledge base
- Rely on pilot interviewing
- Ask questions that will yield good substance

“Any question is a good question if it directs the respondent to material Needed by the study in a way that makes it easy for the respondent to provide the material” (Weiss 1994: 73)

# Interviewing as Conversation?

## Yes

- Talking with another human
- Asking questions
- Active listening
- Casual format
- Natural progression
- Comfortable interaction
- Encourage forthcomingness

## No

- Not normal interaction
- Very intentional
- Very purposeful
- Ongoing analysis
- Constant vigilance
- One sided divulgence
- Highly orchestrated

# The Art of Interviewing

- Need to consider who you are talking to
- Make it easier to be honest
- Know thyself
- “Pay as much attention to your own words as you do to the words of your respondents” (Bernard 191)
- Pay attention to your choice of location and your choice of dress
- Be careful about self-disclosure as a facilitative technique
- Take notes and record (ask for permission for both)
- **Follow up, pay attention, don't miss an opportunity**

# continued

- DON'T
  - Put words in people's mouths/ Answer for them
  - Ask leading questions
  - Glaze over
  - Interrupt prematurely
  - Be too formal/emotional/threatening
  - Point out contradictions
- DO
  - Rely on pilot interviewing
  - Move from Easy→Hard; General→Specific; Generic→Personal
  - Empower the interviewee
  - Probe for more information
  - Learn how to gracefully interrupt
  - Learn how to cut your losses

# Some Helpful Probes

- Repeating something they just said
- “Tell me I understand what you’re saying...”
- “Can you give me an example”
- “What do you mean by\_\_\_\_\_”
- “Tell me more”
- “How” and “How do/did you feel about that”
- “Why?”
- “Walk me through that”
- **Silence**

# Getting people to talk about what you're interested in

Sometimes challenging because:

- Your topic is abstract & you can't ask people directly without leading them
- They aren't used to or comfortable talking about it
  - Taboo subjects (money)
  - Personal subjects (intimacy)
  - Controversial topics (racism)
- They have really never thought about it (much less talked about it)
- People are uncomfortable sounding unintelligent, uninformed, contradictory, incoherent
- You lack their trust

# Interview Transcripts

By week 7, you are required to complete at least 3 formal interviews, lasting at least 30 minutes each, and transcribe at least one of them

if your interview is longer, you may just transcribe the first 30 minutes

In order to transcribe them, you have to record them!

**MAKE SURE TO ASK PERMISSION TO RECORD YOUR INTERVIEW  
AND ASSURE CONFIDENTIALITY (THE USE OF PSYDOYNMS)**

**\*Talk to me if you need a recording device\***

# Interview Transcripts

LJD: Do you think that individuals should be passionate about their work?

Interviewee: They should be passionate about their work.

LJD: Why?

Interviewee: Depending on their work, it's extremely important, like a doctor should be passionate about what he does, because he's affecting other people in their lives. But if I was to say an accountant – well, from a human perspective, they should be passionate about their work, just because I think they'll be a happier individual.

So just for me as like a person caring for a person, they should be passionate about their work, but – and like I said I think you just get a better employee, you get a better worker, you get a better outcome if people are passionate about what they're doing.

If they're not passionate about it, you might get some more laziness, you might get dissatisfaction, you might get you know emptiness, unfulfilled, you might get you know people aren't – they leave the job if they're not passionate.

# Interview Transcripts

## DIRECTIONS:

- Ask permission to record the interview, assure confidentiality (you will not use their name or expose their identity)
- Listen to your audio recorded interview and type it out
- Indicate who is speaking
- Decide whether you will transcribe verbatim or non-verbatim, and why.

**Verbatim:** transcribes every nuance of the conversation—all of the words, along with every cough, sigh, laugh, pause, UM, etc.

**Non- Verbatim:** transcribes every word, without any extra nuance.

# Your Interview

Before we workshop your guide, spend 5 minutes working on your guide, wherever you are in the process.

**Every. Single. Question. should have a purpose.**

**(ask yourself: how does this help answer my research question?)**

Get in groups of 3. Perform each role once:

**Interviewer:** pick a few questions and spend 5 minutes interviewing your peer (provide background knowledge if necessary)

**Interviewee:** answer interview questions in good-faith (you may need to play a role. Offer feedback at the end, too!)

**Observer:** take notes on the interaction and offer constructive feedback to the interviewer.

# Next week!

- Catch up week (2 weeks to finish field work)
  - Read ONE of the following—your choice:
- \* PAY ATTENTION TO THE FLOW OF ACADEMIC WORK\*
- Satterlund, Travis and Christine Mallinson. 2006. “Practical Realities and Emotions in Field Research: The Experience of Novice Fieldworkers.” *Social Thought & Research* 27:123-152.
  - Goode, Erich. 2002. “Sexual Involvement and Social Research in a Fat Civil Rights Organization.” *Qualitative Sociology*. 25 (4): 501-534
- Reflection Paper: 2-3 page double spaced reflection in which you critically engage with the week’s reading. A good paper will be one that demonstrates clear understanding of the reading and a careful reflection that provides evidence of original thought (not mere regurgitation) and connections to your own fieldwork experiences where appropriate. *Be prepared to discuss these with the class.*

# Week 7

SOC 60 F 17

DePalma

2005 Pew Research survey:

51% of respondents said they favored “making it legal for doctors to give terminally ill patients the means to end their lives”

but only 44% said they favored “making it legal for doctors to assist terminally ill patients in committing suicide.”

# Writing Survey Questions

## **AVOID**

- Double negatives
- Double-barreled questions
- Questions that cant be answered
- Confusing terms
- Vague language
- Leading questions
- Priming
- “committing” respondents to answers in later questions due to context effects

## **DO**

- Allow for disagreement
- Minimize trigger biases
- Allow fence sitters
- Prevent floaters by including “I don’t know”
- Be specific
- Make categories exhaustive
- Make categories mutually exclusive

January 2003 Pew Research survey: When people were asked whether they would: “favor or oppose taking military action in Iraq to end Saddam Hussein’s rule,”

68% said they favored military action

25% said they opposed military action.

However, when asked whether they would “favor or oppose taking military action in Iraq to end Saddam Hussein’s rule even if it meant that U.S. forces might suffer thousands of casualties,”

43% said they favored military action

48% said they opposed military action

# Bivariate analysis and Contingency tables (crosstabs)

## **Existence**

- Is there a relationship?

## **Strength**

- How strong is the relationship?
- Percentile difference

## **Direction** (continuous variables)

- If higher(lower) levels of IV are associated with higher(lower) levels of the DV, the relationship is (+)
- If higher (lower) levels of the IV are associated with lower (higher) levels of the DV, the relationship is (-)

## **Pattern**

- Essentially like direction, but for categorical and nominal variables.
- Can you see any pattern? Increasing, decreasing, increasing then decreasing, etc..

What is the relationship between political preference and sex?

IV: sex

DV: political preference

# Expected/Null/No relationship

	<b>Men</b>	<b>Women</b>	<b>Total</b>
Democrat	110 (55%)	110 (55%)	220
Republican	90 (45%)	90 (45%)	180
Total	200 (100%)	200 (100%)	400

45% of men are republican, 45% of women are republican—there is no variation based on sex

# Observed Relationship

	Men	Women	Total
Democrat	100 (50%)	120 (60%)	220 (55%)
Republican	100 (50%)	80 (40%)	180 (45%)
Total	200 (100%)	200 (100%)	400

- 50% of men are republican, 40% of women are republican, There is variation based on sex
- The STRENGTH of this relationship is  $|50\% - 60\%| = 10\%$

# Example

**RQ:** What is the relationship between watching TV and level of trust

**Hypothesis:** The more TV one watches, the less trusting one is (-)

What is a concept?

What is the IV?

What is the DV?

What could an indicator of the IV be?

What could an indicator of the DV be?

