Stephanie Medley-Rath, INDIANA UNIVERSITY KOKOMO, smedleyr@iuk.edu

Faking Sociology? A Content Analysis of an Introductory Sociology Student Photography Assignment

ABSTRACT

I analyzed student submissions from a photography-based assignment in introductory sociology. In this exploratory study, I discuss the patterns found in student submissions to uncover what sociological concepts students observed in their everyday lives. My primary research question, therefore, was what do introductory sociology students see when they are given few guidelines as to what they "should" see? The intent of this research was to focus on what concepts students identified, not my interpretation of students' meaning or to gauge the effectiveness of the assignment on learning outcomes. The goal of this research was to describe what students are actually identifying as sociological and how this does or does not reflect the goals of the assignment or the course. In turn, the results of systematically analyzing student submissions can inform future iterations of the assignment and my overall teaching strategies in introductory sociology. Results indicate that students used a range of concepts, yet tended to focus on broad (e.g., norms) rather than specific (e.g., folkways) or abstract (e.g., sociological imagination) concepts. By analyzing student submissions across semesters, I can illuminate how successful students were at applying sociological knowledge to their everyday lives. Moreover, this analysis demonstrates that students were superficially meeting the standards of the assignment, but it remains unclear whether students were demonstrating a grasp of sociological knowledge or simply relying on preexisting commonsense knowledge to complete the assignment.

KEYWORDS

visual sociology, photography, preexisting knowledge, common sense

INTRODUCTION

The Seeing Sociology assignment encourages the development of visual skills, which is important in our visually saturated culture. We experience an abundance of visual communication (e.g., photographs, video, advertising billboards) throughout our daily lives with limited training on how to interpret or use visual information to communicate (James & Brookfield, 2014). The number of photographs taken each year has tripled since 2010 and could reach 1.7 trillion photos in 2017 (Heyman, 2015). Moreover, in 2013, 62 percent of photos were made with phones and that number is expected to reach 79 percent of photos by 2017 (Heyman, 2015). Each day, Facebook users upload 350 million new photos (Smith, 2013). In short, we are more exposed to and are creating more visual images than ever, yet our ability to understand and communicate with these visuals should not be taken for granted. Visual communication and literacy skills can be developed in the sociological classroom and thereby expanding sociology students' toolkits (see Palmer & Matthews, 2015). Photographs, however, have multiple interpretations. In the Seeing Sociology assignment, students are to caption their

photographs illuminating their sociological knowledge and it is the student's interpretation of their photos (i.e., the captions) that are the center of this analysis.

Assignments incorporating photography can get students beyond just taking a picture and instead get them "looking with intention" (Sanders, 2007, p. 181). Moreover, "[p]hotography demands that students register complexity, sort information, look for—and find—pattern and make meaning" (Sanders, 2007, p. 185). Through photographing and captioning, students are reinterpreting their everyday lives as sociological (see Howard, 2015). For example, a photograph of three friends is no longer only "three friends hanging out." A sociological interpretation of the image may be that the photograph is of a primary group, a clique, or a triad with the possibility of secrets. The caption helps direct the viewer (i.e., the instructor) to the intended interpretation. The student wrote their intended meaning of the photograph in the caption (see Eshach, 2010). These captions can illuminate what sociological concepts students can apply.

PEDAGOGY USING PHOTOGRAPHY

Photography has been used across disciplines and topics in the classroom. For example, students were asked to take photographs to represent or document social justice (DeJean, 2008), human impact on the environment (Patrick & Patrick, 2010), the purposes of school (Marquez-Zenkov & Harmon, 2007), and nutrition (Land, Smith, Park, Beabout, & Kim, 2009). Students were also asked to use photographs in assignments challenging them to pretend that they were textbook designers explaining Newton's third law (Eshach, 2010).

Sociology instructors have also incorporated photography-based assignments in their courses. Eisen (2012) assigned a semester-long photography project in introductory sociology where students gave detailed descriptions for their photographs covering 20 different subject areas as a final project. Sargent and Corse (2013) had students create photo essays with ten photos and descriptions documenting gender performances in everyday life. Whitley's (2013) image-based project has students finding images related to course content as discussion prompts at ten points during the semester. Reid (2016) has students create a six-image visual essay (i.e., photographs, drawings, or video) of a specific social problem for a final project. Finally, Grauerholz and Settembrino (2016, p. 202) have students take at least three photographs "that illustrate social inequalities" as part of an assignment using public transportation (i.e., "Hop on the Bus").

