

Teaching/Learning Matters

ASA's Newsletter for the



Section On Teaching &
Learning In Sociology

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SECTION CHAIR'S CORNER

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This is my last "chair's" column in the STLS newsletter and I'd like to begin by thanking all the Council and Committee members for their hard work and devotion in the past year. Whatever success our section enjoys is a direct result of the collective efforts of a mighty fine group of folks.

This is a good time also to look back and to look forward – sharing some of the successes of the past while calling attention to some highlights, especially at the ASA meetings. The biggest news of the past year was the establishment of the "Sage and Pine Forge Teaching Innovations & Professional Development Awards" to prepare a new generation of scholars and leaders in the Teaching Movement in Sociology. The award is funded by the authors of *Our Social World* (our own Jeanne Ballantine and Keith Roberts) and Sage/Pine Forge Press. (This year the award will provide supplemental funds to support participation in our pre-conference teaching workshop entitled "Teachers are Made, Not Born: A Workshop for New Sociology Instructors"; in the future it will fund attendance either at our pre-conference – in year's when we host one – or at a range of our sessions). Even though there was less than a month window to apply for this award, we received 95 applications (with more arriving after the due date). With limited funds and lots of excellent applicants, the committee (Lynn Ritchey, Keith Roberts, Stephen Sweet, Beth Cavalier, and yours truly) had a difficult time in making the award decisions. A list of the awardees is on page 10; please join me in congratulating them (they also will be honored at our Business Meeting) and thanking Lynn, Keith, Steve, and Beth for their work on our ad hoc award committee.

Speaking of awards, I'm happy to report that two section members have won teaching awards. First, Maxine Atkinson is the well-deserved recipient of the 2007 Hans Mauksch Teaching Award. Congratulations, Maxine! In addition, I'm happy to report that the winner of the ASA Distinguished Contribution to Teaching Award is a section member; this year's recipient is Edward Kain. Ed has been a real leader in the teaching movement in ASA for a long time and it is very fitting that he receives this recognition.

We also just received our section election results from ASA. Once again, we had a terrific slate of candidates, making it very difficult for section members to choose among them. Our new chair-elect is Betsy Lucal. She will be joined by new Council members Susan Belair (Two-year Representative), Susan Ferguson (Four-Year Representative) and Kathleen Lowney (University Representative). Thanks to all the candidates for running for office and for the great work by Diane Pike and her nominations committee.

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Summer always seems to pass too quickly, and before we know it, August and the ASA meetings will be upon us. Chair-elect Susan Farrell has put together a well-rounded and interesting set of sessions for this year's meetings (starts on page 9). In addition to the paper sessions, all members attending ASA please try to make it to our Business Meeting and Hans Mauksch Lecture (starting Tuesday, August 14th at 12:30), the latter featuring an address by last year's Mauksch Award Winner, Bernice Pescosolido.

Finally, let me welcome Kathy Rowell as newsletter editor. This is Kathy's first issue and we all look forward to her building on the fine job that Anne Eisenberg did for years and taking *Teaching Matters* to even more lofty heights.

Enjoy the rest of the summer...

John Zipp, 2006-07 Chair

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EDITOR'S NOTE

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I would first like to say thank you to the section for the opportunity to serve as the newsletter editor. I have some prior experience in editing newsletters and served for a few years as newsletter editor for the Society for Applied Sociology. I plan to serve in this capacity for two years and hope to work with the publications committee to develop a job description and some guidelines for this position. In looking back at past editions of our newsletter, it is my hope to continue the tradition of publishing an informative high quality newsletter. Of course, there is always room for improvement and that will be my primary goal over the next year. The next edition of the newsletter will hopefully include a new template design and some new features. Please feel free to send me your suggestions and thoughts on what you would like to see in the upcoming issues of *Teaching and Learning Matters*. I hope you find the information in this newsletter useful and would recommend that you also be sure to check the ASA website for up to date information on the conference. I think both of the articles in this newsletter on teaching and learning are thought provoking. I hope to see many of you at the meetings in New York. Again, thanks for the opportunity to serve and looking forward to hearing from you concerning future editions of our newsletter.

SCHOLARSHIP OF TEACHING AND LEARNING

Guest Columnists

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Please note the editor is currently seeking articles on the scholarship of teaching and learning for the upcoming year. She is hoping to have numerous contributions to this column rather than a guest columnist for the entire year.

