

# USING EXTENDED EXAMPLES TO ENHANCE DISCUSSION SECTIONS

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*THE  
CASE  
METHOD*

# AGENDA

- 1. Introduction**
- 2. The Traditional Case Method**
- 3. Examples from Undergrad Classrooms**
- 4. How will you use it? Locating case materials.**
- 5. Summary: Benefits of the Case Method**

# WHAT IS THE TRADITIONAL CASE METHOD?

**Case:**

**Assistant Professor Graham and Ms. Macomber**

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# WHAT DOES THIS LOOK LIKE WITH UNDERGRADS?

Three examples from our own teaching

- An original narrative case
- Analysis of visual material
- Example from popular press

Clarify content material.

Increase participation.

Model analytical thinking.

# ORIGINAL NARRATIVE CASE

**What types of capital (economic, human, social, cultural) factor in to Melissa's educational success?**

<b>The Challenge</b>	<b>Integrate multiple weeks of theoretical concepts</b>
<b>The Goal</b>	<b>Improve conceptual precision by applying theories to a new example</b>
<b>The Exercise</b>	<b>Review chart of key concepts; read narrative account Group Discussion: What are the important reasons for the outcome? How might the outcome be different if [X]? What part of the outcome isn't explained by the theories?</b>
<b>The Unexpected Benefit</b>	<b>Great depth of discussion... hit on a central tension in the discipline (structure vs agency), but with concrete details to ground the debate.</b>

# SAMPLE: ORIGINAL NARRATIVE CASE

*Melissa is a 28 year old young professional, working an interesting desk job in a major city. After growing up in a rural west coast community, she became the first in her family to earn a college degree, graduating from a top liberal arts college. When asked to explain her educational path, she shares her story.*

I graduated 3<sup>rd</sup> in my class. I took the most advanced coursework available, including AP English Lit (the one AP course in my school), calculus and physics. I had good teachers who pushed me to do well and encouraged me to “get out of this place”—teaching is one of the few jobs for college educated people in the town, and teachers are well-respected.

The high school was the center of the community: the local newspaper breathlessly followed the basketball team’s run for the state title each year, and local businesses supported the fundraising efforts of the drama department, choirs and band. My education was solid on the fundamentals, but my competition on the debate team really helped me be more socially and academically successful at a rigorous college. I spent my weekends arguing about political theory with kids from across the state, and most of my friends from were other debaters instead of classmates from my own school. While I never had to work during the school year, my participation in debate was a financial stretch for my family—the \$25 I needed for food at weekly tournaments wasn’t cheap. I was a successful debater, placing 2<sup>nd</sup> in the state as a senior.

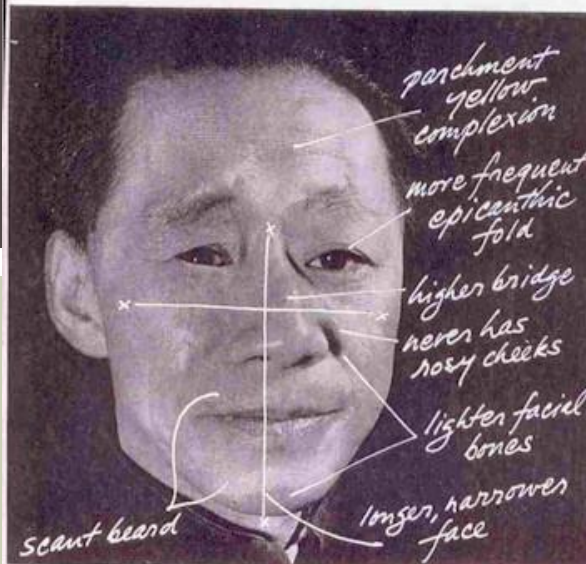
# VISUAL EXAMPLE

**How do visual images communicate concepts and convey history?**

<b>The Challenge</b>	<b>See images as primary documents for historical analysis</b>
<b>The Goal</b>	<b>Move beyond description to analysis supported by details</b>
<b>The Exercise</b>	<b>Closely examine document individually</b> <b>Discussion:</b> <ul style="list-style-type: none"><li>- Why was this document created and for what audience? (what are clues in the document?)</li><li>- What does the document tell us about racial formation in a specific time period? What role do racial boundaries play in the construction of citizenship ideals?</li></ul>
<b>The Unexpected Benefit</b>	<b>High level of student engagement and enthusiasm.</b>

