

Teaching/Learning Matters

ASA's Newsletter for the



**Section On Teaching &
Learning In Sociology**

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SECTION CHAIR'S CORNER

Jeanne Ballantine, Wright State University
jeanne.ballantine@wright.edu

"Section Resources and Programs"

Sociology is one of the academic leaders in addressing issues related to teaching and research about teaching, as evidenced by the resources available. A political science colleague recently approached me about doing a co-authored article on a teaching topic we had discussed. She was aware that sociology has terrific materials for teaching; in fact, she has used some of the ideas in her classroom.

Sociology does have the best (in my opinion) disciplinary journal on teaching – Teaching Sociology – as well as excellent resources in the Teaching Resources Center. We also have an extraordinary listserv, *Teachsoc*, where teachers can turn for advice and discussions on anything related to teaching ranging from teaching tips to scholarship about teaching and learning. Additionally, our regional and national meetings are filled with interesting and informative sessions concerning teaching and learning in sociology. Finally, the section membership (which is active and growing) further highlights how fortunate we are to have colleagues who share our interest and joy in teaching issues!

Further evidence of the importance of teaching and faculty interested in teaching brings me to the next point...the ASA meetings in San Francisco this August are filled with Section sessions making the meetings exciting and a place to listen to ideas, discuss teaching, and be involved in "the movement." A broad outline of the sessions is included in this newsletter and details will be forthcoming before the meetings. If you can make it to San Francisco, this promises to be a stimulating program.

One of my goals as chair this year is to encourage new initiatives, such as a teacher mentoring program. Some other organizations have begun similar programs and are finding them successful. The Section's first ASA Pre-Conference on Teaching will be presented in August beginning the day before the meetings start in San Francisco. We received funding from the ASA Teaching Endowment Fund for this program. The idea is to pair experienced teachers with beginning teachers. The new teachers will have a "neutral" mentor with whom to discuss teaching issues and problems and receive advice. We will try to match people by specialty areas or other criteria such as type of institution. Additional information about the conference as well as registration forms is presented in this newsletter. Anyone interested in participating in this program is encouraged to contact me at jeanne.ballantine@wright.edu.

Finally – the Publications Committee now has the Section website up and running. Go to the ASA home page (www.asanet.org/sectionteach/) to access our section page. Sociologists are leaders in the Scholarship of Teaching and Learning movement. Join us and become an active member!

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Jeanne.ballantine@wright.edu

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whaney@uwc.edu AND

Tina Martinez, Blue Mountain Community College
tmartinez@bmcc.cc.or.us

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kaine@southwestern.edu

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ndolch@pilot.lsus.edu

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Kathy.rowell@sinclair.edu

Susan St. John, Corning Community College
stjohn@corning-cc.edu

Wava Haney, University of Wisconsin – Richland
whaney@uwc.edu

Four-year colleges

Anne Eisenberg, SUNY Geneseo
eisenber@geneseo.edu

Idee Winfield, College of Charleston
winfieldi@cofc.edu

Jeffrey Chin, LeMoyne College
chin@mail.lemoyne.edu

Universities

Judith K. Little, Humboldt State University
Jkl1@axe.humboldt.edu

John Zipp, University of Akron
jzipp@uakron.edu

Liz Grauerholz, Purdue University
grauer@sri.soc.purdue.edu

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Please contact any officers or council members to become active in Section activities – the section is only as good as what we contribute to it!

EDITOR'S CORNER

Anne Eisenberg, SUNY-Geneseo
eisenber@geneseo.edu

As you read over this issue of the newsletter think about other information or features you would like to see incorporated. Feel free to contact me with any suggestions, comments, or feedback. Your contributions can range from suggestions for improvement to actual submissions to the newsletter to helping me solicit submissions for the newsletter!

NEW COLUMNS – The purpose of the columns is to encourage members' discussion on key issues as well as to provide information about key aspects of teaching and learning. Each newsletter presents a column on the scholarship of teaching and learning. Each volume (in which there are three issues) will have a different scholar presenting the discussion. Thanks to Kathleen McKinney for serving in this role for volume 33!

