

Teaching/Learning Matters

ASA's Newsletter for the



Section On Teaching &
Learning In Sociology

Volume 40, Number 1

Summer 2011

Letter from the Editors

It is with excitement and anticipation that we share with you the Summer, 2011 edition of Teaching/Learning Matters. Excitement because the articles and resources in the newsletter are lively, thoughtful, and with great utility; anticipation because this edition of the newsletter leads us into the Annual ASA conference in Las Vegas. What a great time for us all to re-focus our energy and commitment to the teaching and learning of Sociology, and to moving our discipline in these directions in remarkable and meaningful ways.

In this issue, Yvonne Combs' article "Inside Study Abroad: Designing a Research Component" shares with us a study abroad case study, lessons from the application of a service learning model to these types of trips, and suggestions for assessment to gauge and improve the guided study abroad experience. In our "Connecting the Classroom to the Community" section, SSSP President A. Javier Treviño eloquently outlines how Service Sociology (the theme of this year's SSSP meetings) enlivens our classrooms while helping us to remain true to the roots of our discipline in "Teaching and Learning Service Sociology."

This issue also brings to you an outline of exciting section news, members new books, and important information about the section's sessions and events at the upcoming ASA Conference. Please do keep sending us this information for upcoming issues.

If you would like to contribute to a future newsletter or comment on this one, please let us know! You can reach Corey Dolgon at cdologon@stonehill.edu, Kathleen Korgen at korgenk@wpunj.edu or Jonathan White at jonathan.white@bridgew.edu. We look forward to hearing from you.

We want to extend a special thank you to our section chair, Darlaine Gardetto, for her ongoing support of this newsletter and her great work as Section Chair. We also want to extend our gratitude to Publications Committee Chair, Kerry Strand, and layout expert, Jay Graham, for helping us create and disseminate this newsletter.

We will be looking forward to seeing you in Las Vegas in August!

Corey, Kathleen, and Jonathan

SECTION CHAIR'S CORNER

Darlaine Gardetto, St. Louis Community College
dgardetto@stlcc.edu



I trust that everyone is enjoying the summer and getting ready for ASA 2011 in Las Vegas, August 20-23. We are looking forward to a very interesting group of STLS sessions, listed at the end of this column; we hope that you will attend as many as you can. In particular, please join us for our awards ceremony and business meeting on Tuesday morning, beginning at 8:30 a.m. John Zipp (University of Akron), our 2010 Hans Mauksch Teaching Award recipient, will give the keynote lecture, "Teaching for Whom." In addition to a light breakfast reception and John's lecture, we will be honoring our 2011 Hans Mauksch Teaching Award winner, Nancy Greenwood, Associate Professor of Sociology, Indiana University Kokomo. Congratulations to Nancy! Our business meeting will follow at 9:30 a.m.

Thanks are in order for all the participants in our election process. Kathleen McKinney and the nominations committee put together a wonderful slate of candidates and we want to thank all of those who were willing to serve the section and agreed to put their name on the ballot. There were some tough choices that had to be made, and in the end the membership chose Elizabeth Grauerholz, University of Central Florida, as our new chair-elect. She will

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be joined by new Council members Krisler Bailey, Tarrant County College (Two-year Representative); Rachael Neal, Coe College (Four-Year Representative); David Purcell, Kent State University (University Representative); and Alison Moss, University of Illinois at Chicago (Student Representative). Welcome to our new Council chair and representatives!

This has been a good year for the section. Membership numbers are strong and our pre-conference teaching seminar continues to thrive. As you may know, Diane Pike (Augsburg College) and her committee have planned an exciting pre-conference teaching workshop, and it was fully subscribed by early June. We had 102 applicants for the Sage/Pine Forge Awards. Each award provides \$500 in expenses to recipients to attend the STLS Preconference workshop, and Keith Roberts, chair of the Sage/Pine Forge Award committee, reports 23 recipients of the 2011 awards. The Sage/Pine Forge Award is in the fifth year of a five-year commitment and Keith assures us that Sage will be renewing for another five-years. Special thanks to Keith and his committee, Wenhong Wang (Evergreen State College), Amy Traver (Queensborough Community College), Sarah Rusche (North Carolina State University), and Emily Bowman (Coe College) for a job well-done.