A Pragmatist Sociology: Lessons from Goddard College and Dewey Pedagogy by Karen Werner

Introduction

Goddard College, where I have taught for the past six years, is an experimental college in Vermont. Founded as a four-year coed college in 1938, Goddard draws heavily on the pedagogy of American philosopher John Dewey (1859-1952). Dewey saw education as a "fundamental means for social reform," specifically for preparing students to be participants in a democracy, actively engaged in identifying and remedying social problems (Dewey 1897). Dewey's pedagogy, which he began to develop in 1896 at a laboratory school in Chicago, emphasizes five themes: 1. education is student centered, using the interests and impulses of the learner as a starting point; 2. education engages the whole student: his or her emotional, intellectual, and physical development; 3. education is for living, combining theory and action by posing questions and attempting to solve real problems; 4. education involves a reconstruction of experience, a time of reflection and evaluation of one's questions and attempts to solve problems, and 5. students, teachers, and administrators are directly involved in the running and maintenance of the school (Dewey 1897, Mayhew 1966, Rockefeller 1991).

Below, I describe links between Goddard and Dewey pedagogy, focusing on the ways Goddard pedagogy informs sociological teaching—specifically, as it informs what I am calling a pragmatist sociology. After offering a case study, I suggest ways that a Goddard version of pragmatist sociology can be applied to more conventional university classrooms.

A pragmatist sociology helps students learn sociology in a deep and transformative way, because they are drawing on personal issues and become invested in

solving problems they have identified. Perhaps even more importantly, pragmatist sociology socializes students to be active participants in learning rather than socializing them to receive knowledge from another. This active engagement prepares students well for democratic participation beyond college, insofar as democratic engagement requires confident, self-reflective people who have experience integrating everyday life and learning, theory and practice.

Goddard College and its Pedagogy

Goddard College has an undergraduate population of 140 students, all of whom participate in a low-residency academic program. This means that all Goddard students come to an intensive week-long residency at the college at the beginning of each semester and spend the rest of the semester away from campus, working in a structured way with a faculty mentor primarily via email and mail. (The low residency program started in the 1980s, in hopes of attracting adult learners. For almost twenty years, the college ran both residential and low residency programs. In 2002, the Board of Trustees elected to close the residential program and focus entirely on low-residency programs, which were proving to be more financially viable.) This arrangement is conducive to adult learners who have full time jobs, are raising families, or are otherwise committed to a community outside of Vermont.

Goddard's undergraduate program honors the five aspects of Dewey pedagogy mentioned above: It 1. is student centered; 2. recognizes the whole student; 3. highlights problem solving; 4. incorporates the reconstruction of experience; and 5. works towards being a democratically run school.

The pedagogy is practiced in the following way: during the residency, students select an advisor for the upcoming semester and work one-on-one to create a study plan, usually broken into three week assignments. This is the primary faculty relationship students have—there are no formal classes. A study plan draws on a student's interests while also keeping in mind college degree criteria. In order to graduate, students must demonstrate competency in social sciences, science, quantitative literacy, art, and humanities, in addition to writing two critical essays on topics of their choosing. They must also show examples of thoughtful action and self-development. In their final year, students produce a project, creative or otherwise, with an analytic paper or a more traditional senior thesis.

Goddard Pedagogy and Pragmatist Sociology

Working at Goddard has required that I shift how I teach. My sociological training was from relatively

traditional academic institutions. That is, the courses were not student centered; the whole student was recognized only to a limited degree; real life problem solving was not emphasized, nor was the relationship between theory and action; there was minimal emphasis on the reconstruction of experience, though there was some participation of students in the governing structure of the school. Overall, I have had to adjust my ways of teaching and doing sociology to fit into the Goddard framework. I am calling this adjusted sociology, pragmatist sociology.

Pragmatism is a word with complex philosophical associations, and I cannot do justice to its complexity here. Suffice it to say that pragmatism was originally Kant's term, revived by American philosopher Charles Pierce who, in the 1870's, was writing about the social nature of belief and truth. Pierce influenced his Harvard contemporary William James, who argued that truth's "cash value" was in experiential terms. In other words, truth could best be tested through action. John Dewey, in turn, was taken with James' version of pragmatism and saw it as an essential tool for nourishing democracy, and thus incorporated it into his pedagogy for social reconstruction. All three men, Pierce, James, and Dewey, were influenced by a love of basic scientific inquiry, rejecting metaphysics in favor of the ongoing process of hypotheses, observation, conclusions, and reformulated hypotheses (Mills 1964, Rockefeller 1991, Menand 2001).

To clarify what I mean by pragmatist sociology, I will situate it in relation to two terms: first, "service learning" and second, "pragmatic solidarity," a term coined by the physician and medical anthropologist Paul Farmer (Farmer 2003.)

First, service learning is defined as

a form of experiential education in which students engage in activities that address human and community needs...intentionally designed to promote student learning and development (Barbara Jacoby, quoted in Rosenberger 2000, p. 35).