Additionally, there is now a "Point/Counterpoint" column that will present two different sides of key issues facing us currently or in the future. This issue's "Point/Counterpoint" concerns whether sociology should be taught in high school, with Caroline Persell arguing in support of the proposition and Dean Harper arguing against teaching sociology in high school.

The final new column highlights sociology outside the United States. I have asked international members of the section to provide information about teaching sociology in other countries. This issue's column is presented by Anthony Rosie concerning his work in England.

Finally – this newsletter has information about the Section sessions at the meetings in San Francisco in August, as well as additional information on the first-ever section pre-conference on teaching.

SCHOLARSHIP OF TEACHING AND LEARNING

Kathleen McKinney, Illinois State University
Cross Endowed Chair in the Scholarship in Teaching
and Learning
kmckinn@ilstu.edu

Editor's Note: Please send any comments or replies to the column to Anne Eisenberg for inclusion in future newsletters as part of creating a dialogue concerning SoTL.

USING SOTL IN SOCIOLOGY: EVIDENCE FROM TWO VOLUMES OF *TS*

In the last 30 years there has been a great deal of work in the scholarship of teaching and learning in Sociology. The purpose of this brief article is to discuss the degree to which sociologists publishing scholarship of teaching and learning (SoTL) in *Teaching Sociology (TS)* are applying what we know from SoTL work to improve teaching and learning. My definition of SoTL work is that used at my institution, the systematic reflection on teaching and learning made public. This definition was written to include research, broadly defined but appropriate to the discipline, on teaching and learning at the college level in one's discipline that is evaluated by others and shared via presentations, performance, and publication.

I have argued elsewhere (McKinney 2003, 2004) that application and use of SoTL work is problematic. I believe the use or application of SoTL (as seen in presentations and publications) is insufficient in the following ways: 1) discussions of application are often missing or lack sufficient detail; 2) application is most often limited to the individual faculty-class level rather than also at program or institutional levels; 3) extant literature is not always used so that we fail to build on prior knowledge; 4) efforts to encourage wider involvement in this work and applying this work often fail; and 5) generalizations, when possible, from the SoTL work of others to our own situations are often not made.

Others have studied the content of our discipline's pedagogical journal, *Teaching Sociology*. Baker (1985) looked at the nature of teaching scholarship, analyzing papers published in *Teaching Sociology* from 1973-1983. He concluded that, during this decade of work, little evidence existed to support the idea that sociologists were building knowledge about teaching in our discipline as a form of scholarship. Few papers published in *TS* during that decade contained assessment measures. Chin (2002) published a replication of Baker's (1985) work analyzing articles

published in *Teaching Sociology*, in an attempt to categorize those that meet the criteria for scholarship. Chin concluded that there has been modest improvement in the amount and quality of SoTL work in Sociology since 1985.

My interest is related but somewhat different—the application of SoTL work in our discipline as discussed in published articles. Given my anecdotal sense that application is missing or weak, I wanted to conduct a quick, and relatively simple, assessment as to whether this was the case. Thus, I am looking at evidence related to the first three weaknesses in application noted above.

I looked at the articles and notes published in two volumes of *TS*: volume 27 (1999) and volume 31 (2003). I focused on articles and notes (as these are the main categories in *TS* and the categories most likely to contain SoTL work). I chose volume 27, as this volume would have published work conducted around 1997 and 1998, years when we saw the early stages of major and highly visible initiatives on SoTL in the national higher education arena. For example, individuals, disciplinary associations, and institutions became involved in national programs such as Carnegie Scholars, Carnegie Academy for the Scholarship of Teaching and Learning, and AAHE summer academies. In addition, there were many new writings on SoTL as a concept and a field during this time (e.g., Cambridge 1999; Hutchings and Shulman 1999). Finally, many new traditional and on-line SoTL journals as well as SoTL conferences were begun. I chose volume 31, as this is the current completed volume of *TS* and represents SoTL in the discipline of Sociology 4-5 years or more after these major initiatives began.

