

# Teaching Sensitive Topics

**Presenters: PIE Associate and 2017 OTAA Winner, Haley Gentile, Sociology, and PIE Associate, Kate Pierson, School of Theatre**

# Upcoming Workshops!

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**Monday, July 10th from 3:30–5:00pm**  
**Using Canvas to Teach**

Have you heard--by spring 2018, FSU will no longer be using Blackboard. The university is currently in the process of transitioning to Canvas, as our new course management system. This summer some instructors are taking Canvas for a test drive. In anticipation of the switch, we want to know: what are the realities of using Canvas in your classroom? Join us for a panel discussion where we get the down and dirty details from those who have been using it this summer.

**TRIGGER WARNING**

The great debate about trigger warnings...



# An Alternative Approach

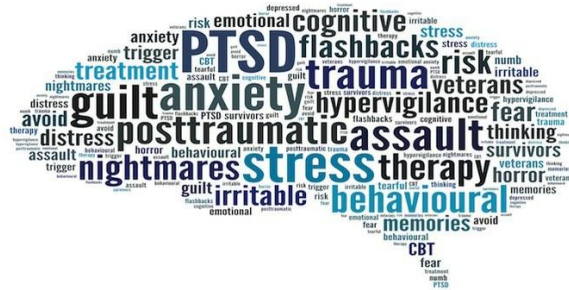
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- Workshop Objectives
  - What is a sensitive topic?
  - How do you prepare for those moments?
  - Dealing with them as they happen
  - Debriefing after class
  - What resources are available to you?



# What do we mean by “sensitive subjects”?

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SAD



ANGRY

SCARED



SURPRISED



- “Hot moments”
- 3 levels of conflict that can disrupt the classroom
- Unattended to conflict can...
  - (Harlap 2013)
- Is conflict in the classroom always a bad thing?
  - (Palmer 1987)
- What are examples of sensitive topics you encounter in your classroom?

# Preparing for Class

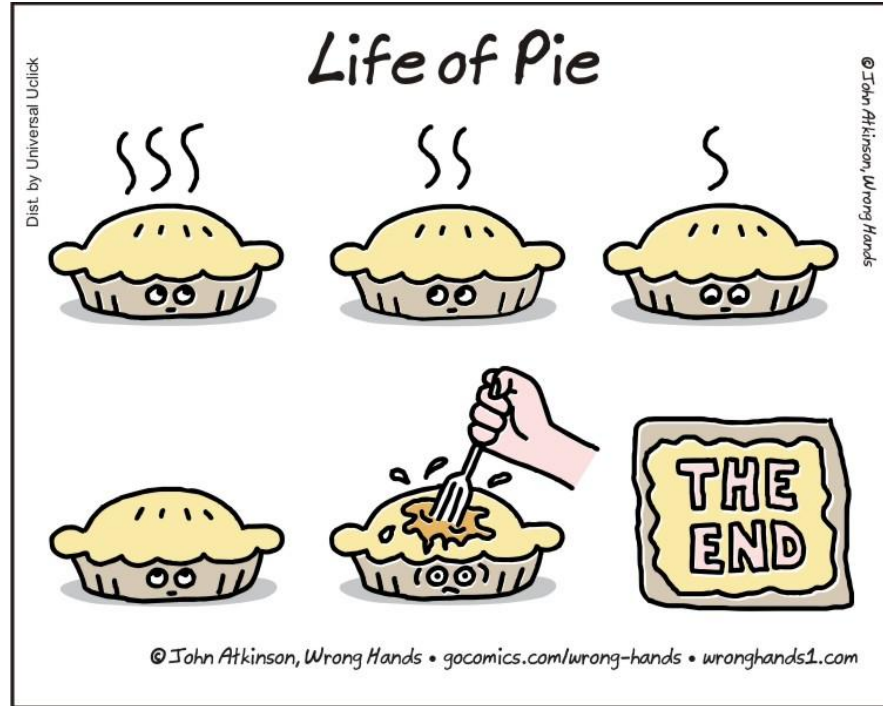
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- Syllabus
  - Preface in syllabus
  - Ground rules for discussion
- Lesson planning with clear objectives
- Leave “breadcrumbs” and set the stage
- Operate as a democratic classroom

phy	Scholarly Comments
the onsider of the have	Class discussions can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly.
ion	<ul style="list-style-type: none"><li>● <b>Scholarly comments are:</b> respectful of diverse opinions and open to follow-up questions and/or disagreement; related to course materials; motivated to advance the discussion of issues related to course materials rather than personal beliefs; delivered in normal tones and a non-aggressive manner.</li></ul>
and ing.	
ok	

# PIE Break!

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# Facilitating Class - Planned Moments



## Learning Objectives



- Before the discussion begins:
  - Free-write, position papers, 1 minute papers, Buzz sessions, & T-P-S
  - Random assignment of positions
- During discussion:
  - Guidelines for calling on students
  - Assume best intentions
  - Use Socratic questioning
  - Allow students to respond to criticisms
  - Require active listening through restating
  - Keep list of ideas, questions & relevant data
  - Keep list of unresolved questions
    - Methods?
    - Extra credit?
  - Review conclusions
- After discussion:
  - Anonymous exit ticket: formative assessment, low-pressure questions, venting, & self-reflection



## FOR THE DEBATE

Themes, concepts & questions to consider:

- What produces the emergence of tactical repertoires & modularity? What is the role of the POS?
- Material on power relations being replicated within munits
  - ↳ Oliver
  - ↳ Juris
- Who has access to resources? Who has access to power-holders?
- are collective action frames "transportable"?
  - ↳ master frames
- Who absorbs the costs of a tactical innovation?
- How does the drive for drama & need to capture attention figure into modularity?