In late August my term as STLS Chair comes to an end. I would like to thank the Council, Committee Chairs and Committee members for their service during the past year. It is the work of these dedicated members that helps to keep our section vibrant and growing. Past Chair Kathleen McKinney and Chair-Elect Jeffrey Chin have provided tremendous support and we will be in excellent hands when I pass the Chair baton to Jeffrey at our ASA business meeting. It has been a pleasure to work with him and I look forward to serving as nominations committee chair next year. I would like to also thank Secretary-Treasurer Kathy Feltey and Publications Chair Kerry Strand for always being available when I needed information or advice. Kerry Strand will be leaving Council as her term expires in late August, as will Todd Bernhardt (2 Year), and Diane Taub (University); Michael DeCesare will be leaving the position of STLS Webmaster. Thank you, Kerry, Todd, Diane and Michael for giving your time, energy and enthusiasm in service to the section. Finally, I would like to thank the 2010-2011 newsletter editors Corey Dolgon, Kathleen Korgen and Jonathan White for their wonderful work with *Teaching Matters*.

Keep cool and enjoy the rest of the summer. See you in Las Vegas!

Cheers,

Darlaine

ASA STLS Sponsored Sessions

Monday, August 22,

2:30: Meeting Students Where They Live: Facebook, Twitter, Blogs and Wikis.

4:30: Teaching Sociology in On-line and Hybrid Environments

Tuesday, August 23,

8:30: Awards Ceremony and Reception

9:30: Business Meeting

10:30: Getting Your Paper Published in TS and Other Journals on Pedagogy.

12:30: What if Ten Good Courses Don't Make a Good Program?

2:30: Refereed Roundtables

News and Announcements

We need a Webmaster!

The Section on Teaching and Learning is looking for someone who will take over the relatively undemanding (but very important) job of overseeing, and periodically updating, the section website.

If you are interested, please contact Kerry Strand at: strand@hood.edu

Exciting News from Cathy Zimmer and the Awards Committee:

The ASA Section on Teaching and Learning in Sociology is proud to announce the winner of the Hans O. Mauksch Award for Distinguished Contributions to Undergraduate Sociology –

Nancy Greenwood, PhD, Associate Professor of Sociology, Indiana University Kokomo.

Congratulations to Nancy! We look forward to Nancy's Hans O. Mauksch Lecture at ASA in 2012!

Congratulations to our newly elected officers and council members:

CHAIR ELECT

Elizabeth Grauerholz, University of Central Florida

COUNCIL MEMBERS

(Community College)

Krisler Bailey, Tarrant County College

(4-year school)

Rachael Neal, Coe College

(University)

David Purcell, Kent State University

Student Representative

Alison Moss, University of Illinois at Chicago

Congratulations to Danielle MacCartney, Assistant Professor of Sociology at Webster University! Danielle is the recipient of the William T. Kemper Award for Excellence in Teaching. Each year, two outstanding full-time and adjunct faculty members from across the Webster network of over 100 national and international campuses receive Webster's highest award for teaching, based on nominations and testimonials from current students, alumni, and faculty. Winners demonstrate innovative and effective teaching pedagogy that inspires the respect and admiration of their students and colleagues. This year, Danielle was honored with the award and we offer her a huge congratulations!

The Sociology Department of Sherubtse College in Kanglung, Bhutan (www.sherubtse.edu.bt) is requesting your kind assistance.