An estimate of the application of SoTL in Sociology consists of the frequency and nature of any discussion by the author(s) of the application of their SoTL results. I looked only at articles (N=26) and notes (N=19) containing empirical evidence of the impact of a teaching/learning strategy, assignment, course, change, etc. Empirical evidence was broadly conceived but is more than the anecdotal reflection ("I tried it and I liked it.") of the faculty member/author. As I expected, such applications were limited. The most common form of discussion or conclusion (done by most authors to varying degrees) was for the author(s) to discuss what they already have done and to summarize their findings. That is, they repeated key aspects of the teaching situation, activity, innovation etc. they were evaluating and summarized main results of its assessment. They also reflected on possible limitations or strengths. In my view, this is not application but rather a restatement of the innovation itself and/or the evaluation data.

About half of the articles and notes included a brief discussion of how the authors themselves have or plan to do things differently based on what they learned from the study. For example, they suggested changes in the assignment or its use for their class or how they might adapt it for another class. They suggested strategies to improve the situation for or learning by their students based on the data.

Less than a fourth of the articles and notes contained any discussion of application beyond the individual faculty member and classroom, such as discussion of the implications of the findings for other teachers or students, the department, the discipline, or the institution. There was virtually no discussion of specific current or new processes (e.g., using SoTL results in developing a new course or a curriculum reform process or program review) that might be used to achieve such applications.

Thus, my belief that application of SoTL work is insufficient in Sociology holds up in this analysis. Though all the articles and notes reviewed here did draw on some extant SoTL literature, discussions of application were often missing or lacked sufficient detail, and application was most often only at the individual faculty-class level rather than also at program or institutional levels. We have a long way to go in making the possible applications of our SoTL work in Sociology explicit, detailed, at multiple levels, and effective.

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SOCIOLOGY ABROAD

Anthony Rosie
Centre for Learning and Teaching in Sociology,
Anthropology, and Politics (C-SAP)
a.j.rosie@shu.ac.uk

FORMALLY FOCUSING ON TEACHING

In 1997 the UK government accepted a report on higher education (the Dearing Report) which, amongst other things, called for a much greater prominence for teaching in UK higher education. The Higher Education Funding Council for England (HEFCE) responded and introduced three new funding streams. The first provided a level of funding for each institution and the second provided an individual award of \$100,000 for up to 20 outstanding University teachers per year. The third, and largest stream of funds, provided for 24 subject centres. These centres are located in different universities around the UK.

The subject of this report is the Centre for Sociology, Anthropology and Politics which is located at the University of Birmingham and came into existence in 2000. I am writing this article as the Director of C-SAP, a position to which I was appointed in August 2003 succeeding Professor Sue Wright.

C-SAP's work ranges from supporting a number of co-ordinators for the different social science disciplines and who, like me, work on a seconded basis. We provide advice for social science departments and we organise events including an annual conference on teaching and social science. We also develop specific social science resources and assist departments in utilizing them. Finally, we provide funds for departments interested either in improving teaching or for creating specific teaching tools. Departments competitively bid for these funds.

Two of the projects funded through the competitive bid process focused on improving the first year university curriculum for sociology undergraduates and developing resource tools for doctoral students. We take seriously Boyer's notion of scholarship and we are concerned with a scholarship of engagement. Another role played by C-SAP is to broker between departments and other Universities as well as provide support for and encourage national initiatives

I will be attending the ASA annual conference in August 2004 and will provide a stand displaying our work. I look forward to meeting my American colleagues. Finally, our 2005 conference is November 23-26 in Birmingham, England and I am strongly interested in discussing a US contribution.

POINT/COUNTERPOINT Teaching Sociology in High School

INTRODUCTION

Jeanne Ballantine

At the beginning of my introductory classes I ask how many students have had sociology and what they recall about the subject and content areas covered. Their recollections are often vague and general; at the end of the course I again ask some classes how this college course compared to their high school experience in sociology. Many say the courses had little in common.

Most high school teachers have little training to teach sociology, yet they are thrown into a classroom and told to do just that! High school students who elect to take sociology experience a wide range of course content. These and other factors make high school sociology both a blessing and a curse—a blessing because students are introduced to a potentially useful field early in their academic life and a curse because their impression of sociology may not represent reality.