Instructors used photography-based assignments to meet a diverse set of learning goals. These learning goals included encouraging the internalization of course material (DeJean, 2008) and enriching the connections among various aspects of a course (Patrick & Patrick, 2010). More commonly, instructors indicated that these assignments encouraged students to demonstrate their skills (e.g., visual methods, critical thinking) and knowledge of course material (e.g., visual methods, critical thinking) (Eisen, 2012; Grauerholz & Settembrino, 2016; Mount, 2018; Reid, 2016; Sargent & Corse, 2013; Whitley, 2013).

Marquez-Zenkov and Harmon (2007, p. 24), however, focused their analysis of "student's images and writings" to explore students' literacy habits so that they could "adjust [their] pedagogy to meet their [students'] needs." Similarly, Eshach's (2010) study involved exploring what students already knew by identifying students' misconceptions. This research falls in this genre of the scholarship of teaching and learning in that while this study does explore students' knowledge of course material (see

Eisen, 2012; Grauerholz & Settembrino, 2016; Reid, 2016; Sargent & Corse, 2013; Whitley, 2013), I also use this analysis to inform future iterations of the assignment. This analysis is not of a "perfectly successful" assignment, but is an analysis of student submissions to determine how successful the assignment is at achieving the learning goals of the course and the assignment in order to improve it and the overall course. This research is an example of a study of teaching and learning that addresses the "what is" question (Hutchings 2000, 4) of the scholarship of teaching and learning. Hutchings states "[h]ere the effort is aimed not so much at proving (or disproving) the effectiveness of a particular approach or intervention but at describing what it looks like, what its constituent features might be" (2000, 4). Answering the "what is" type of question is to some extent another way of assessing whether he given approach works.

Students indicate that photography-based assignments helped them to learn course concepts (Whitley, 2013) and make connections between course material and real life (Bragg & Nicol, 2011; Eisen, 2012; Grauerholz & Settembrino, 2016; Mount, 2018; Sargent & Corse, 2013; Whitley, 2013). But it remains unknown as to what course concepts they are learning or what specific connections they are making between coursework and real life. In this research, I illuminate what connections introductory sociology students make between course concepts and their everyday lives using student submissions from a photo-based assignment (Medley-Rath, 2013). These submissions are a meaningful source of data because they shed light on what students are doing as opposed to relying on students' self-reflections of learning. Moreover, analyzing the trends in the data enables the instructor to improve the assignment more intentionally. My primary research question is as follows: ***What concepts do introductory students photograph and caption when they are given few guidelines as to what they "should" see?***

LEARNING GOALS AND ASSIGNMENT

I used a photo-based assignment, Seeing Sociology (Medley-Rath, 2013), in introductory sociology.[1] The assignment was summarized in the syllabus and by the instructor on the first day of class. Full instruction on the assignment was provided by the end of the second week of the semester (see the complete instructions in the Appendix). In this assignment, students were asked to take a photograph or use one of their existing photographs to illustrate any sociological concept of their choosing within a given topical section in the semester. In addition to the photo, students were to write a "tweetable" caption for their photograph following the conventions of Twitter. Therefore, captions were to be no more than 140 characters and could include texting language (e.g., LOL or ☺). Assignments were graded on their sociological richness and clarity: the extent to which the student understood what was sociological about their photo based on their caption. Students were to create three photos and captions, which were due at the close of each of the three major topical sections of the course (i.e., one photo and caption at each due date). These topical sections included (1) the building blocks (i.e., what is sociology, culture, research methods, socialization, groups, deviance); (2) stratification or inequality (i.e., gender, race and ethnicity, social class, and health); and (3) social institutions (i.e., education, family and marriage, religion) and social change. Each of these topical areas reflected one of the overall learning goals of the course. The learning goals assessed by the Seeing Sociology assignment included (1) use the sociological imagination to explain social phenomena, (2) evaluate the ways in which stratification exists within our world, and (3) examine the relationship between the individual behavior and the social

groups to which one belongs (i.e., structure and agency). I had two specific teaching and learning goals for this assignment (Medley-Rath, 2013): (1) "[t]his assignment is designed to get students to pay closer attention to the world around them by them making connections between course material and the real world"; and (2) "[t]his assignment encourages students to communicate both succinctly and effectively."

During the semesters in this study, the assignment was worth between 21 and 30 percent of a student's final grade (with each submission being worth one third of those percentages). The weight of the assignment varied across the two semesters in this study as I adjusted the weight of other exams and assignments.

I graded submissions based on adherence to the mechanics of the assignment (Medley-Rath, 2013):

1. Was the caption 140 characters or less? (15 percent)
2. Did the submission include an original photograph taken by the student (i.e., the content of each student's submission is unique at each submission point)? (10 percent)

Most of the grade was based on the content of the submission:

3. Were the sociological concepts clear? (Was it clear to the audience what concept(s) were used in the photo and caption?) (25 percent)
4. Was the caption sociologically rich (i.e., included direct references to sociological concepts)? (25 percent)
5. Did the caption accurately reflect the photograph? (25 percent)

Points were deducted for spelling and grammar errors, missing citations, or a mismatch between the photo and caption and the assigned course section (i.e., the concept was not from the assigned topical section).