# Example

**RQ:** What is the relationship between watching TV and level of trust

**Hypothesis:** The more TV one watches, the less trusting one is (-)

	<b>0-2 hrs.</b>	<b>3+hours</b>	
Can Trust	95 38.3%	72 29.6%	167 34%
Cannot Trust	153 61.7%	171 70.4%	324 66%
	248 100%	243 100%	491 100%

Q: Does this bivariate table support my hypothesis?

Q: What is a descriptive statistic here?

Q: When would you use a median instead of a mean?

Q: If I have a nominal variable, what measure of central tendency should I use?



# SOCIOLOGY 121: ECONOMY AND SOCIETY

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WEEK 5: THE BIG PICTURE AND YOU  
ECONOMIC INEQUALITY

Lindsay J. DePalma

[ldepalma@ucsd.edu](mailto:ldepalma@ucsd.edu)

OH: Tuesday 9-11, SSB 453



# Agenda

- I. Announcements
- II. Survey
- III. Money for Nothing review
- IV. Financialization and inequality
- V. Warm up
- VI. Economic inequality



# Announcements

*No hardcopy evals → please complete the online evaluation for me!*

\*Final due by SATURDAY at 11:59 pm on TritonED\*

All other assignments will be graded and posted by end of day  
Friday → make sure to look in comment box for any comments I've made on the memos

THANK YOU for being such a WONDERFUL class!

Enjoy the rest of your summer

# Money for Nothing review

#1

Money for Nothing focuses primarily on the \_\_\_\_\_ as responsible for the financial crisis.

- A. Investment bankers
- B. Consumers
- C. FED
- D. CEOs

#2

Money for Nothing argues that “The Great Moderation” in the 80s encouraged the idea that the market can self regulate

- A. True
- B. False

# Money for Nothing review

#3

Money for Nothing argues that Alan Greenspan (1987-2006) stuck to his ideology and did not intervene in the market

- A. True
- B. False

#4

The 2008 bailout was the first major government bailout, setting a new precedent

- A. True
- B. False

# Money for Nothing review

#5

“Money for Nothing” refers to:

- A. The replacement of the gold standard with the dollar
- B. Low interest rates
- C. Both A and B
- D. Neither A nor B

“Deep down, monetary policy screws around with our heads, and it influences the amount of risk you and I are prepared to take” – Peter Fisher

“Capitalism doesn’t work very well when money is free. And when its free for too long it corrupts the system” –Peter Fisher

What do YOU think is primarily responsible for the Great Recession?

#6

- A. The FED
- B. Corporate greed
- C. Consumer greed (or stupidity)
- D. Economic Theory
- E. Policy/institutional Flaws

# Financialization and Inequality

*Financialization here to stay?*

Inequality created in part by financialization will be difficult to reverse given the correlation between political power and economic wealth (Carruthers 2015)

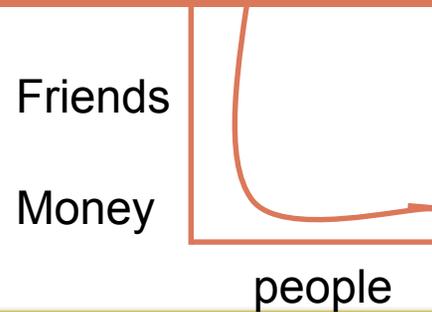
- Extension of intellectual property constituency
- Growth of derivative markets constituency

Q: WHO benefits from financialization?

A: People with capital (material, cultural, social)

- Intergenerational wealth and literacy
- Material capital (money)
- Cultural or human capital (know how, skills)
- Social capital (networks)

# Who gets to play?



## Social and Human Capital: one's network and ability to use it

### The strength of weak ties

**Granovetter (1995):** networks are crucial for jobs; weak ties are more important than strong for access to upward mobility

**Burt (1992):** theory of structural holes, whereby actors who function as bridges between two networks hold a powerful position in a given network.

**Erickson (2003):** not breadth or strength of connections that matter, but variance

**Beller and Hout (2006):** wealth, income, and occupational immobility are highest at the top and the bottom (escaping wealth or losing wealth more difficult)

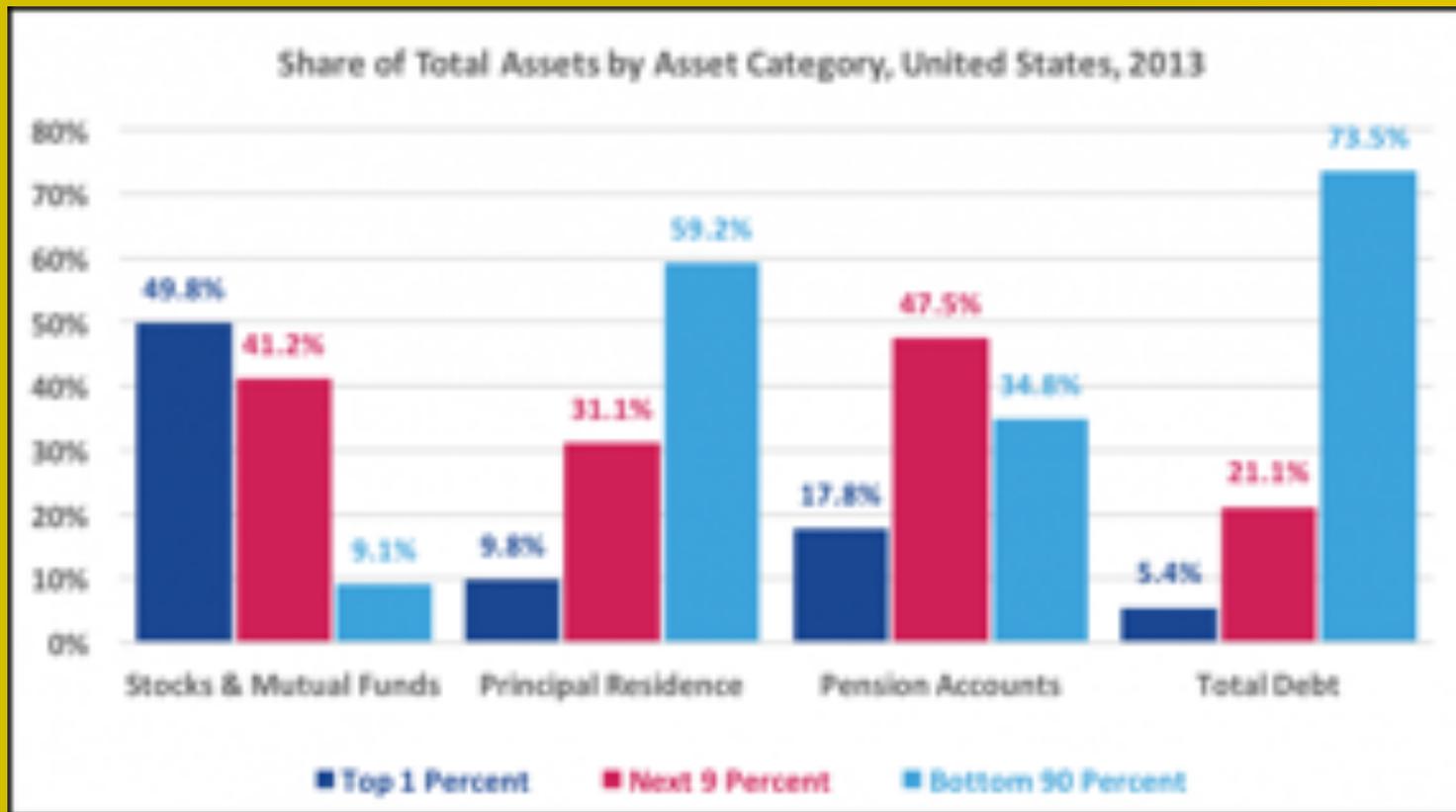
**Chang (2005):** networks are economically and educationally homogenous.

↓ Economic class    ↑ primary reliance on friends and family

**Carruthers and Kim (2011):** financial innovations test financial literacy. Disclosure does not solve the problem, and many consumers don't understand their financial obligations. Decision making under uncertainty can produce widespread emulation.