Service learning encompasses a wide range of practices, some of which inspire mutually beneficial relationships between the students and those receiving the "service." Some types of service learning have also been challenged for reinforcing unequal power dynamics by imposing "help" onto those who have not had a say in negotiating the nature of this "help." Most would agree it is the responsibility of the teacher and institution to ensure that the service learning dynamic is attentive to the complexities of what it means to provide "service" to another.

I see pragmatist sociology as a distinct type of service learning, one that incorporates the central aspects of Dewey pedagogy: the service is initiated by the student rather than organized by a teacher. As with other forms of service learning, a physical activity other than writing and reading is encouraged. Also, the service is part of a larger pedagogy of problem solving in which students have multiple chances to hypothesize, test, and evaluate their ideas and actions. In pragmatist sociology, service, broadly defined, is an integral part of the student's education rather than a side project. Student and teacher can do justice to the complexity of helping self and other by seeing it as an ongoing exploration.

While service learning is often associated with volunteer work with the elderly, poor, or otherwise disenfranchised, pragmatist sociology is far more open ended in its definition of service. In fact, this openness is what differentiates pragmatist sociology from the second term of comparison, pragmatic solidarity. Paul Farmer coined the phrase pragmatic solidarity to describe his research and practice around health care delivery in Haiti. For Farmer, pragmatic solidarity means that research and analysis are always connected to "efforts to remediate inequities of access." To not construct research and analysis in such a way, he writes, "is a tactical and moral error –it may be an error that constitutes, in and of itself, a human rights abuse" (Farmer 2003, p. 22).

As much as I sympathize with Farmer's project and am inspired his sense of urgency for combining research and application, pragmatist sociology has a notable difference from pragmatic solidarity, and perhaps also from most types of service learning. Farmer's pragmatic solidarity is fundamentally about "remediating inequities of access." In contrast, pragmatist sociology is, at its core, about experimentation. Pragmatist sociology serves democracy alone –the conflict-ridden space of uncertainty—rather than serving a particular solution. This distinction between pragmatic solidarity and pragmatist sociology gets at a core question. If one is to help students engage in the world through sociology, does one prescribe a political agenda? Or does one keep the political agenda open, letting students come up with their own analysis of problems and solutions? Pragmatist sociology lets students define the problems and solutions on their own, while also giving them tools to evaluate these solutions.

Case Study of Pragmatist Sociology

To make pragmatist sociology still more vivid, I'd like to offer a case study, based on one of the students I have worked with at Goddard:

Sam is a thirty-year-old white man who experienced symptoms associated with mental illness for a number of years before coming to Goddard and had been a patient in the mental health system. Some of the questions he articulated at the beginning of the semester, after a number of conversations with me as his advisor and with other students in our advisee group, included: what are non western views of symptoms associated with mental illness? To what extent is mental illness socially constructed? What is the impact of stigma on people who are given mental illness diagnoses? How would one change the culture of mental illness so that people suffering from hallucinations and voices and depression, etc, do not suffer from stigma?

Sam and I created a semester study plan drawing on his questions and based on my knowledge of sociological literature. He read and wrote annotations on Erving Goffman, Stephen Pfohl's work on deviance, work on the construction of mental illness and articles about the collective action of stigmatized subcultures. Sam's annotations of these texts included a discussion of the author's central argument and the author's methods, in addition to Sam's response to the text – quotes that moved him, points that bothered him, etc.

While working on these annotations, Sam was writing a Lunatic Manifesto in which he articulated the need for a subculture for people with symptoms associated with mental illness, a subculture that was validating and compassionate to counter mental illness stigmas. He included in the manifesto some reading he had done on nonwestern views of hallucination and shamanism, highlighting the social construction of mental illness symptoms. Sam worked at a non-profit dedicated to supporting people with mental illness, where he wrote a public service announcement and was later invited to join the Board. At the end of the semester, Sam evaluated his responses to his initial questions –analyzing the extent to which his effort to create a subculture worked and the extent to which his manifesto addressed the problems of the mental health system and the stigmas in the culture at large.

This case study illustrates the student centered approach: recognizing Sam's life context, listening to his interests, helping him articulate and focus on a few pressing questions and problems and to develop a course of study out of this. What I find powerful about this approach to teaching sociology is that, first, the student's work can be healing, insofar as it helps them integrate aspects of personal life with intellectual life and action. The fact that students are attempting to problem solve and test ideas in the world often makes them invested in the reading, writing, and application

of their work. Because of these personal and problem solving dimensions, pragmatist sociology invites a unique kind of vitality and energetic struggle.