The department is now concluding its second year offering sociology courses. Because we do not yet have a sociology library we are asking for book donations from the global community of sociologists. Our need for literature is vital in that Bhutan is undergoing profound and rapid social change and we believe that the discipline of sociology – and your book donations – can significantly contribute to its betterment. Both contemporary and time-tested classics will be greatly appreciated with single-subject books more useful than textbooks. We especially need books that focus on social theory, qualitative research methods, social statistics, the sociology of development, political economy, globalization, environmental sociology, rural sociology, social change, sociology of the family, sociology of religion, the sociology of health and medicine, technology and social forecasting and social demography.

Questions can be directed to sherubtsebookdonations@gmail.com.

Please send your donations by October 15, 2011 to our North American collection point at:

**Sherubtse College Bhutan Book Donations
c/o Mr. Pema Gyeltshen
KPTL Express Corp
45-45 47th Street
Woodside, New York
NY 11377**

The Association of Applied and Clinical Sociology (AACS) holds its 2011 annual meetings in New Orleans October 13 - 15 at the Le Pavillion Hotel. This year's theme "Applied and Clinical Sociology: Making a Difference and Loving It" is designed to highlight the enthusiasm with which sociological practitioners engage their world. Session, workshop and paper proposals are due July 15 and should be submitted to Augie Diana at dianaa@nide.nih.gov. For additional information regarding AACS and/or the conference please visit our website at <http://www.aacsnet.net/>.

Hope to see you in New Orleans!

Mike Hirsch
President, Association of Applied
and Clinical Sociology

**Inside Study Abroad:
Designing a Research Component**

By Yvonne Combs
Lander University



Globalization and its implications for future international relationships make study abroad a desirable option for faculty and students who wish to extend learning beyond traditional boundaries. But critical questions about pedagogy must be addressed to ensure satisfactory learning outcomes and ethical relationships are created.

Linking academic course requirements and assessments to international experience was new to our university's study abroad program. To design a new study abroad experience with academic credit attached, we designed two courses with learning outcomes focused on field research methodology and comparative social institutions. Initially, we proposed a comparative examination of the source, nature, extent and consequences of selected social and cultural problems. As the courses developed, however, we as instructors searched for, and often improvised new, ways to link student experiences to course requirements and learning outcomes.

Design and Methods

Early in the design process we created specific learning objectives and outcomes to mirror those of the 300 level research methods course required for all sociology majors. These objectives included: 1) discuss the major components of societies and the relationship of individuals to the social environment; 2) critically and sociologically analyze the circumstances and consequences of specified social environments; 3) identify and compare individual and structural change in the Netherlands and the United States as it relates to specified social environments; and finally, 4)

apply the tools of a selected research method through the transcription and analysis of field notes. Thus, students could substitute the study abroad field research course to meet the requirement.

During the eight day period spent in Amsterdam and environs we tried to provide a balance between cultural exposure and data collection for academic output. Planned events included group meals, and various tours. Students also experienced several modes of public transportation (us, underground, trolleys, etc.) These experiences were orchestrated in accordance with the more formal visits to the ambassador's office, two prison system facilities, and finally, the Netherlands Institute for Health Services Research and more spontaneous outings to a local park and fire station.

Learning Outcomes

Among several *manifest outcomes* for the courses were the usual paper, tests, and presentations. In addition, we required students to keep journals. The final paper asked students to develop a rudimentary research proposal and address both research challenges and further research possibilities. Journal entries were to develop observational and analytical skills as well as address the techniques for writing field notes. Several *latent outcomes* were also identified based on the students' stated reason for participating in this particular study abroad experience.

Assessment

As part of an on-going university effort to standardize and stabilize assessment, we implemented the same rubrics for the study abroad courses as were offered for similar courses on campus. One obvious shortcoming of these rubrics is that, at best, they only assess manifest outcomes of the project academically. Nonetheless, journal entries, a paper and oral presentation represent intellectual efforts on the part of the learners and were therefore an integral part of the study abroad experience.