High school teachers of sociology teach in several disciplines—history, psychology, economics, sometimes political science. Sociology may be only a half-year elective for students. With little time for teachers to develop sociological content, students often experience the course as a “fun and easy” elective. My students report that their high school sociology courses consisted of projects and discussions, often watered down to include a few fun activities and minimal sociological content.

To help present the field to teachers and students, some associations reach out to high school teachers with teaching workshops at their meetings, special rates on teaching materials, and tracks at meetings with sessions of interest to high school teachers. The American Sociological Association (ASA), for instance, has a High School Affiliate Program for teachers and social studies departments; this relationship provides teachers and their departments with access to key publications at member prices, subscriptions to Contexts and Teaching Sociology, discounts on many ASA publications, career information for interested students, and special services at ASA meetings.

It is unlikely that sociology will be eliminated from high school curricula. In fact, with new guidelines and curricular materials it may become more common. The following position papers present the pros and cons of teaching high school sociology.

YES – TEACH SOCIOLOGY IN HIGH SCHOOL

Caroline Hodges Persell
Professor of Sociology
New York University, New York, NY

Various sociologists have long been interested in encouraging the teaching of sociology in high schools. While I cannot speak to all the reasons they supported this idea, I do see multiple rationales. These include the fit between sociology and adolescent development, the special relevance of sociology for less powerful or advantaged members of society, the chance to put sociology on the intellectual map in the larger society, and an opportunity to develop career paths for persons with B.A. degrees in sociology.

Sociological understandings are fundamental to adolescent development. Because sociology is the study of society it can help adolescents understand their own worlds and those of adults as they begin moving into adulthood. Adolescence is a time when young people become especially concerned with questions of inequality. They are interested in exploring their place in the world, trying out different identities, and imagining their futures. Sociology offers concepts, theories, and data that speak to these central issues of adolescence. The power of groups, cliques, peer cultures and peer pressures may be most intense for adolescents, because they have relatively few alternative sources of social status compared to adults.

Learning how to discuss and analyze power and status differentials can give members of less valued social groups tools for redefinition and resistance. The substantive interest of sociology for adolescents has been affirmed in pilot cases I know of where sociology has been offered for the first time. In every case numerous students were interested, and some teachers needed to open a second or third section to meet student demand.

Intellectually sociology can help students to develop logical and critical thinking skills that can be applied in their further education and their lives. Learning how to ask what is missing from the formulation of a problem or question, noticing whose perspectives are absent, learning about potential sources of bias in research studies and other types of “official” documents, learning what types of evidence are needed for inferring causality, and much else that a vigorous sociology curriculum includes can sharpen students’ capacities for reasoning and critical thinking. Learning how to examine contexts and relationships, societies, institutions, organizations, ideologies, and

rules of the system, and how they might be related to observed differences in attitudes or behaviors offers students needed alternatives to the highly individualistic thinking that is so widely prevalent in contemporary American society.

In terms of skills, sociology can help students see practical applications for arithmetic and mathematics (other than as torture devices for young people who might rather be doing other things). For sociologists, quantitative reasoning offers important tools for addressing questions of how many, how often, how likely, and under what sets of conditions.

Teaching sociology in high schools can benefit the discipline as well as adolescents who study it. Sociology, like other social sciences, continues to be less successful than it would wish in recruiting, advancing, and promoting scholars of color in numbers proportionate to the general population. Most students of all races/ethnicities enter college with little or no knowledge of what sociology is, or what they might do with it. Exposure to a quality sociology curriculum in high school could increase the number and diversity of students who pursue sociology in college.

While sociology is well established in the landscape of higher education, it is barely on the radar screen in many high schools (mid-western states appear to be the most likely ones to offer sociology in high school). The presence of sociology in this landscape is likely to affect the general public's awareness of sociology, and might help to offset their perceptions based on the books classified as "sociology" in most bookstores (if they even have a section).

Teaching sociology in more high schools also offers potential future job opportunities for B.A. graduates in sociology who might want to teach high school sociology, whether honors or regular courses.