I've smoothed out some of the rough edges of my experience working with Sam in order to present something of an ideal type. So, let me now articulate some of the complications that can arise in this pedagogical model. First, students may not be comfortable with a student-centered, holistic approach. They may not want to share intimate parts of themselves with a faculty person. Though, I have personally found that when a student begins the semester this way, preferring to stay on an intellectual level of inquiry, they often open to the more personal dimensions of their work over time, a process that usually leads to enriched intellectual and personal discovery. In one instance, a student wishing to study Chinese and the global internet divide eventually began to pay attention to her own life history as an "army brat," frequently relocating before establishing a connection to place and language. This personal awareness enabled her to see the limits and potential of technology and communication in a more poignant way.

Second, students in a student-centered pedagogy may pose questions that are primarily technical and only secondarily sociological. For instance, I've had students ask: how do I write a screenplay about a father's connection to the son he has never met, or how do I create a documentary about New York City? As much as I might try to keep sociological issues on the surface, encouraging the student to think critically about how a relationship or a place is constructed in a narrative, the technical aspects of the project take priority, and I have not been certain that the sociological imagination has been fully grasped. Along similar lines, students may begin with a personal question and be reluctant to move to a more analytic, and therefore sociological, discussion of that issue, preferring to stay on the autobiographical level.

Third, students may bring their whole selves to the learning process; they may have a sophisticated sociological analysis of a problem and carry out a compelling solution to the problem. But, as the semester rolls to a close, they may not be interested in doing adequate self-evaluation of their proposed or enacted solution.

Pragmatist sociology offers a framework of student-centered, holistic, problem-solving, self-reflective learning, and each student brings his her own natural proclivities to this process. The faculty advisor's role is to work towards balance, to guide the student towards the areas he or she is less likely to go alone.

Bringing Pragmatist Sociology to More Conventional University Classrooms

Goddard is a unique institutional context, and at first glance it may not seem feasible to integrate pragmatist sociology into more conventional university classrooms. What I have been describing is a radical departure in terms of the student-teacher dynamic, assignments, the methods of evaluation, and use of class time. Certainly many professors of sociology use *aspects* of pragmatist sociology: they integrate mind-body-emotion by asking students to discuss personal biography in terms of public issues, following the framework of the sociological imagination (Burawoy et al, 2004). Others incorporate a student-centered approach to some degree, letting students choose part of the syllabus or design research projects. Some incorporate action projects, where students must research and perhaps collaborate with community organizations outside the college environment, though rarely is this framed in terms of problem solving (Rose 2004).

It is a worthwhile experiment to introduce a more comprehensive pragmatist sociology into the undergraduate or graduate classroom, especially for classes with less than twenty students. I offer the following ideas to contribute to a larger conversation about how to do this. Instructors could begin a pragmatist sociology course with a series of conventional lectures and reading assignments, providing guiding themes and a common vocabulary. With guidance, students could then articulate questions and problems, through writing exercises, talking in small groups, and meeting one on one with the professor and teaching assistants. Students could create study plans, again working in groups and drawing on a large bibliography of recommended readings. Study plans would need to have clear assignments and shared expectations, in terms of what has to be handed in when (for instance, twenty pages of writing and three texts every three weeks.) Study plans would also need to incorporate a time for reflecting on and evaluating efforts at problem solving. Finally, it would be valuable for students to share their learning processes and progress with the rest of the class at various points in the semester.

Conclusion: Pragmatist Sociology and Aims of Higher Education

I endorse pragmatist sociology for two reasons: first, it is a powerful way of helping students internalize the methods and insights of sociology. Second, by putting students in an active position with regard to their

learning and by giving them guided experience in problem solving and reflection, they are prepared for democratic participation beyond college.

Pragmatist sociology is an example of itself. It is an ongoing experiment, an attempt to pose questions and address problems within our own discipline: how do we ensure sociology is relevant? What is the relationship between sociological insights and actions to solve social problems? What is the purpose of higher education; specifically, what is the purpose of teaching sociology? If we believe higher education should help students develop skills to be active in democracy, what are the skills they need and how do we help them strengthen these skills?

The pedagogies of Goddard and Dewey have helped me answer these questions for now. I believe we can ensure sociology is relevant by using pedagogies that are student-centered, incorporating a problem solving focus and self-evaluation. My assumption is that the purpose of higher education is to socialize students to be morally and civically responsible and to use disciplines like sociology towards this end.

Not long ago, English professor Stanley Fish criticized attempts to "prepare America's undergraduate for lives of moral and civic responsibility" (Fish 2003, p. c5). He argued that such proclamations are vague and not well integrated into other aspects of the curriculum and, further, that the aim of higher education should be to teach students disciplinary competence. Fish makes a good point, insofar as many efforts to cultivate moral and civic responsibility are confusing additions to already full academic programs. And, it *is* a challenge to teach the basic elements of a discipline. Yet, I believe we can aim for disciplinary competence *and* the cultivation of moral and civic responsibility if we refine our pedagogies and think hard about the competencies students need to skillfully participate in a democracy.