METHODS

The university where this research took place was a regional commuter campus for a public state university. The campus serves mostly first-generation college students. More than half of the students in the courses under study were woman (60.4 percent). Students of color make up 13.4 percent of the campus population (comparable to the population in the campus's service region) (Indiana University, 2016a). Students enrolled in the courses under study were more likely to be students of color than were students on the campus as a whole, as described in table 1.

Table 1. Race of students

RACE	TOTAL	PERCENT
White/Caucasian	138	81.7
Black/African American	8	4.7
Hispanic/Latino	5	3.0
Asian	2	1.2
Nonregistered alien[a]	2	1.2
Two or more races	6	3.6
Unknown	8	4.7
Total	169	100.0

[a] Nonregistered aliens could include international students, those visiting on visas, or DACA students.

Students in the study ranged in age from 18 to 41 with a median age of 19 and mean age of 20.73. The average SAT score for students at the university is 952 (Indiana University, 2016b). Most students were freshman (63.9 percent) or sophomores (24.7 percent). This research was approved by the Institutional Review Board of Indiana University. The Institutional Review Board allows analysis of student artifacts for research purposes if students were going to create the artifacts regardless of whether they would be part of a study. Because this condition was met, I could analyze these artifacts without gaining informed consent from students. The IRB approval does not grant permission to share the photographs from the student submissions in this manuscript.

The data in this study came from the students' submissions for two sections of Introductory Sociology from fall 2014 and two sections of Introductory Sociology from spring 2015. I conducted a content analysis of 458 submissions from 165 students. Four students did not submit any parts of the Seeing Sociology project, an additional 17 students did not turn in one or two submissions (i.e., 37 submissions were not turned in by the student), and 15 submissions were incomplete. (Incomplete submissions were submitted incorrectly as a JPG with the caption attached as a comment in Canvas instead of a Word document with the photo inserted above the caption. I was able to view the photos, but not the caption at the time of analysis and therefore, excluded these 15 submissions from this study.)

I conducted a summative content analysis of the data. According to Hsieh and Shannon (2005), "[a] summative content analysis involves counting and comparisons, usually keywords or content, followed by the interpretation of the underlying context" (p. 1277). The goal of summative content analysis is to explore usage of words. This analysis focused on what words—specifically, what sociological words (i.e., concepts)—students used.

My coding procedure followed Mayring (2000). Initially, I created a list of potential codes by compiling all the concepts (N = 448) that I included on note-making guides for my students. That is, these are the concepts that I highlight for students as noteworthy. These concepts derive from the various textbooks I have used over the years, the foundational concepts for the social sciences on the MCAT, and my knowledge of the discipline. I quickly realized, however, that students were selecting from a much smaller range of concepts. Students also used concepts found only in the textbook (and not on my note-making guides) (e.g., gender roles). Moreover, they used concepts that were implied by sociology or used in other sociology courses but were not in the note-making guides or in the textbook (e.g., diversity). I stopped using my list and instead started my coding process over and coded student submissions inductively, adding concepts to my coding sheet as they emerged in the data (see Saldaña, 2016; Schreier, 2014). In this way, coding was both inductive and deductive. While I did not use a second coder on this project, I have included several representative quotations from the captions to enhance the credibility of this research methodology (Graneheim & Lundman, 2003).

The student artifacts included photographs with captions. However I coded only the captions because I wanted to determine what concept students thought they were using, as opposed to my interpretation of their meaning. I coded each caption using concepts used by the students. I closely adhered to the words students used in their captions (i.e., manifest content) (Potter & Levine-Donnerstein, 1999). I coded captions only for their sociological content. Consider the following caption from the first section of the course (i.e., the building blocks): "Culture is shared around the world & learned from parents and peers at all stages of life, beginning at a very young age." I coded this

submission as *culture* because that was the sociological concept explicitly used by the student. I could have interpreted the concept of socialization from this caption by focusing instead on how culture is "learned from parents and peers at all stages of life." This fits with the concept of socialization. However, it is unknown if the student was also trying to illustrate that concept because they did not use the word *socialization*. Had the student included the word *socialization* in their caption, then I would have coded the submission as both culture and socialization. Only if the student used a precise definition instead of the concept, did I code the submission using that concept. For example, if a student's caption stated, "nonverbal communication," I recorded the concept as "gestures" even though they did not use the word *gestures*. The intent of this research was to focus on what concepts students could identify, not my interpretation of students' meanings or my interpretation of the students' photographs.