A final reason concerns changes in the curriculum of American high schools. Advanced Placement (AP) courses have increased substantially since they began, with 1 million students taking exams in 2003. Students who take college level or similarly rigorous courses in high school do better when they go to college, and today about 60 percent of high school graduates pursue post-secondary education. Although 34 AP courses are offered, sociology is not currently among them, despite its relevance for adolescents.

For all of the above reasons, in 2001 the American Sociological Association established a Task Force charged with developing and piloting a college-level sociology course for high schools, of which I am chair. To date they have drafted a curriculum, prepared a

collection of pedagogical resources, begun piloting the curriculum in public high schools in Chicago, New York, and Princeton, NJ, and begun talking with the College Board. The Task Force and ASA is committed to helping support both college-level and regular high school courses in sociology.

NO – DO NOT TEACH SOCIOLOGY IN HIGH SCHOOL

Dean Harper
Professor of Sociology
University of Rochester, Rochester, NY

I have no strong opinions about sociology being taught in high school, but so far there are no arguments or evidence that persuades me that it should be. My misgiving rests on two grounds – one in principle and the other in practice.

In principle I believe that in high school there are more important subjects to be taught and studied. Students should leave high school with a good grounding in science and mathematics. They should be helped to write clearly and read with understanding; this should be done in the context of works of literature and history. And students should study a language (preferably Latin) to some degree of proficiency. Sociology could be taught within the reading and writing goals stated above. I would not begrudge a high school sociology course offered under the following conditions: (1) The teacher would be someone who has a genuine interest in sociology and has a good understanding of sociological problems and ideas – an understanding which is based on more than just one college course. (2) Under no circumstances would an introductory textbook be used. These turn off many students. Rather, reading for the course would consist of a number of monographs, and perhaps memoirs or novels. These would be earlier as well as more recent works. Examples of earlier works could include Street Corner Society, a book by W. Lloyd Warner or one of his students, or one of Paul Lazarsfeld's voting studies. More contemporary books might be the Adler's Backboards and Blackboards or Duneier's Slim's Table (though it is more journalistic than sociological, it is nevertheless interesting reading.) And there are a number of equally suitable monographs that would spark an interest in sociology. (3) Finally, there would be a substantive writing component. A weekly essay that is more than just a 'reaction paper' would not be too much.

My objection in practice is that what has been and probably will be taught as sociology departs considerably from the above ideal. What seems to be the case is something like the following: a first year

social studies teacher, whose education has been in history with no sociology courses and who is lowest on the 'totem pole' of social studies teachers in that school, is assigned five classes, four requiring different preparations, one of which is a course in sociology because a dozen students want to take it. Thus, I am not at all sanguine that many high schools would take the teaching of sociology very seriously.

I have interviewed college freshmen who took a high school sociology course; their responses leave me dismayed. A large number of these students liked the course. None, however, could tell me one thing that they learned; they could not tell me what they had read, nor could they tell me what they had written. But they enjoyed the course; to paraphrase: "We could discuss things; we could express our opinions." This, is, at best, intellectual therapy. I see this also in a freshman seminar that I teach on medical controversies. Most students in it become downcast when I tell them that the expression of opinions (e.g., "Younger patients should have first priority when it comes to the transplant of some organ.") is prohibited. Education, and certainly sociology, is not the teaching of opinions.

A smaller number of students who took sociology in high school came away hating it. To paraphrase their judgments: "The course was garbage – just social slop." In their minds the course had no substantive core. They disliked the course for the same reason that others liked it; it was nothing but discussion and the arguing of opinions.

I think, then, that the discipline of sociology would be enhanced if we discourage the teaching of it in high school.

SECTION NEWS AND NOTES

Presentation by the 2003 Hans O. Mauksch Award Winner

Dr. Catherine White Berheide (Skidmore College, Saratoga Springs, NY) will present at the Section Meeting at ASA's annual meeting in San Francisco as the 2003 Hans O. Mauksch Award winner. We encourage you to join us in recognizing Dr. White and in listening to her presentation.

Renew Your Membership!