Higher education is a powerful socializing experience. Too often students are socialized to separate their lives from knowledge and learning. Pragmatist sociology is a way of insisting that the whole student is invited into learning and that learning is inextricably linked to action and evaluation of that action. A holistic, pragmatist approach to sociology can strengthen students' investment in their learning, increasing the odds that they will develop moral and civic responsibility as well as disciplinary competence.

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"An Interactive Lecture: A Critical Look at Changing Gender Roles Through Popular Music"

by Carol A. Minton, California Baptist University
(The entire paper was presented at American Sociological Association Meetings in Montreal, 2006)

Often accidental classroom events prove to be valuable teaching tools. As a new teaching assistant for a large introductory sociology class, I presented a lecture on gender roles and socialization. Using music from the 1960s, I incorporated the research of Susan Douglas (1995) to discuss changing gender roles in the 1960s and the concepts of those changes reflected in popular music. Additionally, I played some of the songs that Douglas' had reviewed in her study. Shortly after class, a student came by my office. "You stopped the lecture, too soon" he said. "Many of us have paid a price for the sexual revolution and grew up without fathers. You should include music that says that!" I asked him if he had any music that he would like to share and immediately he produced from his back pack a CD with the single "Father of Mine" by Everclear.

During the next class period, I shared the conversation with his fellow classmates and played the song for them. To my surprise, several students stopped by after class ready to share other songs. Incorporating the songs from my students into future lectures produced the same results, more students wanting to share their experiences and their perception of changing gender roles or simply the postmodern experience in musical lyrics. This dialogue and exchange with my students about their music became as Skelton (2004) described "a bridge of communication" to understand the postmodern youth experience and the ever-changing gender roles today's youth face.

Using popular music to introduce sociological concepts, Albers and Bach (2003) shared their success at using music at the beginning of each class period. These instructors choose the music and then allow the students to critically think about the particular application. They found that the inclusion of popular music provided several benefits including a more relaxed, comfortable environment to express ideas, the understanding of personal troubles being part of a larger social problem, and finally creating an opportunity for students' to take on the role of "other" by critically thinking about the relevance of a particular song and its lyrics to the topic of the day.

Some researchers suggest that while using popular music has its benefits, that perhaps educators do not need to include Rap music "unless they teach students whose background includes rap" (Fain, 2004, 590-594). However, in a broader context, Gruber and Boreen (2003) found even children's literature for

graduate students can provide a new lens which students with limited diverse experiences may increase their awareness and understanding of groups that are often marginalized or stereotyped.

One of the benefits of student's contributions to lectures (including their personal favorite lyrics) is this type of interaction allows students to become an active agent in their own learning. McKenzie (2003) suggests that when students design and choose their assignments there is a new vitality and interest in the subject and they become more active critical thinkers. This was the surprising result that I found when including my students' popular music. Like McKenzie (2003) I found my students that were initially passive and non-engaged suddenly emerge as interested, active learners.

Now some twenty or more lectures later to more than 1000 students in both public and private institutions, this collection of music and other documents are used to create an eclectic picture of changing gender roles and the challenges of those new roles in post-modern America. After foundational concepts are presented including gender, status, roles, socialization and social inequality, I use this lecture to illustrate some of these concepts through music (largely contributed by former students). As I incorporate their songs into the lecture, it seems students are awakened to familiar music that connects them to social concepts. It opens up a dialogue with both male and female students that emerge from a realization that sociology includes "their" music. Student after student has come to my office bringing with them music that once seemed so strange and distant that now has become part of my own understanding of the postmodern world of my students.

Here are some of the themes my students believe are expressed in their musical lyrics:

Encouragement to get rid of **bad relationships** – *Scrub* written by Kandi performed by TLC

Accepting your **body image** – *Unpretty* Written by Watkins, T. performed by TLC; *Beautiful* by Christine Aguilera

Independence even without a boyfriend – *Survivor* by Destiny's Child

The struggles for young **single moms** – *What would you do?* By City High

Young men desiring to be **better fathers** – *Just the two of us* by Will Smith; *Haley's Song & Mockingbird* by Eminem

The new emerging **stay-at-home dads** – *Mr. Mom* by Lonestar

The **chaos** of being young – *It smells like teen spirit* by Cobain, K. 1991 recorded by Nirvana

The **emotionlessness** of living in the postmodern – *Bring me to life* by Evanescence

Coping with **past mistakes** – *Dear Momma* by 2 Pak; *Cleaning out my closet* by Eminem
McRelationships without love - *In da club* by 50 cents

This lecture continues to be a favorite and has resulted in an increased development of students' sociological imagination to critically examine their social world. Recently, a few students have mentioned new songs that reflect reactions to the war in Iraq and other social-political issues. I'm beginning to explore the musical lyrics of System of the Down. It will be interesting to hear students' response and if many of them are listening to this new more political music. Popular musical lyrics seem to provide relevant and familiar texts for students to critically examine norms, values, and beliefs about gender roles and other important sociological concepts.