# Who gets to play?

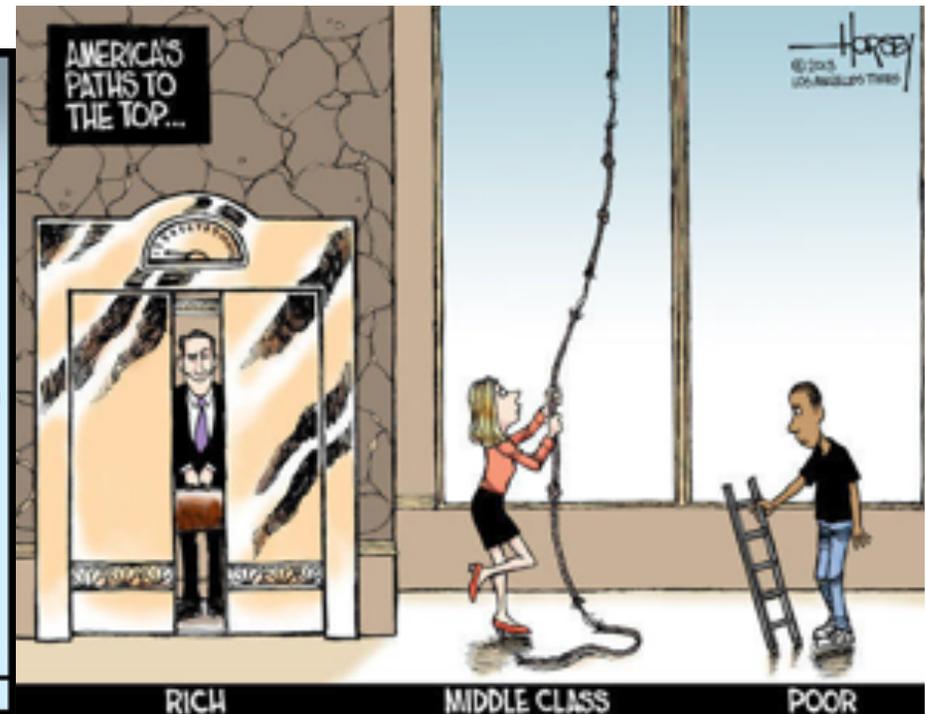
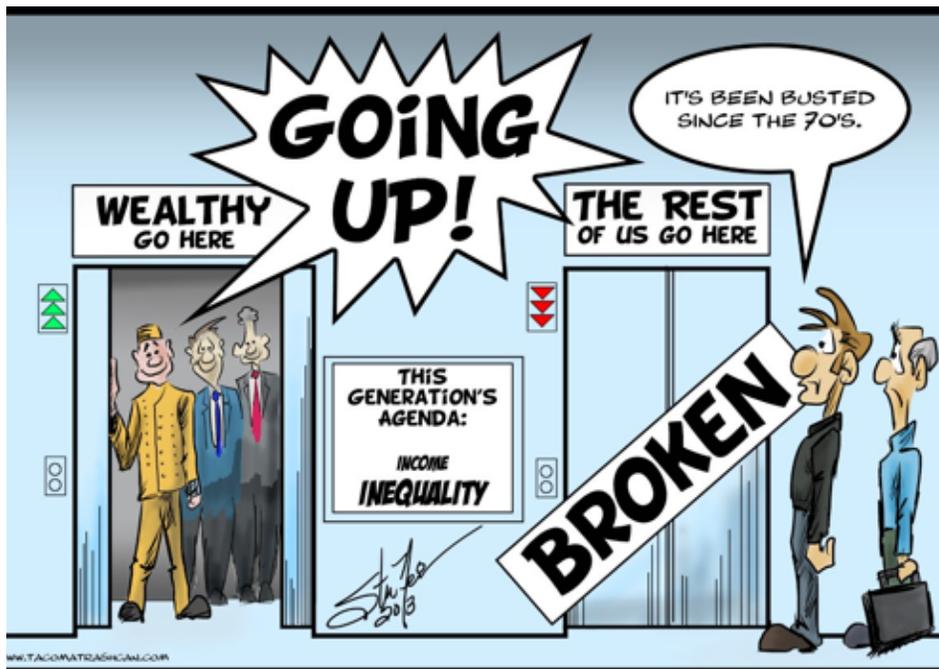
## Material Capital:



(2010) Top 20% own 95% of financial wealth (non home wealth)

# Inequality Warm Up

## Wealth Inequality in America



# Inequality overview

- Although our economy has grown nearly 60% since the 1970s, and Americans are 80% more productive, middle class incomes have barely increased
- Adjusted for inflation, a typical male worker in 1978 made more than a typical worker in 2010
  - 1978: \$48,302
  - 2010: \$33,731
- The economy relies on a strong middle class because it consumes most
- Reich argues that the middle class coped in the last few decades by working longer, dual earning, and accruing debt

# Income Inequality

- Unequal opportunity
  - Education is growing fastest among the top earners
  - Life expectancy is approx. 6 years MORE for top 20%
  - Top 1/3 of income earners are increasingly more happy
- Aggregate effects (not just those at the bottom)
  - Higher inequality = lower consumer demand
  - Higher inequality = lower income growth in the middle  
(data don't suggest it has an effect on poor household income growth)

- In California, the average CEO makes \$5,181,011, while the average worker makes \$48, 691.
- The Pay Ratio of CEO to the Minimum Wage worker is 311:1



- A full time minimum wage Wal-Mart employee would need to work 1,372 hours (171.5 8 hour days) to equal a single hour of their CEO's pay
- The majority of minimum wage workers are women over 25, Black, have some college, and live in the south