Please make sure that you've renewed your membership in our section and encourage your

colleagues to join the section! Section membership is important for a variety of reasons, including:

- maintaining our current membership numbers allows us to continue offering an exciting range of section activities each year at the ASA annual meeting
- increasing our membership allows us to increase the number of exciting activities at the annual meeting
- allows you to receive this most interesting newsletter
- allows you to vote and participate in section activities, where your participation helps us to present exciting activities at the annual meeting!

Automatic Enrollment in Section E-Mail

When SoTL section members pay their annual dues, including Section membership dues, their email address is automatically added to the email list. This list is used by Section officers to send messages to the entire membership. However, this is not a listserv and therefore membership is not able to send messages to other members. While Section officers value this opportunity to communicate more readily with our membership, we recognize that some of you may prefer to be removed from the list.

To remove yourself from the SoTL membership list for mailings, send a message to: infoservice@asanet.org with the following statement in the **body** of your message – "**Please remove my name and email address from the Section on Teaching and Learning in Sociology announcement list.**" Then add your name and email address to the message.

MEMBERS' TEACHING NEWS – AWARDS AND ANNOUNCEMENTS

Please let the editor know when you or colleagues have been formally recognized.

Outstanding Service Award

Dr. Maxine P. Atkinson was awarded North Carolina State University's Award for Outstanding Service in Support of Teaching and Learning in October 2003. This award is given in recognition of the creation and support of teaching programs, mentoring, policy formation, and advocacy leadership on behalf of teaching. Dr. Atkinson is known for her work in North

Carolina State University's Service-Learning Program, First Year Inquiry Program, teaching graduate students to teach, and the university's committee on the evaluation of teaching. She is Associate Professor of Sociology with interests in teaching first year students, undergraduate research, and teaching graduate students to teach. This is Dr. Atkinson's second award – in 2003 she won the North Carolina State University's First Year Advocate Award for excellence in support of programs aimed at students' successful transition from high school to college.

Outstanding Teaching Award

Dr. Janet Enke (Metropolitan State University, St. Paul, Minnesota) received the Outstanding Teaching Award for the 2002-2003 academic year at the Fall Faculty Conference in November 2003. She was previously awarded the Excellence in Teaching Award for the 2000-2001 academic year. Dr. Enke's teaching interests are in research methods, internship seminar, and contemporary sociology. Her research interests are in research methodology, social psychology, and community based research. Dr. Enke is assistant professor and chair of the Social Science Department.

Full Time Director of TLC

Dr. Becky Glass (SUNY-Geneseo), inaugural director of the Teaching and Learning Center at State University College of New York at Geneseo, recently received full-time course release from her teaching duties in the Department of Sociology to direct the Teaching and Learning Center. Since its inception in January 2002, two-thirds of the faculty and staff to whom the TLC advertises have attended at least one event. Some of the particularly well-received programs that the TLC has organized include discussions of "race in the classroom" led by students, faculty-student "town meetings" on how students learn best, a free trip to a teaching and learning conference to celebrate the TLC's first anniversary, and workshops on "Just in Time Teaching" and student evaluations, as well as a regional teaching and learning conference.

CALLS FOR.....

Manuscripts Sought for Special Issue of Teaching Sociology

Teaching Sociology is soliciting manuscripts for a special issue honoring ASA's centennial in 2005. Manuscripts should explore some aspect of how teaching within the discipline, or how the scholarship

of teaching and learning in sociology, has evolved (or may continue to evolve in the future). Send all submissions by September 20, 2004, to:

Liz Grauerholz, Editor
Teaching Sociology
700 W. State Street
Purdue University
West Lafayette, IN 47907-2059

For further information, contact Liz Grauerholz at TS@soc.purdue.edu

Submissions Sought

Syllabi and related course materials are now being accepted for possible inclusion in the new ASA Teaching Resources publication *The Sociology of Food: Syllabi and Instructional Materials*. The sociology of food encompasses a wide variety of courses that examine various facets of the production, distribution, preparation, and consumption of foodstuffs. This volume will bring together syllabi and other course materials that focus, from a sociological perspective, on one or more aspects of food and food systems. Submissions for consideration may include, but are not limited to – syllabi, classroom exercises, individual and group assignments, course projects, evaluation and assessment tools, bibliographies or annotated bibliographies, video and film suggestions. The deadline for submissions is October 31, 2004. We are unable to accept hard copies of materials at this time. Please forward electronic copies in **MS Word format** only to:

Denise Copelton (denise.copelton@fandm.edu) OR
Betsy Lucal (blucal@iusb.edu)

Submissions Sought

Contexts, the ASA's award-winning magazine for bringing sociological research to the general public, welcomes unsolicited submissions for feature articles (as well as contributions to other departments such as "Field Notes"). It is easy to get quick feedback on whether an idea will work; exploratory inquiries are welcome.