A survey of students following their trips indicated they were satisfied with the experience. Not only would they do it again, but students suggested they would recommend such an experience to others. From the data it is clear that their stated reasons for going on the trip were less focused on the academic dimensions of the experience. Yet, the numbers suggest that better than 50% of them used their time in academic pursuits. At least two students noted that "doing the actual research" was their favorite part of the trip. The same survey showed that students thought communication between organizers and students needed to improve.

Students were also asked to provide a self-assessment of their performance and assign a letter grade to their efforts. We asked specifically, "What letter grade do you believe you have EARNED in this class and why? Consider such things as attendance, participation, cooperation, involvement and effort as well as the quality of our work." Based on these criteria 75% of the learners accurately predicted their final cumulative grade. The correlation may merit future study. It certainly invites learners and teachers to collaborate during all phases of the learning process.

Conclusion

In retrospect, examining and discussing the application of an experiential learning model to contextualize the manifest outcomes or products of the students' academic work proved useful during the planning process. Further attention needs to be paid to increased preparation and design that includes the reflection and assessment of these first experiences as well. The concern for assessment must also include student input on the logistical dimensions of the experience, as well as grading and other elements.

Teaching and Learning Service Sociology

A. Javier Treviño, 2010-2011 President,
Society for the Study of Social Problems



What is a Sociologist?" In endeavoring to address this question, Albion Small, the founder of both the first US Department of Sociology and the first sociology journal in the country, encouraged sociologists to periodically define their place and describe their work in the world at large, not

only for the general public's consideration, but for theirs as well. But whatever the sociologist's station and identity in society, one thing is certain: Sociology, as Small made plain, "is good for nothing unless it can enrich average life; our primary task is to work out correct statements of social problems and valid methods of solving them" (1903: 477).

As president of the Society for the Study of Social Problems (SSSP), I have chosen as the program theme for this year's meetings the reconstitution of an ameliorative sociological tradition that harks back to the days of Albion Small, and earlier: what I am calling *service sociology*.

What Is Service Sociology?

Service sociology is a sociology of good will and benevolence that offers a way to think about social problems so as to create opportunities for everyone—citizens, stakeholders, our students—to play a role in their solutions. It represents an intelligent, responsible, and accountable sociology of action. In brief, service sociology is dedicated to the service of people and their welfare. It means to serve, which itself means that the sociologist extends himself or herself on behalf of others. As such, the service sociologist presents his or her services to the community, not in the spirit of self-assertion, but of self-donation.

Service sociology takes places in a wide variety of settings and cuts a middle path between scholarship and social activism, between social science and social reform. It cuts a narrow but extensive swath between clinical sociology and the helping professions, between public sociology and academic sociology. At the juncture of case work and social theory we find the sociology of service. Its main goal is to render help to those who need it in a way that is more efficacious than can be done by folk wisdom, religious inspiration, speculation, or simple charity.

Intellectual Work as Service Sociology

Of particular interest to the sociology of service are professors who, as C. Wright Mills (1959) noted long ago, impart to our students the sociological imagination so that they can better understand the interplay of the “personal troubles” of the immediate milieu and those “public issues” at the level of historically located social structure. We teach the sociological imagination in order to enable our students to understand themselves fully—to “know where they stand, where they may be going, and what—if anything—they can do about the present as history and the future as responsibility” (p. 165). Thus, one particular service we as academic sociologists render through our intellectual work is that we help our students translate troubles into issues and issues into the terms of their human meaning for them. In other words, through our teaching and writing we make our students aware that the malaise and frustrations they experience in their inner lives are linked to the big picture of society, to those problems residing at the level of social structure.

In sum, the intellectual work of service sociology is to define personal and social realities truthfully and in a publicly relevant way so as to lead our students to engage in the intelligent and responsible amelioration of social problems. As service sociologists in academia we do this primarily through those pursuits that directly or indirectly involve our students in the classroom: teaching, learning, researching, debating, studying, and writing.