# United for Fair Economy

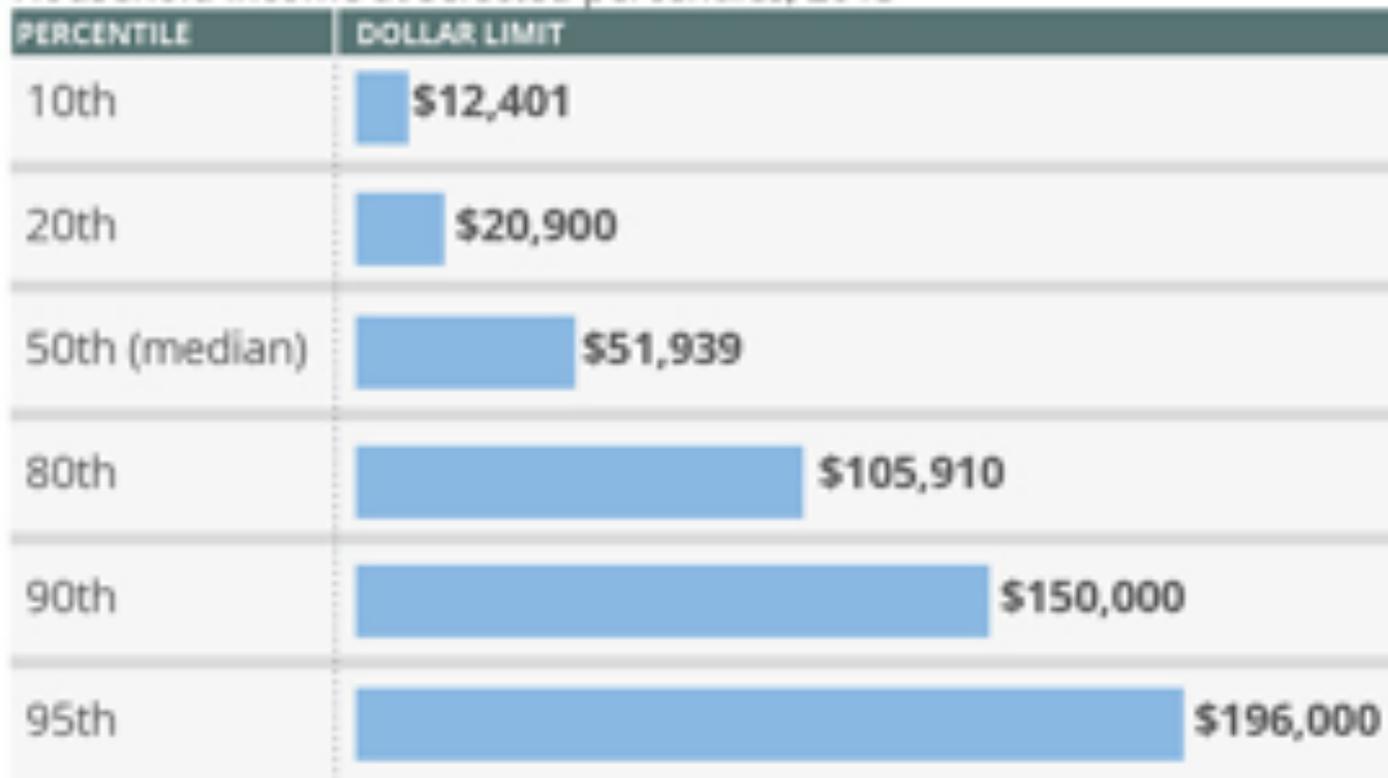
<http://faireconomy.org>

- Middle-Income families depend more on income from WORK than high-income families
- Only 27.3% of the top 1%'s income comes from work, compared to 67.8% in the middle 20%
  - The majority of the top 1%'s income comes from wealth
- Income tax rates are significantly lower for capital gains and dividends, compared to wages and salaries
- The top 20% of households with the highest incomes got \$0.93 of every dollar the federal government gave away on special tax breaks for capital gains and dividends

Wealth or income class	Mean household income	Mean household net worth	Mean household financial wealth
Top 1 percent	\$1, 318, 200	\$16, 439, 400	\$15,171,600
Top 20 percent	\$226, 200	\$2,061,600	\$1,719,800
60 <sup>th</sup> -80 <sup>th</sup> percentile	\$72,000	\$216, 900	\$100, 700
40 <sup>th</sup> -60 <sup>th</sup> percentile	\$41,700	\$61,000	\$12,200
Bottom 40 percent	\$17,300	-\$10,600	-\$14,800

## Underneath the 1%

Household income at selected percentiles, 2013

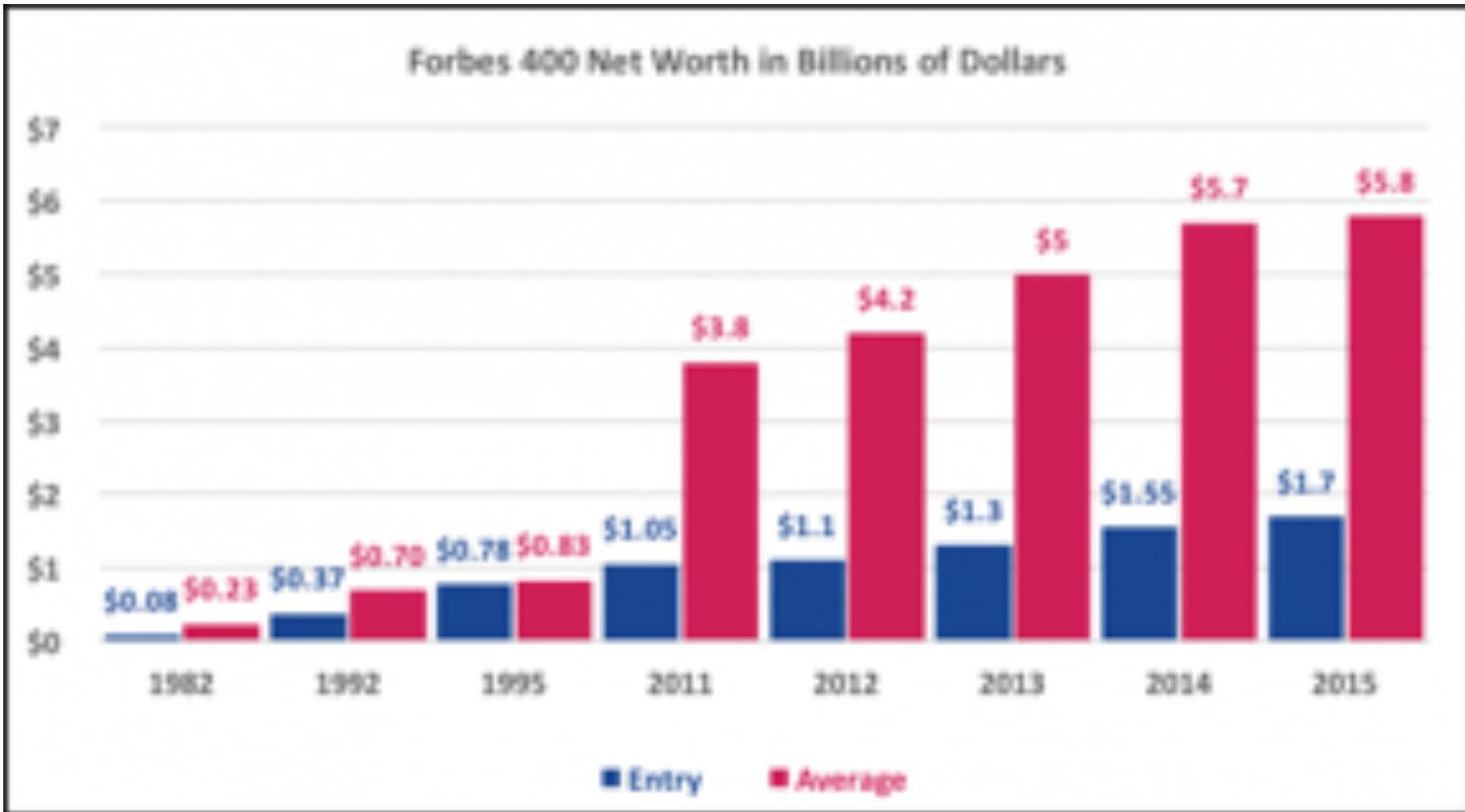


Source: Census Bureau

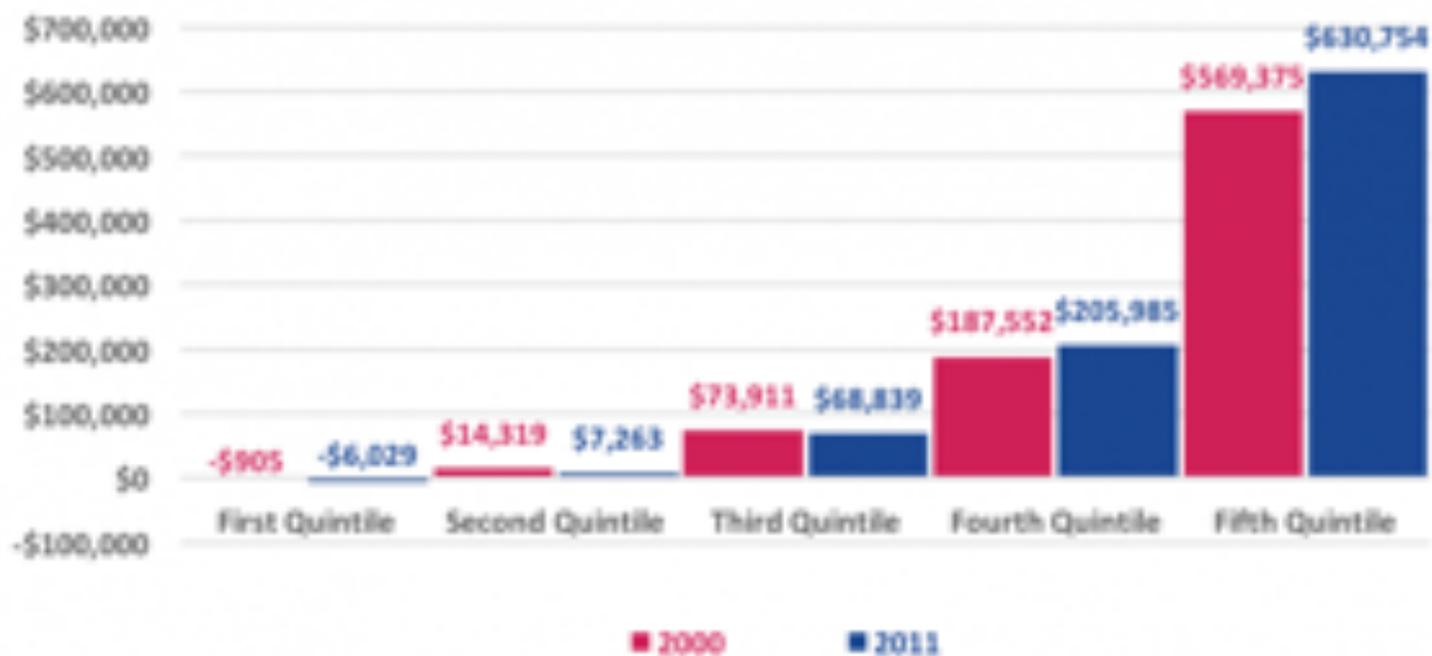
- 
- Nick Hanauer TED talk, 6 min.