Most students could communicate a specific sociological concept in their submission. For instance, one caption said, "Deviant behavior is often studied in Sociology and can include simple, non-criminal acts such as body piercings." The student named the concept (i.e., deviant behavior) and gave an example that illustrated deviant behavior (i.e., body piercings).

Additionally, I categorized captions as "unclear" (13.54 percent of submissions) if I could not determine what sociological concept the student was using. Unclear submissions may have implied sociological concepts but did not use any sociological terminology. For instance, one student's caption read, "Even suffering from a small tear in my ACL I still have to go school." In this case, the student could have made the point that the sick role was not something they could fulfill or that they were experiencing role conflict between that of a student and that of an injured person. As a sociologist, I perceived these concepts based on the caption, but the student did not make this connection explicit. It was unclear what sociological concept the student was trying to use. The student seemed to understand that there was something sociological about their experience, but were unable to explicitly name the sociological concept that reflected their experience.

RESULTS AND DISCUSSION

A limited range of concepts

Students used 144 different concepts in their submissions, out of a possible 448 concepts, accounting for 32.14 percent of possible concepts. Not only did students select from only a third of available concepts, most submissions (N = 77.16 percent) relied on just 20 concepts. That is, students relied on only 4.46 percent of the available concepts. Students used these 20 concepts 348 times and they are listed in table 2. Furthermore, if unclear was a concept, it would have been the most commonly used concept (N = 62).

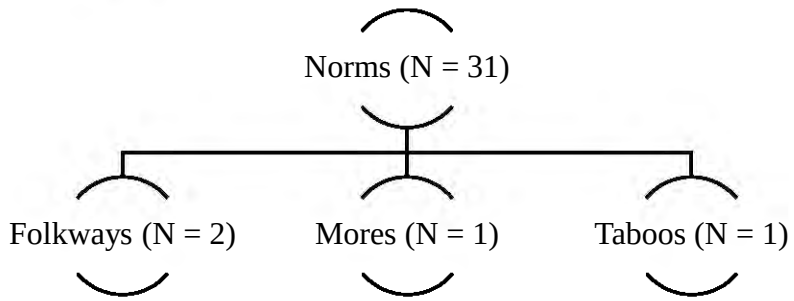
Table 2. Top 20 concepts used in student submissions

CONCEPT	N	PERCENT OF SUBMISSIONS
Culture	55	12.20
Norm	31	6.87
Religion	26	5.76
Family	22	4.88
Gender	21	4.66
Gender role	20	4.43

Race	18	3.99
Deviance	17	3.77
Values	14	3.10
Beliefs	13	2.88
Education	13	2.88
Group	13	2.88
Health	13	2.88
Marriage	12	2.66
Achieved status	11	2.44
Socialization	11	2.44
Stereotype	10	2.22
Symbol	10	2.22
Ethnicity	9	2.00
Stratification	9	2.00
Total	348	77.16

These 20 concepts were quite broad—meaning students could use a variety of situations to illustrate these concepts. This analysis suggests that students were either unable or unwilling to move to more abstract or specific concepts as illustrated in figure 1. Students used the broader concept, *norms,* 31 times (6.87 percent of all submissions). In contrast, students used the more specific concepts related to norms, folkways, mores, and taboos, in less than one percent of their captions.

Figure 1. Broad and specific concepts used in student submissions



For example, one student's caption read, "I decided to indulge in another culture through food, even though it may be against some of the social norms here in America. #sociology." In this case, the student could have moved their concept from the broad (i.e., norms) to the more specific (i.e., folkways) or even to a more abstract concept (e.g., symbolic interaction perspective), but did not. There is no guidance in the assignment instructions as to whether students should aim for broad, specific, or abstract concepts. It is unknown whether more pointed instruction directing students to use more specific or abstract concepts would lead to more students utilizing these types of concepts or not. Moreover, some students used more precise concepts as this caption illustrates: "Divorced single mother of 3 being a female householder very hard to stay above the absolute poverty line #poverty #absolute poverty

#feminizationofpoverty." This example illustrates that students could use more specific concepts (i.e., absolute poverty and feminization of poverty) and broader concepts (i.e., poverty) without direct instruction, but many students were either choosing not to or were unable to do so.

The case of stratification

Stratification offers another interesting example of how students were more likely to use broad as opposed to specific concepts. Stratification was the 20th most-used concept with nine submissions using this concept. One-third of the course was devoted to stratification, so it was unsurprising that this was a popular concept. Stratification along with related concepts are listed in table 3 to illustrate the range of stratification-related concepts used by students.