The Intellectual Work of Service Sociology in the Classroom

Each year scores of students become acquainted with Alpha Kappa Delta’s enduring motto—“To investigate humanity for the purpose of service”—when they are inducted into the international sociology honor society. Back in 1920, AKDs founder, Emory S. Bogardus, chose the name Alpha Kappa Delta because the letters represent the first letters of the three classical Greek words that embody the functions of the Society: *anthrōpos*, meaning humanity; *katamanthanō*, meaning to examine closely or acquire knowledge, and; *diakoneō* meaning to do service. So while there has long existed a rather robust tradition of service in American sociology that continues to be communicated to students today, it has seldom been considered as an earnest endeavor in the sociological amelioration of social problems. Indeed, many of our textbooks and courses on social problems, while they perform admirably in bringing together descriptive facts in an orderly fashion, are not even designed to help students “solve” social problems. But the tide is now turning. Indeed, just this year several textbooks have appeared that expressly address social problems from a service learning, civic engagement, and social activist approach—which is to say, from the standpoint of the sociology of service. These are Corey Dolgon’s and Chris Baker’s *Social Problems: A Service Learning Approach*, Kathleen Odell Korgen’s and Jonathan M. White’s *The Engaged Sociologist: Connecting the Classroom to the Community*, and Kathleen Odell Korgen, Jonathan M. White, and Shelley K. White’s, *Sociologists in Action:*

Sociology, Social Change, and Social Justice. I expect that these particular texts will significantly influence social problems courses to become far more service-oriented than they have been in the past.*

As these textbooks reveal, sociologists in particular have the ability to see problems and opportunities that nobody else can see. As such, we are uniquely positioned to search for—and teach—novel ways to ameliorate social problems through service. Let me briefly discuss some specific teaching and learning strategies we can implement, and that in fact many of us are already implementing, in the classroom and in the field to help foster the sociology of service.

Long before the highly popular t.v. medical drama, *House*, in which a team of diagnosticians work frantically to identify their patients’ mysterious illnesses, made its debut, *problem-based learning* (PBL) was being employed in medical schools throughout North America. A student-centered pedagogy, PBL involves students working cooperatively in groups and coalescing their ideas and resources to solve a particular problem. More recently, PBL is being used in sociology courses as a teaching technique to help students consider controversial issues/problems more deeply and from different points of view (see Ross & Hurlbert 2004).

As a solutions-oriented sociology another technique that is relevant in teaching the sociology of service is *participatory action research* (PAR). The various PAR methods—which include participant observation, demonstration projects, in-depth interviews, role-playing exercises, and so on—are employed in producing local relevant knowledge in finding progressive solutions to people’s oppressive realities. PAR not only helps people solve their own community problems without outside agency, as a teaching method it also helps students to envision “a society where people are reflective, develop empathetic compassion for human suffering, and commit themselves to changing that suffering” (Feagin & Vera 2008: 246).

As service sociologists become increasingly and intimately involved with diverse types of human beings involved with actually coping with life and living, they are exposed to a wide variety of humanizing experiences and thoughts. These in turn stimulate in them “human empathy and sympathy, awareness of common humanity and a common fate” (Lee 1978: 49). The service sociologist must therefore possess a sufficient sense of empathy in order to gain understanding through joining in the emotions and activities of the people to be served. There are several educational tools that can increase empathy in students towards the various populations in need of service. One such is the *poverty simulation program*, the role-playing experience that not only gives students greater awareness of the difficulties of life for people living in poverty, it also shows them which roles they can play in reducing poverty in their own communities. Another example of an empathy enhancing pedagogy is the *AGNES suit* (Age Gain Now Empathy System) developed at MIT’s AgeLab. AGNES is a suit of clothing designed to give its wearer the physical limitations of older age and, as such, allows the wearer to empathize with older people. By wearing goggles that diminish vision, plastic shoes with uneven pads to throw off the wearer’s center of gravity, and compression knee bands that dis-

courage bending, the suit serves as a first-hand way for determining the needs of the elderly.