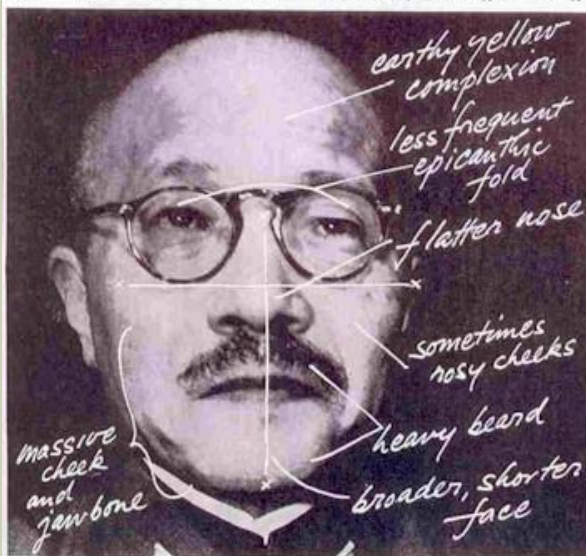


# SAMPLE: VISUAL EXAMPLE



Chinese public servant, Ong Wen-hao, is representative of North Chinese anthropological group with long, fine-boned nose and scant beard. Epicanthic fold of skin above eyelid is found in 88% of Chinese. Southern Chinese have round,

broader faces, not so massively boned as the Japanese. Except that their skin is darker, this description fits Filipinos who are often mistaken for Japs. Chinese sometimes pass for Europeans; but Japs more often approach Western types.



Japanese warrior, General Hideki Tojo, current Premier, is a formal, closer to type of humble Jap than light-bred relative of Imperial Hirohito. Typical are his heavy beard, massive cheek and jaw bone. Present Jap is squat Mongo-

loid, with flat, blob nose. An often sounder clue is facial expression, shaped by cultural, not anthropological, factors. Chinese wear rational calm of tolerant realists. Japs, like General Tojo, show humorless intensity of ruthless mystics.

## HOW TO TELL JAPS FROM THE CHINESE

### ANGRY CITIZENS VICTIMIZE ALLIES WITH EMOTIONAL OUTBURST AT ENEMY

In the first discharge of emotions touched off by the Japanese assaults on their nation, U. S. citizens have been demonstrating a distressing ignorance on the delicate question of how to tell a Chinese from a Jap. Innocent victims in cities all over the country are many of the 75,000 U. S. Chinese, whose homeland is our staunch ally. So serious were the consequences threatened, that the Chinese consulate last week prepared to tag their nationals with identification buttons. To dispel some of this confusion, LIFE here advises a rule-of-thumb from the anthropometric conformations that distinguish friendly Chinese from enemy alien Japs.

To physical anthropologists, devoted debunkers of race myths, the difference between Chinese and Japs is measurable in millimeters. Both are related to the Eskimo and North American Indian. The modern Jap is the descendant of Mongoloids who invaded the Japanese archipelago back in the mists of prehistory, and of the native aborigines who possessed the islands before them. Physical anthropology, in consequence, finds Japs and Chinese as closely related as Germans and English. It can, however, set apart the special types of each national group.

The typical Northern Chinese, represented by Ong Wen-hao, Chungking's Minister of Economic Affairs (left, above), is relatively tall and slenderly built. His complexion is parchment yellow, his face long and delicately boned, his nose more finely bridged. Representative of the Japanese people as a whole is Premier and General Hideki Tojo (left, below), who betrays aboriginal antecedents in a squat, long-torsoed build, a broader, more massively boned head and face, flat, often pug, nose, yellow-ocher skin and heavier beard. From this average type, aristocratic Japs, who claim kinship to the Imperial Household, diverge sharply. They are proud to approximate the patrician lines of the Northern Chinese.



Chinese journalist, Joe Chiang, found it necessary to advertise his nationality to gain admittance to White House press conference. Under Immigration Act of 1924, Japs and Chinese, as members of the "yellow race," are barred from immigration and naturalization.

# DISCUSSION OF POPULAR CULTURAL CRITICISM

**Controversial argument that young men today simply fail to “Man Up”**

<b>The Challenge</b>	Reading with a complex macrostructural argument is more difficult to grasp because of an unfamiliar country context.
<b>The Goal</b>	Digest the week’s concepts by applying the theoretical model derived from Japanese case to the US context.
<b>The Exercise</b>	Read a timely WSJ excerpt from a controversial book. Map the argument on the board as a group. Group Discussion: What would this week’s reading suggest is missing from this account? What data are offered? Are these believable?
<b>The Unexpected Benefit</b>	Students appreciate the chance to revisit popular material with a more rigorous eye.

# STRENGTHS AND WEAKNESSES OF THESE STRATEGIES

**Discuss.**

- **Writing your own case**
- **Visual examples**
- **Examples from the news**

**What makes good case material?**

**What can go wrong?**

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# STRENGTHS OF CASE DISCUSSIONS

- Can be effective even with a large group
- Active participation
- Real-time feedback on student confusion
- Build confidence and skills for attacking unfamiliar material
- Structured steps feel productive relative to freer discussion.

**THANK YOU! FEEDBACK.**

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