<https://www.youtube.com/watch?v=ilhOXCgSunc>

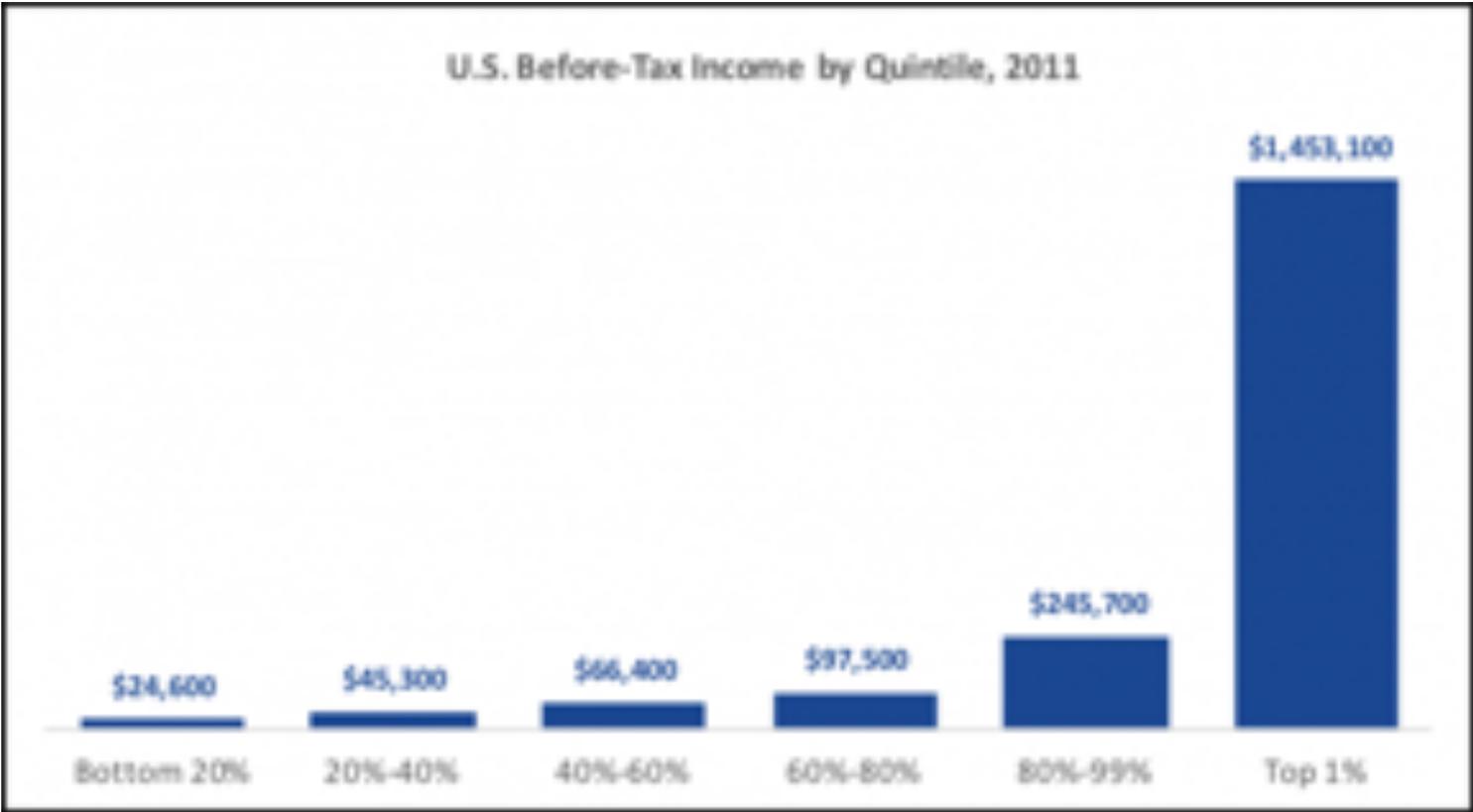
- <http://www.upworthy.com/that-iphone-in-your-pocket-you-d-be-surprised-where-the-money-goes-when-you-buy-it>



Median Household Net Worth by Net Worth Quintiles, United States, 2000 and 2011











Presentations

## Economic Mobility: Relative v. Absolute

### RELATIVE

improving class  
moving up the ladder

### ABSOLUTE

improving income  
remaining on the same rung

Which one do you think is more important?  
Should we care if one is in the same relative position, if his or her absolute income is improving?

# So, should we care?

#7 Should we care about economic inequality enough to do something about it?

- A. Yes
- B. No

1. What's the biggest problem with economic inequality?
2. What's the biggest cause?
3. Why aren't people more pissed off about it?

## Mechanisms

- Development of character (perseverance, self-discipline, curiosity—human capital)
- Civic associations (social capital)
- Marriage
- Family stability
- Parenting
- Parental income & spending (financial capital)
- Parental education
- K-12 education
- Early education
- Neighborhood

## Solutions

- Early education
  - Kenworthy
- Government transfers and funding
  - Kenworthy
- Strengthen civil society, especially family
  - Butler
- Government withdrawal
  - Butler

\*note that k-12 education is not here because data show that K-12 maintains the gaps that already exist. Higher education is a different story!

# Final Paper (31%)

- This is not a reflection paper— that means I don't want to hear about what YOU think , or colloquial language.
- This paper is your opportunity to use what you've learned and read about this quarter to analyze an economic phenomenon from the perspective of an economic sociologist.
  - **Do not summarize course material**, USE course material synthetically to analyze an economic phenomenon
- Follow format guidelines
- Create an outline
- EDIT your work
- Make sure you use the sources accurately, specifically, and explicitly, and that your sentences are coherent, **specific**, and **explicit**—don't be vague!