To start the actual submission process, would-be authors send a proposal of about 500 words that highlights the catchy idea and indicates the bare bones of how that idea will be developed and supported. We then work with authors to develop their ideas into successful *Contexts* articles. The collaboration includes matters of content, organization and writing style.

We seek feature articles that bring the "news" from sociology to the general public, articles that explain to lay readers what sociologists have found out about a subject that readers would find engaging, novel, socially significant, personally important or amusing – or any combination of these virtues. We do NOT publish "op-ed" essays of opinion nor reports of new, unpublished research. ASA members who are not yet subscribers can visit our web site, <http://www.contextsmagazine.org> to see the range of topics we have covered.

Contexts feature articles are peer-reviewed by the editorial board for both their scholarship and their appeal to the target audience.

Reviewers Sought

The editors of *Contemporary Sociology* are looking for people to join their pool of reviewers. If you are interested in writing reviews for *Contemporary Sociology*, send a copy of your vita to:

JoAnn Miller and Robert Perrucci, Editors
Contemporary Sociology
Stone Hall
700 W. State Street
Purdue University
West Lafayette, Indiana 47907-2059

2004 ASA SECTION SESSIONS

Presented below is a listing of sessions and presentations sponsored by the Section on Teaching and Learning at the 2004 ASA meetings in San Francisco in August. Look for further information on-line.

Section on Teaching and Learning in Sociology Business Meeting

- 2004 Hans O. Mauksch Award Presentation
- Lecture by the 2003 Hans O. Mauksch Awardee – Catherine White Berheide

Section on Teaching and Learning in Sociology Paper Session

Connecting Multiple Communities: Evidence from the Scholarship of Teaching and Learning

Organizer and Presider: Idee C. Winfield, College of Charleston

- 'Into It' or 'Going Through the Motions': Variations in College Students' Engagement – Jeff Lashbrook, SUNY Brockport
- Student-Faculty Interactions: Dynamics and Determinants – Shelia R. Cotton, University of Maryland, Baltimore County and Bonnie Wilson, Saint Louis University

- Cognitive Implications of Teaching an Introduction to Sociology Course Via Synchronous (Traditional Lecture) Versus Asynchronous Learning Systems (Telecourse and Internet) on Urban Minority Students – Henry D. Olsen, Medgar Evers College, CUNY

- Open versus Restricted Enrollment First-Year Seminars: Do Beginning College Students Benefit from Being with Like-Minded Students? – Robert F. Szafran and Timothy Clipson, Stephen F. Austin State University

- Computer-Mediated Communication and Student Learning in Large Introductory Sociology Courses – Eric R. Wright and Anthony H. Lawson, Indiana University-Purdue University Indianapolis

Section on Teaching and Learning in Sociology Paper Session

Connecting Multiple Communities: In the Classroom and Outside of Class

Organizer and Presider: John F. Zipp, University of Akron,

- Valuing Immigrants: Civic Engagement in a Sociology of Immigration Course – Elizabeth J. Clifford, Towson University
- Teaching on the Edge: Community-Based Teaching on the Texas-Mexico Border – Marlynn L. May, Texas A&M University

- Going Public: Participatory Action Research as Object and Method of Teaching Sociology and Transforming communities – Greg Scott, De Paul University; Juan Onésimo Sandoval, Northwestern University; Susan Stall, Northeastern Illinois University; and Alex Trillo, St. Xavier University

- The Impact of Border Crossing in Peer Facilitated Community Service Learning – Mark A. Chesler, University of Michigan; Joseph A. Galura, University of Michigan; Kristie Alicia Ford, University of Michigan and Jessica M. Charbeneau, University of Michigan