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_____ 2002 "Cleanin' out my closet" in *The Eminem Show* (CD) track 4 Santa Monica, Ca: Interscope Records

_____ 2004 "Mockingbird" in *Encore* (CD) track 16 Norway: Aftermath

Evanescence 2003 "Bring me to life" in *Fallen* (CD) track 2 New York: Wind Up

Everclear 1997 "Father of Mine" in *So Much for the Afterglow* (CD) track 6 Portland, Or: Whitehorse Studios

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SECTION NEWS AND NOTES

Announcing the Section on Teaching and Learning in Sociology 2007 Hans O. Mauksch Award



Maxine Atkinson, North Carolina State University

Maxine P. Atkinson is a Professor at North Carolina State University, where she also directs the First Year Inquiry Program. As President of the Southern Sociological Society in 1999-2000, she focused attention on the scholarship of teaching and learning with a presidential address called "The Scholarship of Teaching and Learning: Reconceptualizing Scholarship and Transforming the Academy" (*Social Forces* 2001). Maxine has published and presented widely on issues related to teaching, often with graduate students, providing evidence of her commitment to mentoring the next generations of teachers of sociology. She is a member of the Departmental Resources Group (DRG) and STLS Council; she began a second term on the editorial board of *Teaching Sociology* in 2006.



The Section on Teaching and Learning would also like to extend congratulations to section member, Edward Kain, Southwestern University, on being the named the American Sociological Association 2007 Distinguished Contributions to Teaching Award Winner. We are very proud of having another section member receive this prestigious award and thank Ed for all his work and service to this section. See the fall newsletter for more information on this

award. Read more about the 2007 Award Winner at <http://www.southwestern.edu/faculty/kain/>

Goffin, G. and King, C. 1960 "Will you still love me tomorrow"
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Gruber, S. and Boren, J. 2003 "Teaching critical thinking:
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practice, 9, (1) Retrieved on February 22, 2006

Kandi 2000 "No Scrubs" recorded by TLC in 2004 *Artist
Collection: TLC* (CD) track 4 Tokyo, Japan: Sony Records

Lonestar 2004 "Mr. Mom" on *Let Us Be Us Again* (CD) track
11 Nashville, TN: BNA Entertainment

McKenzie, J. 2003 "The student as an active agent in
interdisciplinary structure: Introducing the patchwork text in
teaching sociology" Innovations in Education and Teaching
International, 4, (2). Retrieved on February 22, 2006

Pantera "25" in *Far Beyond Driven* 1994 (CD) track 8 released
London: Electra

Skelton, K.D. 2004 "Should we study music and/or as
culture?" Music Education Research, 6, (2), July. Retrieved
on February 22, 2006.

Smith, W. 1993 Just the two of us in *Will Smith's Greatest
Hits* 2002 (CD) track 15 Japan: Columbia Record

Watkins, T. 1999 "Unpretty" recorded by TLC (CD single)
released in 1999 Japan: BMG International

2Pac "Dear Momma" 2005 in *Me Against the World* (CD)
track 9 written by Pizarro Portland, OR: Jive

50 Cent 2003 "In Da Club" on *Get Rich or Die Tryin'* track 5
written by Elizondo Santa Monica, CA: Interscope

PEDAGOGICAL CONSIDERATIONS FROM THE COMMUNITY COLLEGE PERSPECTIVE

Editor is currently seeking articles of community college
interest for future editions – See the next issue
Check out these events at the American Sociological
Association meetings in New York.

**Academic Workshop: Sociology as a Community
College Experience Sun Aug 12 12:30pm – 2:10
pm, Sheraton, New York**

**Community College Faculty Breakfast, Sun Aug
12 7:00 am – 8:15 am, Sheraton, New York**

See ASA Preliminary Program for more information
about these events.

Contact your two year representative for more
information (See page two for contact information)

**Section on Teaching and Learning at the
2007 Annual Meetings in New York**



**Section Day is Tuesday, August
14th Be sure to mark your calendars**

The listing below ONLY represents those workshops
and sessions organized by the Section.