Other methods and theories of teaching and doing service sociology include various *service-learning opportunities* that are already being offered as part of experiential education on many college campuses. Also of importance are the teaching of *game theory* for learning to consider solutions that are non-zero sum, *social network analysis* for understanding the ramifying nature of social problems, and *pragmatism* for determining which theory or service activity, among their wide array, works best in the particular situation. The usefulness of these and other pedagogical techniques notwithstanding, it is important for students to understand that solving a social problem is not like solving a mathematical equation. There is seldom a single solution and almost never one that is absolute. Helping people cope with their troubled lives necessitates a deep understanding of the complexities of the human condition.

One significant way that students can confront the human condition—and also explore the nature, obstacles, and challenges of service sociology—is through reading and discussing literature: social science texts as well as literary novels. Indeed, writers such as Dostoyevsky, Tolstoy, Dickens, and Hawthorne, have long been regarded as acute observers and chroniclers of the lives of the dispossessed. On the other hand, the critical approach taken in much of the social science literature more pointedly presents students with characteristics of social and social-psychological problematics: marginal neighborhoods (*Street Corner Society, Tally's Corner, Slim's Table*), the problems of poor people (*Poor People's Movements*), the asserted values of working- and lower-class communities (*Worlds of Pain, Ain't No Makin' It*), the inequities of race, class, and gender (*Doméstica, The Truly Disadvantaged*), and community disasters (*Everything In Its Path, Heat Wave*). These books can help service sociologists and students to anticipate certain troubles, see a larger or different view. Doubtless, some of the volumes will “speak” more, or better, to certain social problems than to others. But the pressing social issues these books and similar others bring up—economic inequality, immigration, medical care, crime and delinquency, etc.—are supremely important and useful to our students’ involvement with the sociology of service.

Today, we must again confront the recurrent question that Alfred McClung Lee raised over three decades ago: Sociology for whom? Lee stated that we should respond to the question in this manner: Sociology for the service of humanity. “This answer,” said Lee, “refers to the need to develop knowledge of direct service to people as citizens, as consumers and as neighbors” (Lee 1978: 36). Let’s teach and learn and do the sociology of service for a better tomorrow for all.

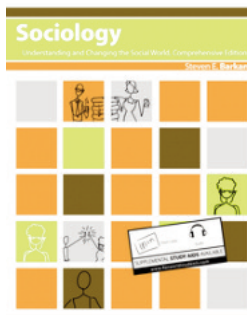
*All of these authors will be discussing their books at the SSSP meetings at a session, “Writing and Teaching Service Sociology,” on Saturday, August 20 at 12:30 p.m. at the Harrah’s Las Vegas Hotel.

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New Books

Sociology: Understanding and Changing the Social World, Comprehensive Edition. By Steve Barkan. Flatworld Knowledge Publishers, 2011.



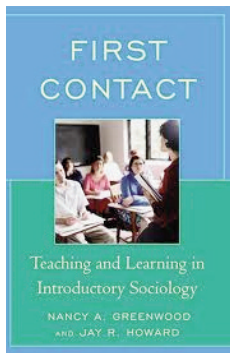
It is no accident that many sociology instructors and students are first drawn to sociology because they want to learn a body of knowledge that could help them make a difference in the world at large. Steve Barkan’s *Sociology: Understanding and Changing the Social World* is designed for this audience. It presents a sociological understanding of society but also a sociological perspective on how to change society, while maintaining the structure and contents of the best mainstream texts.

Everyday Forms of Whiteness: Understanding Race in a 'Post-Racial' World. Second Edition. By Melanie E.L. Bush. Rowman and Littlefield Publishers, 2010.