Section on Teaching and Learning in Sociology Showcase (still in progress)

Connecting Multiple Communities: Student-Student, Student-Faculty and Faculty-Faculty

Co-Organizers and Presiders: Keith Roberts, Hanover College and Wava Haney, University of Wisconsin-Richland

Poster Session on Teaching: Student Handbooks

Keith Roberts, Hanover College; William F. Danaher and Christine A. Hope, College of Charleston; Dan C. Hilliard, Edward L. Kain, Maria Lowe and Karl Shaw, Southwestern University; Beth Eck, James Madison University; Jeffrey Chin, Le Moyne College; Nancy J. Herman-Kinney and David A. Kinney, Central Michigan University; Anne F. Eisenberg, SUNY-Geneseo; Catherine Mobley, Clemson; James Sherohman, St. Cloud State University; and Richard Salem, University of Wisconsin-Whitewater

Poster Session on Teaching: Best Practices

- Enhancing your Courses with PowerPoint Based Video Clips
- The Campus Survey as a Tool for Teaching Research Methods
- Teaching Portfolios

THOSE WHO CAN, TEACH! ASA Pre-Conference

The spotlight will be on graduate teaching assistants and first-time instructors at this special ASA pre-conference event in San Francisco, bringing experts in the field of teaching and learning together with approximately 25 participants for more than six hours of presentations, workshops, discussions on teaching issues, and small group mentoring. The pre-conference will begin on August 13 and continue on August 14 in conjunction with the Section on Teaching and Learning in Sociology section day activities.

The pre-conference will open with a panel, "How Do They Do It? Successful Teaching Strategies," featuring award-winning teachers. This will be followed by breakout discussion groups, workshops, working groups on substantive course topics (introductory, methods, theory, others depending on interest), a session on "Pitfalls in Teaching: What works/what doesn't," and mentoring sessions.

Participants can select from a number of concurrent workshops led by experts. Depending on interests expressed by participants, topics will include: creating a course from scratch, managing classroom dynamics, "Should you take a stand? Controversial Issues in the Classroom," teaching the large class, ethical issues in teaching and academia, teaching portfolios, assessment in the classroom, teaching styles, getting a teaching job, evaluating teaching performance, and writing and presenting on teaching and learning.

The selection of participants will be on a rolling basis with consideration as applications are received. Applications are available on the Section for Teaching and Learning in Sociology web page (see the address below) and from Jeanne Ballantine, Section Chair, Sociology, Wright State University, Dayton, OH 45435. A \$50 registration fee will cover Section membership for those who are ASA members, conference materials and food. In addition, this fee will be returned to those who attend the entire pre-conference in the form of participant-selected ASA Teaching Resource Center publications worth \$40.

The pre-conference is organized and sponsored by the ASA Section on Teaching and Learning in Sociology and draws on the talents and expertise of section members from around the country and in all types of institutions from community colleges to research universities. WE ENCOURAGE INTERESTED INDIVIDUALS TO APPLY SOON.

FINAL THOUGHTS

- 1) **Remember to visit our web site at:** <http://www.asanet.org/sectionteach/>)
- 2) **Please contact the editor with any ideas, comments, and suggestions to make the newsletter interesting and useful to you. Please send updates and information by June 30, 2004 for the Spring/Summer 2004 edition of the newsletter. (Editor – Anne F. Eisenberg, Department of Sociology, SUNY-Geneseo, 123D Sturges Hall, Geneseo, NY 14454; eisenber@geneseo.edu; 585-245-5447 (o), 585-245-5337 (fax)).**
- 3) **Join the Section on Teaching and Learning in Sociology if you are not already a member, and if you are already a member – RENEW your membership!**
- 4) **Become an active member of the section – join a committee, present a paper at regional and national annual meetings, run for a section office.**
- 5) **Become a REALLY active member of the section and recruit new section members. Share your newsletter with colleagues and students.**
- 6) **Thanks to the Hudson Valley Community College's Graphics Department for developing the section logo, found at the top of the newsletter!**