## **Strong papers will:**

- Be well written
- Synthesize course sources
- Leverage specific arguments and/or data from course sources
- Strategically utilize, not summarize, course material
- **Be sociological**



# Final Prompt group brainstorm

1. PLANET MONEY Episode 536: The Future Of Work Looks Like A UPS Truck
2. PLANET MONEY Episode 283: Why Do We Tip?
3. PLANET MONEY Episode 538: Is a Stradivarius Just a Violin?
4. PLANET MONEY Episode 672: Bagging the Birkin
5. PLANET MONEY Episode 682 When CEO pay Exploded
6. PLANET MONEY Episode 670 The Santa Suit



Raise your hand if you have any questions, either as a group or individually! This time is for YOU



## Course and Instructor Evaluation Summary Department of Sociology

DePalma, Lindsay Jean  
SOCI 104 - Fld Res:Meth/Participant Observ (A)  
Spring Quarter 2017

**Number of Students Enrolled: 20**  
**Number of Evaluations Submitted: 16**

### 1. Your class level is

0 (0.0%): freshman  
2 (13.3%): sophomore  
9 (60.0%): junior  
4 (26.7%): senior  
0 (0.0%): graduate  
0 (0.0%): extension  
1: [No Response]

### 2. Your reason for taking this class is

14 (100.0%): major  
0 (0.0%): minor  
0 (0.0%): gen. ed.  
0 (0.0%): elective  
0 (0.0%): interest  
2: [No Response]

### 3. What grade do you expect in this class?

5 (33.3%): A  
9 (60.0%): B  
1 (6.7%): C  
0 (0.0%): D  
0 (0.0%): F  
0 (0.0%): P  
0 (0.0%): NP  
1: [No Response]

## **INSTRUCTOR Lindsay DePalma**

4. Instructor displays a proficient command of the material.

9 (60.0%): strongly agree  
6 (40.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

5. Instructor is well prepared for classes.

11 (73.3%): strongly agree  
4 (26.7%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

6. Instructor's speech is clear and audible.

12 (80.0%): strongly agree  
3 (20.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

7. Instructor explains the course material well.

7 (46.7%): strongly agree  
6 (40.0%): agree  
2 (13.3%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

8. Lectures hold your attention.

6 (40.0%): strongly agree  
6 (40.0%): agree  
3 (20.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

9. Instructor's lecture style facilitates note-taking.

9 (60.0%): strongly agree  
2 (13.3%): agree  
3 (20.0%): neither agree nor disagree  
1 (6.7%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

10. Instructor shows concern for students' learning.

11 (73.3%): strongly agree  
4 (26.7%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

11. Instructor promotes appropriate questions/discussion.

11 (73.3%): strongly agree  
4 (26.7%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

12. Instructor is accessible outside of class.

8 (53.3%): strongly agree  
6 (40.0%): agree  
0 (0.0%): neither agree nor disagree  
1 (6.7%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

13. Instructor starts and finishes class on time.

12 (80.0%): strongly agree  
3 (20.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

14. Instructor is effective in promoting academic integrity.

10 (66.7%): strongly agree  
5 (33.3%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

15. The instructor practiced effective teaching strategies that acknowledged and valued differences among students, including differences of race and gender identity.

11 (73.3%): strongly agree  
4 (26.7%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

### **COURSE MATERIAL SOCI 104**

16. The course material is intellectually stimulating.

7 (46.7%): strongly agree  
6 (40.0%): agree  
2 (13.3%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

17. Assignments promote learning.

9 (60.0%): strongly agree  
6 (40.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

18. Required reading is useful.

5 (35.7%): strongly agree  
7 (50.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
2 (14.3%): not applicable  
2: [No Response]

19. This course is difficult relative to others.

6 (40.0%):	strongly agree
8 (53.3%):	agree
1 (6.7%):	neither agree nor disagree
0 (0.0%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable
1:	[No Response]

20. Exams are representative of the course material.

2 (13.3%):	strongly agree
6 (40.0%):	agree
1 (6.7%):	neither agree nor disagree
0 (0.0%):	disagree
0 (0.0%):	strongly disagree
6 (40.0%):	not applicable
1:	[No Response]

## GENERAL QUESTIONS

21. I learned a great deal from this course.

8 (53.3%):	strongly agree
6 (40.0%):	agree
0 (0.0%):	neither agree nor disagree
1 (6.7%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable
1:	[No Response]

22. How many hours a week do you spend studying outside of class on average?

0 (0.0%):	0-1
2 (14.3%):	2-3
4 (28.6%):	4-5
3 (21.4%):	6-7
2 (14.3%):	8-9
2 (14.3%):	10-11
0 (0.0%):	12-13
0 (0.0%):	14-15
0 (0.0%):	16-17
0 (0.0%):	18-19
1 (7.1%):	20 or more
2:	[No Response]

23. How often do you attend this course?

0 (0.0%):	Very Rarely
0 (0.0%):	Some of the Time
15 (100.0%):	Most of the Time
1:	[No Response]

24. Do you recommend this course overall?

13 (86.7%): Yes  
2 (13.3%): No  
1: [No Response]

25. Do you recommend this professor overall?

15 (100.0%): Yes  
0 (0.0%): No  
1: [No Response]

**PLEASE COMMENT ON THE FOLLOWING:**

26. Instructor Lindsay DePalma:

- Lindsay is extremely patient answering questions. She does a well job explaining the materials and assignments. I enjoyed having her teach this course.
- She knows how to teach the methods very well! She allows for people to ask questions. She is very patient and kind and willing to answer any question that I had!
- Beautiful and amazing professor
- She is extremely helpful when you are confused about something. She really makes sure that you understand what's going on.
- Professor DePalma was an incredible professor. All of her lectures and power points were very helpful and gave useful information and she would give great feedback on the papers that we would turn in all throughout the quarter and she was always there to answer any question we had. She worked hard in providing us with things we needed in order to do well in the class. She was always making sure that the students understood what was happening in the class and what she was asking of us. She was always very clear of what had to be done in the class.
- Best teacher to take this course with, she's relaxed and easy to talk to. Explains material and what we need to do very well.
- Lindsey appeared to be very prepared for each class and taught to us in a very personal manner. I felt a close connection to Lindsay and the rest of class that I usually do not feel in traditional lectures.
- This course has been very frustrating- and it is at no fault of the instructors. Mrs. Depalma is able to communicate her lectures very clearly and eloquently. However, the way that the class is set up conducted many confusing and defeated moments. Having our graded papers back after we have already submitted another assignment was inefficient. Each time I got back helpful criticism, I had already submitted a paper that is "wrong." I wish at the beginning of class, the issues of my question (such as it not being sociological enough) was more openly discussed as a class at the start.
- Amazing professor. Clearly shows compassion and diligence towards helping her students.

27. Please provide examples of the ways the instructor did or did not create a learning environment that welcomed, challenged, and supported all students.

- She was always available outside of the class in order to answer questions that I had. She was always very helpful with any questions or concerns that I had. Whenever I was confused about something she was always there to clarify right away what she needed or what she meant. She was good at presenting the information and made it easier to learn and take in the information as well as taking good notes.
- The activities (word clouds, videos, practicing observations, readings, discussions) all helped the class to flow very well. It made the 3 hours go by faster.
- She told us to break into groups to discuss our findings within our research and then went around each group and gave us her comments.
- Class activities, had everyone talk but wasn't forceful. Students were partnered up during every class for class activities
- When we went out and practiced observation it would have been kind of cool to see how Lindsey does it.
- Workshops with other students was fun and helped me a lot. She went around the room and gave you more personal feedback.

28. Course SOCI 104:

- I think that practicing all three methods was helpful in learning them, but I also thought that it was too extensive. It was quite a bit of work to perform all three methods. I think it would be easier to do one out of the three for a longer duration. I personally would rather have conducted more interviews instead of doing observation or participant observation because interviews provided for me the depth of knowledge and feeling that I was looking for to answer my research question
- Hardest Soci class I have taken
- It's a good course when someone is looking into becoming a sociologist. You really get involved with the methods of research.
- I liked how small the class was, I couldn't do the same course in a large lecture hall.
- SOCI 104 is hard, but got through it with Professor Depalma
- Very useful
- Overall this course wasn't the easiest. It took up a lot of time outside of the classroom and we really had to work hard in order to succeed in the class. Although it was time consuming, I learned a lot from this class and I really enjoyed the research I had to do. I learned a lot about my self and how hard carrying out research is and then presenting the information at the end. Although I did have some trouble and concerns at points throughout the quarter, overall it was a good experience and I hope to get a good grade in the class.
- Course was informative and I learned a lot.

