

Pols. 401 (CRN 76629) "Teaching Political Science" MWF, time TBA
Prof. Richard Chadwick, Office: Saunders 616, 956-7180, chadwick@hawaii.edu
Office hours: MW 1:30-3:00 and by appointment (call 956-7180)

Description of my Pols. 401 this semester (Fall 2016)

As I conduct it, the purpose to having a "Teaching Political Science" teaching internship is to give students an opportunity to look at the course they took from me from the teaching side of things, to give you an opportunity to begin to develop your own teaching style by interacting with students in small group discussions, preparing short lectures on various topics covered in the course syllabus (see below for courses being offered this semester by me), help prepare and/or grade quizzes on course content, and write a paper in which you envision how you would organize a course in this area.

Other faculty take different approaches to this course; you may want to talk with our Department Chair, Prof. Kathy Ferguson, or Undergraduate Chair Ehito Kimura, to inquire about what similar opportunities there are with other faculty with whom they've taken courses.

For this Fall I am teaching Pols 315 and 110 (International Relations MWF 10:30-11:20, and Introduction to Political Science 11:30-12:20, both in Saunders 637. You may pick one or the other to work with me.

Assignments

Working with students:

If you take "Teaching Political Science" (Pols. 401, section 2) from me, I will expect *regular* attendance in the 315 or 110 class (whichever one we have agreed on) since familiarity with the lecture material and scheduled activities are essential to being able to assist students to learn. *Attendance will be a major part of your grade.*

Here are the activities in which you will be expected to participate.

1. Facilitate group discussions in class. Circulate a small sheet of paper to students and have them write a question they would like me to address, after I give a brief lecture. I'll give them a point on the quiz for the question. You may circulate from group to group as you feel appropriate. Discussion sessions will be about once a week, perhaps more at the beginning of the semester.
2. Recommend questions to put on quizzes (after Wednesday for the quiz based on what they felt was most important to remember; you'll help facilitate that discussion and supplement their suggestions).
3. Help students with their simulation assignment in 315. There is a short essay written by Prof. Ferguson that provides useful guidance in how to compose an essay of the type useful for the simulation. After reading it over yourself you might want to make a presentation in class on it.
4. In Pols. 315, monitor simulation activities to facilitate participation. Some students have more difficulty than others in participating. Also assure that the "rules of the game" are followed. More on that later.
5. Once a week we will get together outside of class to grade quizzes, exams and essays, as well as discuss progress in the course and possibly make adjustments to the

syllabus looking forward, with the goal of optimizing student learning. The day and time is flexible and should be adjusted to students' schedules, but usually Friday after 12:30 seems to work best although we may have to meet later or on another day if a department or faculty meeting is scheduled for that time. Duration would be about an hour or less.

6. Occasionally I'll assign some readings on my teaching philosophy, on "critical thinking" and other pedagogical matters.
7. About twice during the semester—perhaps more if you wish--you will be making a class presentation on some subject being covered in class. This could be about the reading material (including lectures) or some of the video presentations. Most students in the past have opted to do a short lecture on one or more of the readings, but this can be negotiated. Remember, for a quiz related to your presentation, write out about five questions you would want the students to answer.

That's 60% of your grade. The remaining 40%

8. A final paper will be required, about 20% of your grade, in which you think about designing your own course on this or similar subject matter. What would be its aims? What literature and experience would you draw on? What classroom and extra-curricular activities would you include in the course to encourage student engagement and learning? How would you organize the course? Prepare a draft of the paper for my comments on how it might be improved.
9. The remaining 20% will be based on your attendance. There are about 44 class sessions (this varies from semester to semester). $1 - n/44$ where n is the number of sessions missed, will be your grade for this 20%.

Reading (will be on Laulima)

Chadwick, Richard (2005) "Active Learning and Simulation"
Ferguson, Kathy (2014) "How to Read a Political Text"
Ferguson, Kathy (2014) "How to Write a Political Text"

Additional readings may be recommended.