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I have been a member of the CUNY community since 2015, teaching for The New York City College of Technology and Baruch College. As Adjunct Associate Professor of Sociology I teach introductory courses in sociology and anthropology, on race, ethnicity, gender, and various social issues such as the environment, migration and refugee movements, and upper-level thematic seminars on my specialization areas such as democracy, cultural heritage, identity, and nationalism. I have also taught at NYU in the A.S. Onassis Program in Hellenic Studies, primarily second-generation Greek immigrant students, at Eugene Lang College and for the McGill University Summer Program in Greece.

My scholarship and teaching philosophy are deeply informed by a dialectical understanding of academic knowledge and the social world, what I see as diversity in education. Working with various ethnic-based communities – a real-life laboratory where one can actively explore issues pertinent to historical memory, race, ethnicity, nationality, and class – provided me with infinite opportunities to meaningfully link home with school experiences, and academic concepts with lived socio-cultural realities. Having also taught on both sides of the Atlantic students of diverse socio-economic and cultural backgrounds have made my efforts to illuminate complex global processes and issues even more effective and meaningful.

It is my belief that teaching is a collective and dialectical process if it has as its objective not only to transfer knowledge but also to foster critical thinking. Accordingly, I base my classroom work on shared dialogue with my students, which we are all responsible to advance with further questioning. Having Socrates' method in mind, I take my responsibility to be not to lead the students to pre-determined arguments but to advance inquiry in class through active interaction in an effort first, to expose the value system and beliefs which frame and support our thoughts and statements; second, to challenge these beliefs and values that undergird our ways of life; and third, to demonstrate complexity, difficulty and uncertainty, to see a complicated structure where we could only see plausible premises before.

I strive not only to guide my students and help them understand the various theories and methods of sociology but most importantly to create a dynamic environment where they can take genuine intellectual risks and develop skills in synthesizing and analyzing issues and theories. To that end I try to make the students equal partners in the consumption as well as the production of knowledge through the implementation of active learning strategies and cooperative work in small groups. In my classes I encourage cooperative learning while I also try to create a sense of community. Students work in small groups in which they can think and write collectively. In an atmosphere of teamwork and camaraderie a sense of interdependence develops through shared obligations and rights. In that same environment students are mutually challenged while they also receive the emotional and intellectual support most vital for taking the intellectual risks necessary for learning. It is with the greatest satisfaction that I get to watch my students mature intellectually and emotionally and strive to achieve their goals and aspirations.