ROLE  
OF  
STRUCTURE  
VS.  
AGENCY

# FOR THE END OF CLASS

## Debrief Questions:

- Did this activity help you connect with the course material beyond doing the readings & listening to the lecture? Yes or no? Why?
- Modularity is ...
- Some potential benefits of modularity are ...
- Some potential costs of modularity are ...
- If you wanted to explore this topic further what types of research questions would you ask? What kind(s) of data would you need?
- This in-class activity would be improved if ...

## Instructions

- Make sure you write your name & position please
- Do NOT write your name on your form

# Facilitating Class - Unplanned Moments

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- As the instructor:
  - Take a deep breath
  - Ask yourself: What is the subtext?
  - Model appropriate behavior
- The Big Picture: Meta-analysis
  - Refocus class back to larger discussion
  - Direct attention away from student
  - Think critically, not personally
  - Discuss from multiple perspectives
  - Tie comment back into the course
- Most importantly: What NOT to do
  - Don't ignore the moment.
  - Don't change topics.
  - Don't end class without discussing it.



# Debriefing After Class

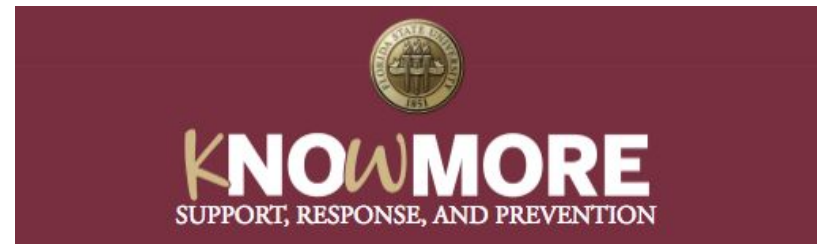
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- With students:
  - Reflection assignment
  - Guide towards campus resources
  - Make yourself available for continued discussion
- On your own:
  - Teaching reflection journal
  - It's not you -- it can be class dependent
- Case study activity!



# On Campus Resources

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## CONFIDENTIAL:

- University Counseling Center
  - Free to any student enrolled in classes
  - Accepts walk-ins
  - 850-644-8255
- Victim Advocate Program:  
<https://dos.fsu.edu/vap/>
  - 850-644-7161 (Day-time)
  - 850-644-1234 (After 5 pm & Weekends)
- Employee Assistance Program
  - 850-644-2288
- University Health Services
  - 850-644-6230

## NOT CONFIDENTIAL:

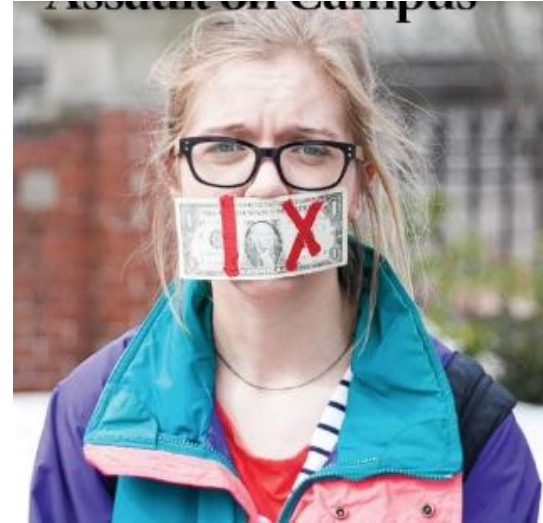
- FSU Police
  - (850)644-1234
- Title IX Office
  - 850-644-6271
- Equal Opportunity & Compliance Office
  - 850-645-6519



# Title IX

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- What are your responsibilities as a member of the FSU community?
  - All Responsible Employees, including but not limited to faculty, adjuncts, staff, **graduate assistants**, and student employees. You must report any student or subordinate disclosure within two business days. You are encouraged to report peer-to-peer (student-to-student or colleague-to-colleague) disclosure, but are not required to do so. When in doubt, report to the Title IX Director; privacy will be maintained within the scope of the law.



# Off Campus Resources

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- Refuge House: <http://www.refugehouse.com>
  - 850-681-2111
- Tallahassee Memorial Hospital
  - 850-431-0911
- Legal Services of North Florida
  - 850-385-9007
- TPD
  - 850-891-4200
- Lee's Place
  - 850-841-7733

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