Table 3. Use of concepts related to stratification

CONCEPT	N	PERCENT OF SUBMISSIONS
Discrimination	7	1.55
Diversity	5	1.11
Equality	6	1.33
Gender equality	1	0.22
Global inequality	1	0.22
Inequality	6	1.33
Institutional discrimination	1	0.22
Male domination	1	0.22
Patriarchy	2	0.44
Prejudice	1	0.22
Racism	3	0.67
Segregation	7	1.55
Sexism	2	0.44
Stereotype	10	2.22
Stratification	9	2.00
White privilege	7	1.55
Total	69	15.29

On the surface, the results in table 3 suggest that students can recognize stratification and its variations in the real world, however, there are important limitations. Sociology as a discipline tends to emphasize inequality and a third of this course is devoted understanding inequality. Most students gave examples highlighting inequality and stratification. However, that some students chose to highlight equality (N = 6) and diversity (N = 5) suggests possible student resistance to one of the overall learning goals of the course. That is, these students de-emphasized stratification in their submissions. Moreover, diversity is not a concept taught in the course. One interpretation of this is that students understand that diversity seems like a sociology concept and therefore choose to use it. Another interpretation is that they are resisting the message that inequality is still pervasive by showing evidence of diversity as experienced in their everyday lives.

CONCLUSION

Overall, this analysis raises questions about not only what concepts we teach, but what concepts we want students to be able to recognize outside of the classroom. By systematically analyzing student submissions across semesters, an instructor is better able to determine what concepts students can apply and where students struggle. This analysis demonstrated that students can apply sociological concepts to their everyday lives and do so succinctly—meeting the learning goals for this assignment. The results suggest that students rely on concepts that are important to the discipline, but it is still unknown how much new knowledge students are using as opposed to relying on preexisting or commonsense knowledge. That students relied quite heavily on only a few concepts and used them very superficially suggested that students can "fake" their understanding of sociology to fulfill the requirements of an assignment but in fact were not demonstrating a strong grasp of the material or gaining an in-depth knowledge of sociology in the introductory classroom. However, as an introductory course, this might be exactly where students are supposed to be. Future research should explore how well students can distinguish sociological understandings from commonsense uses of introductory sociology concepts to demonstrate more fully what exactly students are gaining from this course. A close analysis of student submissions is necessary to determine just what students are learning because grades alone only indicate how well a student conformed to the instructions of an assignment.

Instructors adopting the Seeing Sociology assignment should take care to address submission expectations for using both abstract concepts (e.g., the sociological imagination) and more specific concepts (e.g., folkways) as opposed to broader concepts (e.g., norms) to push students to think more abstractly and to pay closer attention to the details (i.e., specific concepts). Instructors should demonstrate how a photograph might be captioned for this assignment to decrease the number of submissions that are unclear or reliant on broader concepts. This demonstration should emphasize how the same photograph could be captioned in multiple ways. Ideally, an instructor (with student input) could provide captions that are weak by using broad concepts (e.g., norms) and strong by using more specific concepts (e.g., folkways) and more abstract concepts (e.g., the sociological imagination) all using the same photograph.

Future iterations of the assignment might provide more directed prompts for students in order for the students to demonstrate that they are meeting the learning goals of the course. In the assignment in this analysis, students were directed to provide photos and captions over three topical units of the course. While these three topical units meet the learning goals of the course, it might be worthwhile to write the instructions so that students are expected to provide photos and captions that directly correspond with the learning goals of the course. Recall, the learning goals assessed by the Seeing Sociology assignment include (1) use the sociological imagination to explain social phenomena, (2) evaluate the ways in which stratification exists within our world, and (3) examine the relationship between the individual behavior and the social groups to which one belongs (i.e., structure and agency). Using the course learning goals as the assignment prompts would require a student to potentially demonstrate a greater understanding of sociology prior to completing the assignment. A student would be less able to just find a term they were already familiar with from their textbook or note-making guide and create something "close enough" to fulfill the requirements of the assignment.

My analysis of student submissions was limited in that my conclusions are based only on the data at hand. It is unknown, for instance, if students were unable to name more abstract (e.g., the

sociological imagination) and specific (e.g., folkways) concepts, were unwilling or unable to engage with difficult concepts (e.g., equality as opposed to inequality), or were just taking the path of least resistance. Future research using students' assignments should consider using a pre-test to measure the preexisting sociological *and* commonsense knowledge of students to determine just how much sociology students are learning as opposed to their ability to "fake" their sociological knowledge through drawing on common sense knowledge which gets them close-enough.

ACKNOWLEDGMENTS

I thank Elroi J. Windsor, Julie A. Pelton, Nancy A. Greenwood, Nancy L. Chick, and the anonymous reviewers at *Teaching & Learning Inquiry* for their insightful feedback on earlier drafts of this paper.