## 29. Exams/Quizzes/Papers:

- The papers were all do-able and she gave good feedback on heach one.
- We had short papers due every couple of weeks and those were helpful to stay on top of our work and our research. I liked how we had to turn in these short papers because she would provide very helpful feedback on them and it was a good way of seeing where we stood with our research and what we could do to improve it and make it stronger. I believed these short papers being turned in really helped for the presentation at the end and the final paper.
- short and clear
- Papers are not easy but challenging
- Papers were reasonable enough, not to hard and I enjoyed the reading for the reflection paper.
- Papers were short but made you think and reflect. No exams or quizzes which was great because the research took a lot of time.
- the paper is quite a bit of work, but the course work throughout the quarter helps with making the final essay writing process a lot faster

## 30. Reading [title(s) and comments]:

- The readings we had for this class were helpful with our research. They gave good examples and good ideas what we could do for our research and how to carry it out and also how to make it successful. I thought the readings were informative and very useful for our overall research.
- very easy books to read and good selections
- Good thanks
- most of the reading was reviewed in class

Please note that any responses or comments submitted by evaluators do not necessarily reflect the opinions of instructors, Sociology, Academic Affairs, or UC San Diego. Responses and comments are made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express his or her opinion.



## Course and Instructor Evaluation Summary Department of Sociology

DePalma, Lindsay Jean  
SOCI 121 - Economy And Society (A)  
Summer Session I 2016

**Number of Students Enrolled: 16**  
**Number of Evaluations Submitted: 5**

### 1. Your class level is

0 (0.0%): freshman  
0 (0.0%): sophomore  
1 (25.0%): junior  
3 (75.0%): senior  
0 (0.0%): graduate  
0 (0.0%): extension  
1: [No Response]

### 2. Your reason for taking this class is

1 (50.0%): major  
1 (50.0%): minor  
0 (0.0%): gen. ed.  
0 (0.0%): elective  
0 (0.0%): interest  
3: [No Response]

### 3. What grade do you expect in this class?

2 (50.0%): A  
2 (50.0%): B  
0 (0.0%): C  
0 (0.0%): D  
0 (0.0%): F  
0 (0.0%): P  
0 (0.0%): NP  
1: [No Response]

## **INSTRUCTOR Lindsay DePalma**

4. Instructor displays a proficient command of the material.

4 (100.0%): strongly agree  
0 (0.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

5. Instructor is well prepared for classes.

4 (100.0%): strongly agree  
0 (0.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

6. Instructor's speech is clear and audible.

4 (100.0%): strongly agree  
0 (0.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

7. Instructor explains the course material well.

4 (100.0%): strongly agree  
0 (0.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

8. Lectures hold your attention.

4 (100.0%): strongly agree  
0 (0.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

9. Instructor's lecture style facilitates note-taking.

3 (75.0%): strongly agree  
1 (25.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

10. Instructor shows concern for students' learning.

3 (75.0%): strongly agree  
1 (25.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

11. Instructor promotes appropriate questions/discussion.

4 (100.0%): strongly agree  
0 (0.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

12. Instructor is accessible outside of class.

3 (75.0%): strongly agree  
1 (25.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

13. Instructor starts and finishes class on time.

3 (75.0%): strongly agree  
1 (25.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

14. Instructor is effective in promoting academic integrity.

3 (75.0%): strongly agree  
1 (25.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

15. The instructor practiced effective teaching strategies that acknowledged and valued differences among students, including differences of race and gender identity.

3 (75.0%): strongly agree  
1 (25.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

### **COURSE MATERIAL SOCI 121**

16. The course material is intellectually stimulating.

3 (75.0%): strongly agree  
1 (25.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

17. Assignments promote learning.

2 (50.0%): strongly agree  
1 (25.0%): agree  
1 (25.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

18. Required reading is useful.

2 (50.0%): strongly agree  
2 (50.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

19. This course is difficult relative to others.

0 (0.0%): strongly agree  
2 (50.0%): agree  
2 (50.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

20. Exams are representative of the course material.

1 (25.0%): strongly agree  
1 (25.0%): agree  
1 (25.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
1 (25.0%): not applicable  
1: [No Response]

### GENERAL QUESTIONS

21. I learned a great deal from this course.

3 (75.0%): strongly agree  
0 (0.0%): agree  
1 (25.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable  
1: [No Response]

22. How many hours a week do you spend studying outside of class on average?

0 (0.0%): 0-1  
1 (25.0%): 2-3  
0 (0.0%): 4-5  
2 (50.0%): 6-7  
0 (0.0%): 8-9  
0 (0.0%): 10-11  
0 (0.0%): 12-13  
0 (0.0%): 14-15  
0 (0.0%): 16-17  
1 (25.0%): 18-19  
0 (0.0%): 20 or more  
1: [No Response]

23. How often do you attend this course?

0 (0.0%): Very Rarely  
0 (0.0%): Some of the Time  
4 (100.0%): Most of the Time  
1: [No Response]

24. Do you recommend this course overall?

4 (100.0%): Yes  
0 (0.0%): No  
1: [No Response]

25. Do you recommend this professor overall?

4 (100.0%): Yes  
0 (0.0%): No  
1: [No Response]

**PLEASE COMMENT ON THE FOLLOWING:**

26. Instructor Lindsay DePalma:

- Lindsay is very intelligent, kind, and passionate about her job. She is always happy and can easily put a smile on your face. She makes lecture enjoyable.
- VERY VERY GOOD!!! VERY ENGAGING!!! HIGHLY RECOMMEND
- Great at lecturing. I liked the opinion clicker questions that help us get into the mindset of understanding the content. Also liked how she explained the content more than just what was on the slides. I appreciated how she made adjustments that made our workload easier during the later weeks (i.e. taking out readings, changing # of memos) and how she graded everything within a week.
- Lindsay understanding and friendly. She does her best to make everyone feel comfortable and teaches the material with a clear understanding. She makes, normally confusing material, better to understand and is clear.

27. Please provide examples of the ways the instructor did or did not create a learning environment that welcomed, challenged, and supported all students.

- Lindsay created an awesome course structure for a 3 hour class. It combines the perfect amount of lecture/discussion time. Class flows smoothly and encourages retention of information.
- Tried to make everyone included. Did many group work to make everyone comfortable with each other
- Lindsay opened up discussions on how the students felt about a certain argument or material. She allowed students to speak their thoughts and opinion on each material learned in class. It was very easy to participate because you didn't feel discouraged or shot down for giving a wrong answer.
- Not sure how to explain this, but she lectures like she's conversing with us, and that makes it easier to understand the content.

28. Course SOCI 121:

- Interesting
- Interesting topic that many do not know about.

- It can get confusing at times, but if you have someone like Lindsay teaching it, it really helps the learning process.
- Interesting perspectives, especially because it's quite applicable to our daily lives.

### 29. Exams/Quizzes/Papers:

- Liked final paper prompt.
- The papers we had written prior finals, were a great way to help students analyze for the upcoming final
- Memos can get old fast, but there are only 4, and they help you synthesis and think critically. Student presentations are ok. Final paper is representative of course material.

### 30. Reading [title(s) and comments]:

- The readings did get pretty long at times and some of them were a little hard to understand, but overall they were fair. Lindsay did an awesome job at condensing them down after she realized that we didn't have enough time to finish them all. It was really thoughtful and it also helped structured what was the main take-away from the readings.
- Sometimes long, but some were quite interesting. I like how she went over the main arguments so we knew the contributions the authors made.

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**Student IA Evaluation for Lindsay Depalma  
Department of Sociology**

SOCI 60 - Practice of Social Research (Sutton, April Marie)  
Fall 2017

**Number of Evaluations Submitted: 10  
Number of Students Enrolled: 138**

1. The Instructional Assistant was well organized and prepared for class.

8 (80.0%): Strongly Agree  
2 (20.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

8 (80.0%): Strongly Agree  
2 (20.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

8 (80.0%): Strongly Agree  
2 (20.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

7 (70.0%): Strongly Agree  
3 (30.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

6 (60.0%): Strongly Agree  
4 (40.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

7 (70.0%): Strongly Agree  
3 (30.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

8 (80.0%): Strongly Agree  
2 (20.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

8 (80.0%): Strongly Agree  
2 (20.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

8 (80.0%): Strongly Agree  
2 (20.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

8 (80.0%): Strongly Agree  
2 (20.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

10 (90.9%): No issues  
1 (9.1%): Too quiet  
0 (0.0%): Too loud  
0 (0.0%): Too fast  
0 (0.0%): Too slow  
0 (0.0%): Poor grammar and/or English language skills  
0 (0.0%): Used filler words such as "um"  
0 (0.0%): Other (please describe)

12. I would recommend this Instructional Assistant to other students.

9 (90.0%): Strongly Agree  
1 (10.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.