The second edition of Melanie Bush's acclaimed *Everyday Forms of Whiteness* looks at the often-unseen ways racism impacts our lives. The author reveals that even though we talk as though we live in a “post-racial” world after the election of Barack Obama, racism is still very much a factor in everyday life. This edition incorporates new data and shows how the everyday thinking of ordinary people contributes to the perpetuation of systemic racialized inequality. The book reveals the mechanisms that support the racial hierarchy in U.S. society, identifies “cracks in the wall of whiteness,” or opportunities to challenge this hierarchy, and outlines ways we can challenge long-standing patterns of racial inequality.

First Contact: Teaching and Learning in Introductory Sociology. By Nancy A. Greenwood and Jay R. Howard. Rowman and Littlefield, 2011.

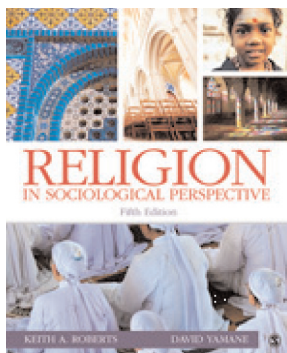


The Introduction to Sociology course is usually the first contact that students have with the discipline of sociology. This course can determine whether students take other sociology courses or learn to use sociology in their lives as adults and citizens.

First Contact identifies important issues facing instructors in introducing students to the sociological imagination. Drawing on the literature of

teaching and learning in sociology and higher education more broadly, *First Contact* provides an overview of the scholarship of teaching and learning, best practices, and other essential information to create a successful first course in sociology. It walks the instructor through the course design process—from learning about whom your students are, determining appropriate course goals and learning objectives, and using these ideas to design, execute, and assess your course. It examines the core content of a first course. It discusses how to design a syllabus, select textbooks and readings, as well as how to design and deliver effective lectures, facilitate good discussions, and other course delivery options.

Religion in Sociological Perspective 5th Edition. By Keith A. Roberts and David Yamane. Pine Forge, 2011.

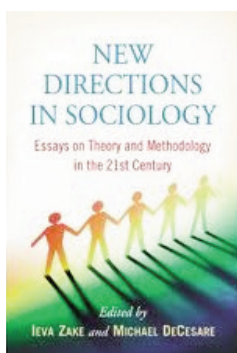


This fully updated edition helps students understand and apply the theories and research methods of the sociology of religion.

While the authors cover the major theoretical paradigms of the field and employ various middle-range theories to explore specific processes, they use the open systems model as a single unifying framework to integrate the theories and enhance student understanding.

Throughout the book, the authors analyze the contributions and blind spots of each theory and emphasize the relationship between research methods and findings.

New Directions in Sociology. Edited By Ieva Zake and Michael DeCesare. McFarland Publishers, 2011.



Written by a new generation of sociologists, these essays chart a course for the future of the discipline, both by revisiting forgotten theories and methods and by suggesting innovative theoretical and methodological approaches. Comprised of seven essays on theory and five on methodology, the volume also attempts to reconnect theorists and methodologists in a discussion about the future of the sociological enterprise.

August 2010 to August 2011 STLS Officers/Council Members

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Graduate Student Concerns: Reese Kelly, rck517@gmail.com

Pre-Conference: Diane Pike, pike@augsborg.edu

SAGE/Pine Forge Awards Selection: Keith Roberts, robertsk@hanover.edu

The SAGE/Pine Forge Teaching Innovations & Professional Development Award: 2011
By Keith Roberts

This year there were 102 applicants for the SAGE/Pine Forge Award, an award that provides \$500 in expenses to award recipients to attend the Section Preconference workshop on teaching. This year there were 23 recipients selected by a section committee. This means that our Section received more than \$11,000 in donations--\$5,000 from Sage/Pine Forge Publishers and the rest from SAGE/Pine Forge authors. This is the fifth year of a program that was initially approved for five years, and over the five years since it was started, 95 graduate students or untenured junior faculty members have received grants to attend our workshop.