Pre-Conference Workshop

“Teachers are Made, Not Born: A Workshop for New
Sociology Instructors”

Time: Friday, August 10 – 8:00 am – 5:00 pm
Co-Organizers and Co-Leaders: Betsy Lucal (Indiana
University), Kerry Strand (Hood College) and Kate
Linnenberg(Beloit College)

Program:

8:00-8:30 am Arrival/Packet pass out

8:30-8:40 am Workshop welcome

8:45-9:05 am Opening Keynote: *Kathleen McKinney*

9:15-10:15 am Concurrent Roundtables I: Hot Topics in Teaching
and Learning

Dealing with difficult students (*Rebecca Bach and Julianne
Weinzimmer*)

Teaching about controversial issues (*Salvador Vidal-Ortiz*)

Radical pedagogy (*Stephen Sweet*)

Experiential learning (*Brenda Kowalewski and Charles
Westerberg*)

10:25-11:15 am Best Practices: Award-Winning Teachers Talk about
Teaching (*Kathleen McKinney, Kathy Rowell and Greg Weiss*)

11:25 am-12:25 pm Concurrent Roundtables II: Practical Issues in
Teaching and Learning

Teaching critical thinking (*Agnes Caldwell*)

Classroom assessment (*Greg Weiss*)

Maximizing student engagement (*Roger Reitman*)

Teaching large classes (*Bob Crutchfield*)

12:30-2:00 pm Lunch and ASA Registration

2:00-3:00 pm Concurrent Roundtables III: Hot Topics Redux (see
above)

3:10-4:00 pm Discussion: Getting a Job at an Institution that Values
Teaching (*Laura Moore, John Zipp, Susan Farrell*)

4:10-5:00 pm Panel: Surviving the First Year(s) in the Classroom
(*Shannon Davis, Kate Linnenberg and Nate Wright*)

5:10-5:30 pm Closing Keynote: *Diane Pike*

We would like to extend congratulations to our first SAGE
and Pine Forge Teaching Innovations & Professional
Development Award winners. A special thank you to
SAGE/Pine Forge Press and the authors of *Our Social World*,
Jeanne Ballantine and Keith Roberts.

Erin K. Anderson

Washington College

Geoffrey Banks

University of Illinois-Chicago

David Blouin

Indiana University

Tiffany Noelle Martin Brown

Front Range Community College
Metropolitan State College of Denver

Katherine Carter, Ph.D.

Addis Ababa University, Ethiopia

Erica Hunter

SUNY- Albany

Aya Kimura

University of Akron

Pamela Leong

University of Southern California
Whittier College (2007-08)

Rachael Neal

University of Arizona

Sadie Pendaz

University of Minnesota

Katy M. Pinto

California State University, Dominguez Hills

Hwa-Ji Shin

University of San Francisco

Mary Nell Trautner

University at Buffalo, SUNY

**The remaining listings represent those sessions
organized specifically by the section. Note that
there are many more teaching sessions and
workshops at the meeting in addition to those
sponsored by the Section on Teaching and
Learning! You can search the program at the
ASA website using “teaching” as a key word.
There are numerous teaching sessions and
activities around teaching and learning. Be sure
to check the ASA preliminary program for more
detailed and up to date information on the
Annual Meetings.**

Section on Teaching & Learning in Sociology Invited Session.
Deciding What To Teach

Tue, Aug 14 - 10:30am - 12:10pm

Session Organizer/Presider: Caroline Hodges Persell (New York University)

Teaching Race

Ann J. Morning (New York University)

Teaching Class in Class: Why Does the Sociologist's Star Variable So Often Flop?

David B. Grusky (Stanford University)

Teaching Gender

Judith Lorber (Graduate School and Brooklyn College, CUNY)

What Should Students Understand After Taking Introduction to Sociology?

Caroline Hodges Persell (New York University)

Section on Teaching and Learning in Sociology Paper Session. Challenges in Graduate Student Teaching

Tue, Aug. 14, 8:30 am – 10:10 am

Session Organizer/Presider: Elizabeth S. Cavalier (Georgia State University)

"Teaching" or "Guiding?" Balancing Status and Power in the Classroom

Alexis A. Bender (Georgia State University), Saori Yasumoto (Georgia State University)

Uncovering the Voices of Teaching Assistants

Aya Kimura (University of Akron), Marianne S. Noh (The University of Akron), Suzanne Slusser (The University of Akron), John F. Zipp (University of Akron)

Teaching on the way to the Doctorate: Challenges, Rewards, and Truths

Charles A. Swift (CUNY-Kingsborough Community College)

Section on Teaching and Learning in Sociology Paper Session. Integrating Spatial Thinking into the Sociology Curriculum

Mon, Aug 13 10:30am – 12:10 pm

Session Organizer/Presider: Claudia W. Scholz (Trinity University)

Beyond the Field Trip: On Tourism as a Pedagogical Strategy

Shaul Kelner (Vanderbilt University)
George Sanders (Vanderbilt University)