Stephanie Medley-Rath is an Assistant Professor of Sociology at Indiana University Kokomo (USA). Her research interests include Sociology of Autobiography, Culture and Cognition, and SoTL. She is an area editor for TRAILS: Teaching Resources and Innovations Library for Sociology.

NOTES

1. The "Seeing Sociology" assignment has been extensively revised based partially on this analysis. A revised version of the assignment, "Seeing Sociology v. 2 (Updated 2017)" is available at *TRAILS: Teaching Resources and Innovations Library for Sociology.* Washington DC: American Sociological Association. Retrieved from http://trails.asanet.org/Pages/Resource.aspx?ResourceID=13440.

REFERENCES

Bragg, L. A., & Nicol, C. (2011). Seeing mathematics through a new lens: Using photos in the mathematics classroom. *Australian Mathematics Teacher, 67*(3), 3–9. Retrieved from http://dro.deakin.edu.au/eserv/DU:30036898/bragg-seeingmathematics-2011.pdf.

DeJean, W. (2008). Picture this: Using photography to conceptualize social justice. *Multicultural Perspectives, 10*(2), 105–109. https://doi.org/10.1080/15210960801998021.

Eisen, D. B. (2012). Developing a critical lens: Using photography to teach sociology and create critical thinkers. *Teaching Sociology, 40*(4), 349–359. http://dx.doi.org/10.1177/0092055X12448322.

Eshach, H. (2010). Using photographs to probe students' understanding of physical concepts: The case of Newton's 3rd Law. *Research in Science Education, 40*(4), 589–603.

Graneheim, U. H., & Lundman, B. (2003). Qualitative content analysis in nursing research: Concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today, 24*(2), 105–112. https://doi.org/10.1016/j.nedt.2003.10.001.

Grauerholz, L., & Settembrino, M. (2016). Teaching inequalities: Using public transportation and visual sociology to make it real. *Teaching Sociology, 44*(3), 200–211. https://doi.org/10.1177/0092055X16644658.

Heyman, S. (2015, July 29). Photos, photos everywhere. *The New York Times.* Retrieved from http://www.nytimes.com/2015/07/23/arts/international/photos-photos-everywhere.html?_r=0.

Howard, J. R. (2015). North Central Sociological Association 2014 teaching address: The John F. Schnabel Lecture—sociology's special pedagogical challenge. *Sociological Focus, 48*(1), 16-27. https://doi.org/10.1080/00380237.2015.980181.

Hsieh, H. & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research, 15*(9), 1277–1288. https://doi.org/10.1177/1049732305276687.

Hutchings, P. (2000). Introduction: Approaching the scholarship of teaching and learning. In P. Hutchings (Ed.), *Opening lines: Approaches to the scholarship of teaching and learning* (pp. 1–10). Menlo Park, CA: Carnegie Foundation for the Advancement of Teaching.

Indiana University. (2016a). Fall 2016 degree seeking enrollment compared to US, state, & service regions. Retrieved September 23, 2016 from https://uirr.iu.edu/doc/facts-figures/enrollment/diversity/ipeds-current-fall-ds-compared-to-us/total-us-in-view.pdf.

Indiana University. (2016b). First year beginners test profile. Retrieved September 23, 2016 from https://tableau.bi.iu.edu/#/site/prd/views/uirr_adms_summary/TestScores?:iid=1.

James, A., & Brookfield, S. D. (2014). *Engaging imagination: Helping students become creative and reflective thinkers.* San Francisco, CA: Jossey-Bass.

Land, S. M., Smith, B. K., Park, S., Beabout, B., & Kim, K. (2009). Supporting school-home connections through photo journaling: Capturing everyday experiences of nutrition concepts. *TechTrends, 53*(6), 61–65. doi: 10.1007/s11528-009-0345-z.

Mayring, P. (2000). Qualitative content analysis. *Forum: Qualitative social research, 1*(2). Retrieved from http://217.160.35.246/fqs-texte/2-00/2-00mayring-e.pdf.

Marquez-Zenkov, K., & Harmon, J. A. (2007). "Seeing" English in the city: Using photography to understand students' literacy relationships. *English Journal, 96*(6), 24–30.

Medley-Rath, S. (2013). Seeing sociology. *TRAILS: Teaching Resources and Innovations Library for Sociology.* Washington DC: American Sociological Association. Retrieved from http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12719.

Mount, L. (2018). Teaching in unfamiliar terrain: Empowering student and teacher learning through a photography assignment. *Teaching Sociology, 46*(1), 54–61. https://doi.org/10.1177/0092055X17725131.