*Please keep your comments constructive and professional, abiding by the Principles of Community*

- Her biggest strength is teaching, everything she goes over from lecture allows us to understand it more.
- Her greatest strength was really keeping us engaged in the topic using polls and worksheets that connected to the lecture.
- I think she did a great job at making all her students feel comfortable in the class in order to ensure that we all participated, gave our opinions, and felt comfortable asking questions.
- Lindsay was really good at helping us understand a concept better. Her methods for teaching worked really well.
- Lindsay's discussion is very helpful! Sometimes, I thought I had already caught the main idea of the new knowledge in class. But Lindsay could manage to point out the weakness or fallacy of my understanding. After every discussion, I felt I had a better understanding of all the new knowledge.
- nice, and encourages participation in discussion
- She was always well prepared, and really enhanced the material we learned in lectures. She also was very good at explaining concepts that were confusing.
- She was very available during office hours, she even changed it to ensure that it was more accessible to everyone. When I was at her office hours, I felt very comfortable talking to her and asking her whatever questions I had regarding the material. She was pretty good at explaining the content, and ensuring that students questions were answered. I really enjoyed her sections because it solidified my understandings of the material. Plus, the polls or quizzes were very useful in testing my knowledge of social research.
- She was very clear, concise, and helpful.

14. Please describe this person's greatest weaknesses as a Instructional Assistant.

*Please keep your comments constructive and professional, abiding by the Principles of Community*

- Her weakness was time management; Class went over time
- I don't think she has a weakness, or at least I did not see one.
- Lindsay's grading was really difficult to understand. There were times when I thought I deserved a higher grade on an assignment
- She could have reviewed more materials from lecture before exams.
- We didn't get through everything she had planned sometimes, but it was not detrimental to learning the material better.

15. Do you have any other comments to add to your evaluation?

*Please keep your comments constructive and professional, abiding by the Principles of Community*

- I could tell she really just wanted us all to learn the material and feel as passionate about it as she did.
- I feel her discussion is very useful and it allows me to understand the topics that the professor goes over in class.
- my favorite TA this quarter!
- Overall, Lindsay is really good at teaching
- She was very understanding of accommodations needed by students with disabilities.

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**Student IA Evaluation for Lindsay Depalma  
Department of Sociology**

SOCI 60 - Practice of Social Research (Andrews, Abigail Leslie)  
Fall 2014

**Number of Evaluations Submitted: 26**  
**Number of Students Enrolled: 157**

1. The Instructional Assistant was well organized and prepared for class.

19 (73.1%): Strongly Agree  
7 (26.9%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

19 (73.1%): Strongly Agree  
7 (26.9%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

15 (57.7%): Strongly Agree  
10 (38.5%): Agree  
1 (3.8%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

12 (46.2%):	Strongly Agree
12 (46.2%):	Agree
2 (7.7%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

13 (50.0%):	Strongly Agree
9 (34.6%):	Agree
2 (7.7%):	Neither Agree Nor Disagree
2 (7.7%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

13 (50.0%):	Strongly Agree
10 (38.5%):	Agree
3 (11.5%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

13 (52.0%):	Strongly Agree
10 (40.0%):	Agree
2 (8.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
1:	[No Response]

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

17 (65.4%): Strongly Agree  
9 (34.6%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

16 (64.0%): Strongly Agree  
9 (36.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable  
1: [No Response]

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

17 (65.4%): Strongly Agree  
8 (30.8%): Agree  
1 (3.8%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

21 (95.5%): No issues  
0 (0.0%): Too quiet  
0 (0.0%): Too loud  
0 (0.0%): Too fast  
0 (0.0%): Too slow  
0 (0.0%): Poor grammar and/or English language skills  
1 (4.5%): Used filler words such as "um"  
0 (0.0%): Other (please describe)

12. I would recommend this Instructional Assistant to other students.

17 (68.0%): Strongly Agree  
7 (28.0%): Agree  
1 (4.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
1: [No Response]

13. Please describe this person's greatest strengths as an Instructional Assistant.

*Please keep your comments constructive and professional, abiding by the Principles of Community*

- -Clearly knowledgeable and passionate about the subject  
-Clarifies key points that the professor makes
- Dependable when you need to clarify what was discussed in lecture.
- enthusiasm
- Even though the course itself was boring, I always looked forward to coming to section because Lindsay was so welcoming and truly showed love for helping students.
- Good at explaining material
- Informative and talkative.
- Lindsay has good teaching skills. She was very clear and helpful in explaining the concepts from the textbook and lecture that were most confusing.
- Lindsay is very friendly and approachable, which made me feel very comfortable in class.
- Lindsay's greatest strengths are her approachability, how much she cares about her students and takes them into consideration, and her knowledge. She also engages students in interesting ways sometimes.
- Ms. DePalma essentially taught most of the class material since Professor Andrews' lectures were more discussion-like, which seemed hard, but she did a good job.
- prepared... has a list of whats expected to be discussed
- She explains concepts thoroughly and shows interest in our understanding of the subject matter.
- She is able to provide examples for the topics covered in lecture and adequately supplement the textbook.
- She is very thorough and organized. She was good at clarifying content that was addressed in lecture. She was great at incorporating games and group work that helped our understanding of the material.
- She made section engaging, and was always helpful. She even changed her office hours because a majority of us had class during the allocated time, based on her occasional section-performance surveys. She frequently brought up engaging activities to class (like group work based on a short video) that helped us understand certain concepts. She demonstrated high levels of knowledge in the material, and even helped me with academic material not related to the course via email and office hours. She even gave us candy before thanksgiving!

- She made sure that we understood the content and was very willing to take the time to expand on something even if only one person in the class needed help.
- She provided many examples and scenarios to help us apply terms rather than simply define them. Also liked how she went ahead of lecture by introducing us to material in addition to reviewing older material as well
- She was personable and easy to discuss course material with. She was available at office hours and was flexible with making other arrangements if we could not make her allotted time. The course material was difficult and extensive and she really helped simplify things, realizing that many of us are not social scientists so the material can be confusing at times. She did a great job at helping us learn and grow in this class.
- She was very well prepared and enthusiastic about the course.
- Willing to listen to the students.

14. Please describe this person's greatest weaknesses as a Instructional Assistant.  
*Please keep your comments constructive and professional, abiding by the Principles of Community*

- Although very few occurrences, she created a bit of confusion with her explanations.
- Didn't have any.
- Do not notice any.
- Hard grader. I still have no idea what was wrong with my assignment.
- I'm afraid that I did not notice any weaknesses in this person as a TA.
- Lindsay wasn't able to thoroughly explain why my group received a specific grade when we asked for an explanation.
- Lindsay's greatest weakness is...not sure. Nothing.
- No weakness in particular
- No weaknesses.
- None that I've noticed.
- None, she was amazing.
- Nothing glaring.
- She didn't seem to communicate effectively with the professor and have an idea of what would/wouldn't be covered in lecture.
- She was very knowledgeable about the subject, but at times she would go off on topics that we were not particularly studying or relevant in a review for a test or quiz.
- Technology is not her strong suit, but she didn't need it to be an effective TA

15. Do you have any other comments to add to your evaluation?

*Please keep your comments constructive and professional, abiding by the Principles of Community*

- I had section on Fridays, so everyone was quite moody during section (which did disappoint the TA), but that's not her fault!
- I really appreciated how ms. DePalma went over the material that Professor Andrews did not.
- Lindsay has been a wonderful TA!
- She was so amazing. I wishes she would be a TA for my future courses. I really enjoyed her section and highly recommend her. She is intelligent and super sweet!
- The lecture slides were very helpful and should definitely be continued. The practice worksheets/problems were also very helpful, especially in preparing for exams.
- Very grateful that she listened to our recommendations.

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