Integrating GIS Across Disciplines in a Liberal Arts College

Jeana Marie Abromeit (Alverno College)

Race and Space: Crime, Joblessness and the American Apartheid

Karen Lynn Hayslett-McCall (University of Texas at Dallas)

Section on Teaching and Learning in Sociology Paper Session. Teaching As Vocation: A Symposium

Mon, Aug 13 4:30pm – 6:10 pm

Session Organizer: Monte Bute (Metropolitan State University)

Presider: Dean S. Dorn (California State University, Sacramento)

Choosing to Teach or Choosing to Lead: Elite Colleges and the Preparation of Urban Teachers

Eran Tamir (Brandeis University)

Teaching Conceptualization

Mark A. Schneider (Southern Illinois University)

Jumping Ship: Choosing to Move from a Research I to a Teaching Institution

Melissa F. Weiner (Quinnipiac University)

Why We Teach: Scholastics, Partisans, Socratics, and Communitarians

Monte Bute (Metropolitan State University)

Discussant: Dean S. Dorn (California State University, Sacramento)

Section on Teaching & Learning in Sociology Hans Mauksch Award Ceremony (one-hour)

Scheduled Time: Tue, Aug 14 - 12:30pm - 1:30pm

Come here last year's award winner, Bernice Pescosolido

Joint Reception: The Communication Information Technologies and Teaching and Learning in Sociology Sections

Scheduled Time: Mon, Aug 13, 6:30pm -8:00 pm

Building: Hilton, New York

Just Desserts: A Teaching Enhancement Fund Benefit Reception

Scheduled Time: Mon, Aug 13, 9:30pm - 11:00pm

Session Organizer: Kareem D. Jenkins (American Sociological Association)

Looking to escape the pressures of presenting papers, searching book displays, and participating in committee meetings? Come and relax with friends at this benefit event for the Teaching Enhancement Fund (TEF), "Just Desserts." As the name implies, you should bring your sweet tooth along to enjoy special desserts, good coffee, stimulating conversation, and smile that all of this pleasure goes to a good cause. Admission is by ticket only. A major portion of each ticket price will go toward supporting the Teaching Enhancement Fund, a small grants program designed to support teaching-related projects that have long lasting and transferable impact. Please purchase your tickets in advance when you pre-register online for the meeting. Contribution levels are \$25—donor, \$50—sponsor; \$100—benefactor.

Renew Your Membership!

We encourage all section members to join us in recruiting new people to join the section. As former chairperson Diane Pike is known for saying, EVERY sociologist who teaches should belong to the section. Help us in "spreading the word" about the section and its many benefits. We are the leaders in the scholarship of teaching and learning work as well as some of the most talented teachers. Additionally, the section newsletter provides compelling and interesting items to section members that you cannot get anywhere else. Finally, the journal of *Teaching Sociology* represents our interests through its editors (who have all been section members) as well as through its content.

Automatic Enrollment in Section E-Mail

When STLS 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.

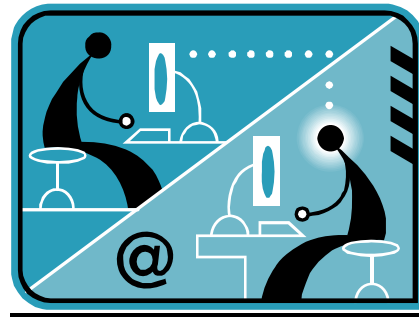
To remove yourself from the STLS membership list for mailings, send a message to: infoservice@asanet.org with the following statement in the **body** of your message – **"Please remove my name and email address from the Section on Teaching and Learning in Sociology announcement list."** Then add your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

CALLS FOR.....



Submissions Sought

Please submit suggestions for the Fall newsletter to Kathy Rowell. Suggestions for articles, regular features, news items to share with other members, and any other ideas are encouraged and welcome! I need your assistance in helping make this the best section newsletter in the American Sociological Association.



Join the TEACHSOC Listserv

Established in 1995 by Jeff Chin and Kathleen McKinney, the Teaching Sociology E-mail List – teachsoc – provides a place to discuss and distribute news on teaching sociology. Teachsoc is open to all individuals interested in pedagogy, curriculum, and any other issues related to the teaching of sociology at any level. To join us, please send the command:

Subscribe teachsoc *Alfred Weber*

In the body of an email message addressed to – teachsoc@googlegroups.com substituting your name for Max's little brother, of course.

For the most up to date information about the Teaching and Learning Section in Sociology, please check the following websites:

American Sociological Association Meeting website:

<http://www.asanet.org/cs/root/leftnav/meetings/2007>

ASA Teaching and Learning in Sociology website:

<http://www2.asanet.org/sectionteach/>