Palmer, M. S., & Matthews, T. (2015). Learning to see the infinate: Measuring visual literacy skills in a 1st-year seminar course. *Journal of the Scholarship of Teaching and Learning, 15*(1), 1–9. https://doi.org/10.14434/josotl.v15i1.13089.

Patrick, P., & Patrick, T. (2010). Picture THIS: Taking human impact seriously. *Science Scope, 33*(7), 28–34.

Potter, W. J., & Levine-Donnerstein, D. (1999). Rethinking validity and reliability in content analysis. *Journal of Applied Communication Research, 27*(3), 258–284. http://dx.doi.org/10.1080/00909889909365539.

Reid, M. (2016). Photo (visual) essay of social problems. *TRAILS: Teaching Resources and Innovations Library for Sociology.* Washington DC: American Sociological Association. Retrieved from http://trails.asanet.org/Pages/Resource.aspx?ResourceID=12976.

Saldaña, J. (2016). *The coding manual for qualitative researchers,* 3rd ed. Washington DC: Sage. Sanders, R. (2007). Developing geographers through photography: Enlarging concepts. *Journal of Geography in Higher Education, 31*(1), 181–195. https://doi.org/10.1080/03098260601033118.

Sargent, C., & Corse, S. M. (2013). Picture my gender(s): Using interactive media to engage students in theories of gender construction. *Teaching Sociology, 41*(3), 242–256. https://doi.org/10.1177/0092055X13480050.

Schreier, M. (2014). Qualitative content analysis. In U. Flick (Ed.), *Qualitative content analysis* (pp. 170–183). Los Angeles, CA: Sage.

Smith, C. (2013, September 13). Facebook users are uploading 350 million new photos each day. *Business Insider.* Retrieved from http://www.businessinsider.com/facebook-350-million-photos-each-day-2013-9.

Whitley, C. T. (2013). A picture is worth a thousand words: Applying image-based learning to course design. *Teaching Sociology, 41*(2), 188–198. https://doi.org/10.1177/0092055X12472170.

APPENDIX: SEEING SOCIOLOGY STUDENT INSTRUCTIONS

PURPOSE

For this assignment, you will be required to take a photograph that illustrates a sociological concept and include a sociologically rich and tweetable description of the photo. This guide provides you all the details of the assignment, answers to frequently asked questions, and examples of the assignment.

Why photographs?

Sociology is all around us and photographs are an excellent way to communicate (sociological) information. For example, take a look at this photo:[1]

This photo of Florence Thompson, a migrant farm worker with her children during the Great Depression was taken by Dorothea Lange in 1936. The woman in the photo was 32-years-old and a mother of seven children. This photo communicates poverty, desperation, motherhood, family, how childhood has changed, aging, and so on. To this day, people are still moved emotionally by this photo.

Why tweets?

Twitter is a fast growing social network that allows users to share something with the world in 140 characters or less. The point is to share very tiny bits of information while communicating a great deal. The challenge is to communicate as much as you can in this limited amount of space. We live in a culture full of people with short attention spans feeding on sound-bites so we need to be able to communicate a lot of information in tiny bits (okay, that's a bit of an exaggeration, but you get the idea). (Read more about Twitter: https://twitter.com/about). The best way to write your tweetable captions is to write out everything you want to say about your image and then edit. Edit some more. And edit some more. You only have 140 characters to work with.

THE DETAILS

Do I need a Twitter account?

No. If you already have a Twitter account, feel free to share your photos with your classmates via Twitter *in addition to turning your assignment as stipulated on page 6.* If you share your image on Twitter,

include the hashtag #seesoc so the rest of us can find it. You can also tag me @learnsociology (https://twitter.com/#!/learnsociology) in your tweet and I will reshare it via my feed.

Why 140 characters?

This is a limitation of Twitter and a challenge for you. Keep in mind that your limit is 140 *characters*, not 140 *words*. Characters include letters, spaces, and punctuation. An example:

This sentence includes 37 characters.

How to determine how many characters you have used?

1. Highlight your caption.
2. Go to the Review tab in Microsoft word.
3. Click Word Count.
4. Review the fourth item on the list: characters (with spaces). This tells you how many characters you have used. If the number is 140 or less, you are good. If the number is 141 or higher, you need to cut something out of your caption.

What is a sociologically rich description?

Your tweetable caption should include direct references to sociological concepts. Use your course materials (i.e., readings, lectures, audio recordings, Canvas links) to help you identify the specific concept or concepts your image portrays. Be specific. Make sure it is clear to me what concept is being illustrated.

Can I write a one word caption?

Yes, but I wouldn't recommend it. Succinctly make your point, yet make sure your description is sociologically rich. Tell me as much as you can in as few characters as possible.

Do you have any examples?

Yes, on the next two pages, you will see two examples that I made. On Canvas, you will find additional examples from other students who have completed this assignment.