Great news! The program has been so highly successful that SAGE/Pine Forge has renewed their commitment for another five years. (Your help in extending kudos to SAGE/Pine Forge and to the sponsoring authors can help to keep this going. No other publisher and no other set of authors do anything like this for the discipline and for the teaching movement in sociology.)

The 2011 recipients of the award are listed below:

Christopher Todd Beer Indiana University	Colby R. King Univ of South Carolina and Sloan College	Christin L. Munsch Cornell University
Casey Brienza University of Cambridge	Pamela Ray Koch Hope College	Nathan Palmer Georgia Southern University
Sarah E. Cribbs University of Oregon	Gregory T. Kordsmeier University of Wisconsin-Madison	Kristenne M Robison Westminster College
Jamie Dolan Carroll College	Rennison Lalgée Austin Community College	Darby E. Southgate Los Angeles Valley College
Angela Frederick The University of Texas at Austin	Jessica A. Leveto Lewis University and Indiana University NW	James Sutton California State Univ, Chico
Michelle Gawerc Univ. of New Hampshire, Durham	Krystale Elaine Littlejohn Stanford University	Joshua Terchek Case Western Reserve University
Tanya Gladney University of St. Thomas	Neda Maghbouleh UC Santa Barbara	Elroi J. Windsor Georgia State University
Daisuke Ito Georgia State University	Noa Milman Boston College	

At the ASA annual meeting, SAGE/Pine Forge will host a reception in their book booth, honoring recipients and supporting authors and celebrating the five years of this successful program. The co-sponsoring books/authors for 2011 are listed below.

Jeanne Ballantine and Keith Roberts *Our Social World* 3rd ed; *Our Social World, Condensed*
 Anna Leon-Guerrero *Social Problems* 2nd ed; *Contemporary Readings in Social Problems*
 George Ritzer *The McDonaldization of Society* 6th ed; *McDonaldization, The Reader* 3rd ed; *The Globalization of Nothing* 2nd ed.
 Russell Schutt *Investigating the Social World* 6th ed; *Making Sense of the Social World* 3rd ed.
 Kathleen Korgen and Jonathan White *The Engaged Sociologist* 3rd ed.
 Jodi O'Brien *The Production of Reality* 4th ed.
 Peter Kivisto *Key Ideas in Sociology* 3rd ed; *Illuminating Social Life* 4th ed.
 Kathleen McKinney and Barbara Heyl *Sociology Through Active Learning* 2nd ed.
 Kathleen Korgen *Contemporary Readings in Sociology*
 Jeanne Ballantine and Joan Spade *Schools and Society* 3rd ed.
 Joan Spade and Catherine Valentine *The Kaleidoscope of Gender* 3rd ed.
 Keith Roberts and David Yamane *Religion in Sociological Perspective* 5th ed.
 James Crone *How Can We Solve Our Social Problems?* 2nd ed.
 Earl Babbie *Adventures in Social Research* 7th ed; *Exploring Social Issues* 3rd ed.
 Kenneth Allan *The Social Lens* 2nd ed; *Contemporary Social and Sociological Theory* 2nd ed; *A Primer in Social and Sociological Theory; Explorations in Classical Sociological Theory* 2nd ed.
 William Roy *Making Societies*
 Joseph Healey *Diversity and Society* 3rd ed; *Race, Ethnicity, Gender, and Class* updated ed; *Race, Ethnicity, and Gender* 2nd ed.
 Jack Levin *Sociological Snapshots* 5th ed.
 Eric Goode *Extreme Deviance*
 Peter Kivisto and Thomas Faist *Beyond a Border*
 Richard Arum *The Structure of Schooling* 2nd ed.
 Laura Edles and Scott Appelrouth *Sociological Theory in the Classical Era* 2nd ed; *Sociological Theory in the Contemporary Era; Classical and Contemporary Sociological Theory*
 Kathleen Korgen, Jonathan White, and Shelley White *Sociologists in Action: Sociology, Social Change, and Social Justice*