Example 1

 Medley-Rath, S. (2019). Faking Sociology? A Content Analysis of an Introductory Sociology Student Photography Assignment. *Teaching & Learning Inquiry, 7(1)*. http://dx.doi.org/10.20343/teachlearninqu.7.1.3

What goes in a trashcan is common sense, yet their labels imply we need to be socialized regarding environmentally friendly norms. #seesoc @learnsociology | Photograph taken by Stephanie Medley-Rath, August 16, 2012, Denver, CO.
**Please note that #seesoc and @learnsociology are only necessary if you plan to share your photo on Twitter.

Example 2

Though American culture emphasizes a two-gender system, some cultures recognize a 3rd gender, like berdaches by Native Americans. #seesoc @learnsociology | Photograph taken by Stephanie Medley-Rath, October 26, 2012, Mattoon, IL.

What exactly will I be turning in?

You will submit a Word document that includes your image, caption, and photograph details in one file. You will complete this assignment three times, one for each unit:

a) Seeing Sociology 1 covers chapters 1–6 and is due June 30.
b) Seeing Sociology 2 covers chapters 7–11 and is due July 21.
c) Seeing Sociology 3 covers chapters 12–16 and is due August 4.

What are photograph details?

Include who took the photo, the date, and location below your caption. It should look like this: Photograph taken by First Name Last Name, Date Taken, Location Taken.

How much is this worth?

Each submission is worth 15 points. The total points for your Seeing Sociology submissions are 45 points (20% of your final grade).

Where will I turn in my Seeing Sociology assignments?

Seeing Sociology will only be accepted and graded through Instructure Canvas.

How do I add a photo to a word document?

1. Go to the Insert tab.
2. Click on picture.

3. Find where your photo is saved on your computer.

What if I don't have a camera?
You can use a film camera, a disposable camera, or a camera phone to take your photos. Contact me (smedleyr@iuk.edu) as soon as possible to make other arrangements if you do not have access to a camera.

Can I use a photo I didn't actually take?
You must take the photo yourself or have permission to use the photo. **You cannot just download an image from Google images and pass it off as your own work.** This is academic dishonesty and will be dealt with accordingly. You can use a photo taken by a family member or a friend, but make sure you have permission to use the photo.

Can I use an older photo?
Yes. The photo does not have to be recent. You can use a photo you already have or you can take a brand new photo specifically for this assignment.

Do I need a reference page?
Include in-text citations and a reference page when appropriate (this means your reference page should have an APA formatted entry for the article, the textbook, and any other references you use). You should follow APA format. More information on APA format can be found at the OWL @ Purdue: http://owl.english.purdue.edu/owl/resource/560/01/. Your reference page does not count towards your 140 character count. If you used references and they are not cited, you will lose 2 points off the top.

Will you grade spelling and grammar?
You better believe it. Spell check and read over your work before turning it in. You only have 140 characters to work with. There should be no spelling or grammatical errors. Any spelling or grammatical errors will result in a loss of 2 points off the top.

What else do I need to know about this assignment?

- Refrain from using photographs of nudity, pornography, or obscenity. If you went to a strip club and found the experience illustrates the concept of gender inequality, then take a photo of the sign over the strip club. Be creative, but no photos of people actually stripping.
- If you take photos of people, make sure you have their permission to use their photo in class.
- Keep a back-up copy of your work so you do not lose it. Computer crashes happen. Files get deleted. Back-up your work.
- Make sure your submission is original. What this means is that you are not using a similar photo or concept for each submission. Failure to do this could result in failure on the assignment.

Can I turn my assignment in late?
No. I will not accept any assignments late under any circumstances. Don't ask. Don't email it to me.

What is the grading rubric for this assignment?

	POSSIBLE POINTS	POINTS EARNED
Is the caption 140 characters or less?	3	
Are the sociological concepts clear?	4	
Is the caption sociologically rich?	4	
Does the caption accurately reflect the photograph?	4	
Total earned	15	
Possible deductions:		
No photograph	-15	
Spelling or grammar errors	-2	
Reference page **or** in-text citations needed, but not included	-2	
Reference page or in-text citations do not follow APA format	-2	
Does your submission fit within the assigned chapters?	-2	
Photo is not your own and you did not get permission to use it. (Academic Dishonesty policies will be used.)	-15	
Total deductions		
Grand total		

The Seeing Sociology Guide provides a general plan for the assignment; instructor deviations may be necessary.

NOTES

1. Lange, Dorothea. 1936. *Destitute pea pickers in California. Mother of seven children. Age thirty-two. Nipomo, California.* Library of Congress. Retrieved August 2, 2012 from http://www.loc.gov/pictures/resource/fsa.8b29516).