

Teaching/Learning Matters

ASA's Newsletter for the



Section On Teaching &
Learning In Sociology

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SECTION CHAIR'S CORNER

Betsy Lucal, IU South Bend, blucal@iusb.edu

Members of my parents' generation know where they were when President John F. Kennedy was assassinated (my mother, a sophomore in high school, was in typing class). Members of my generation know where they were when the space shuttle *Challenger* exploded (I was a senior in high school, enjoying study hall in the library). Members of my generation and the one that follows know where they were when they heard about 9-11 (I was standing in the kitchen at my new house and turned on the TV in time to see the plane hit the second WTC tower).

If you're like me, and Carla Howery was an important influence on your life as a teacher/scholar, perhaps you will always remember where you were when you heard about her death on March 31, 2009. I was sitting at the dining-room table in that same house, doing editorial work for *Gender & Society*, when I checked my email and found a message saying that Carla had died. I'm not a person often moved to tears, but that news did make me cry. And, for the next several days I found myself thinking of Carla, remembering the humor that predominated in my interactions with her. Part of me, of course, still can't believe she's gone. However, I am also certain that Carla's legacy will live on – partly because I'm personally committed to making that happen, partly because I know there are so many other people who share that commitment, and partly because the nature of Carla's work and life was such that no other outcome is possible.

I was asked to provide a remembrance of Carla for the MSS newsletter. Below I repeat part of what I wrote there because it captures Carla's contributions to our discipline in general and to this section in particular:

"Since I met Carla when I was in graduate school, I always just assumed that good teaching and the scholarship of teaching/learning were vital parts of our discipline. Her tireless work running the Academic and

Professional Affairs Program at ASA assured that teaching and professional development would be taken seriously...Because of her, I never felt like ASA was a cold or distant organization, but one that valued my contributions. (Look for me at the next ASA meeting: I'll be the one with more ribbons than my name badge can hold.) To me, this work is the most tangible part of Carla's legacy.

"But Carla constantly made her presence known in other ways, too. She was a cracker-jack auctioneer for Sociologists for Women in Society, helping us raise thousands of dollars for local women's organizations. We never knew what she would pull out of her bag of auction items next. But we were always ready to buy them. Who else could have gotten me to pay about \$25 for a used kitchen sponge she christened "Sponge Bobby Triangle Pants"?!"

"I was always amazed that Carla knew things about my professional life before I told her. When I saw her soon after I had won two teaching awards, she said she already knew because, basically, she kept tabs on what I was up to.

"The last time I really talked to Carla was at the ASA meeting in New York City (2007). She was talking about putting her affiliation on future meeting badges as 'Sociologist at Large.' Of course, 'Hell Raiser' would have been equally appropriate.

"No one I ever met was funnier than Carla. (I am convinced she could have been a successful standup comedian!) No one I ever met was more dedicated to making us all the best teachers of sociology we could be. No one is more deserving of the ASA Distinguished Contributions to Teaching Award, which she received this year. And [our section] will honor her with the inaugural Carla B. Howery Award for Developing Teacher/Scholars in 2009.

"Whenever she introduced me to someone, Carla would tell them I was a great teacher. I continue to strive to live up to that label. And I consider it my

personal responsibility to ensure that the discipline remains infused with her good humor.

"After hearing she had died, I found and re-read the note Carla sent me when I got tenure. The last sentence says, "How lucky I am to have known you and seen you flourish." But, of course, all of us feel we were ever so lucky to have known her. "

This year our section will pass the threshold of 800 members, entitling us to one more session at ASA and showing that the place of teaching and learning in our discipline continues to grow. Of course, that news would be no surprise to Carla. She would have considered it inevitable; but the rest of us know that her guiding hand helped make it possible. To help us surpass 800 members, consider giving a gift membership to the section in Carla's memory. Tell the student or colleague who's the recipient of your gift your best memory of Carla.

Do your best teaching. Start a new SOTL project. But, most of all, remember to laugh.

Betsy Lucal, Chair, 2008-09

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2008-2009 OFFICERS AND COUNCIL MEMBERS FOR THE SECTION ON TEACHING AND LEARNING IN SOCIOLOGY

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EDITOR'S NOTE

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First of all I need to thank my administrative assistant, Linda Schock, in helping to put this newsletter together. She patiently assists with this endeavor and I would not be able to complete this newsletter without her. It would be great if you would take time to thank her for her work (See email above). It is a busy time of year for me and I found this newsletter difficult to complete. However, it was not the timing that was really holding me back, it was rather dealing with the emotions of many people who knew and loved Carla. I am no exception. I first met Carla when I was the Graduate Student Representative to the ASA Membership Committee in 1991. I was a young graduate student and about five months pregnant when I attend this meeting. I was nervous about sitting around a table with "professors". All I can say is that Carla cared for me the moment I walked in the door. She knew I was having all day morning sickness and even though I did not really know her, she became an instant caregiver and friend. In August 1992, I attended the final ASA membership meeting and once again Carla was there to help me. My best friend's three year old child had died unexpectedly the day I arrived at the ASA meetings (I might add I had a 4 month old baby along) and Carla cared for my son so I could attend a meeting. She also helped me figure out the sessions I could not attend and held my son while I packed to go home. All I can say is that Carla was not only there for me professionally but she was there for me as a friend. We shared numerous laughs and stories about our sons over the years and like

Stephen Sweet (see article in this newsletter) I also shared an amazing boat ride with Carla in Minnesota. He and I both were amazed that Carla gave an amazing presentation after having had chemotherapy the day before the event. She had the audience laughing and engaged throughout. There are so many moments that Carla has impacted my life and I am so glad to have those. Carla Howery lived Sociology each and every day and it is her authenticity that made sociology a very real discipline for me. It is nice to know that you can be an authentic and real human being and still be an academic and professional. While there are many great articles that could have been included in this newsletter, the tributes to Carla truly made me remember why I love this discipline. Thanks to all who contributed.

Kathy Rowell, 2008-09 Newsletter Editor



NOTES ON TEACHING AND LEARNING

Guest Columnists:

Kathleen McKinney, Illinois State University

Stephen Sweet, Ithaca College

Greg Weiss, Roanoke College

Michael DeCesare, Merrimack College

NOTE: The editor is currently seeking articles on the scholarship of teaching and learning for the upcoming year.

Excerpts from a letter written to Carla Howery in 2007 as she retired from ASA. These thoughts ring loud and true today. Thus, I wanted to share them with others who had the honor to know Carla. I miss her.

Kathleen McKinney, Illinois State University

Dear Carla,

Thoughts about what I want to say in this letter to you have been running through my head for several days. I want so much to "get it just right" but I think that might be impossible because, as corny as it sounds, words truly cannot convey what is in my heart and mind. So, we will both just have to settle for honesty and "as good as I can do at the moment" and I may just let my thoughts and feelings ramble somewhat... hhhmmm, I might be sounding like some students... That is fine; I am always proud to be in the

company of students –one of the many things you have helped me know and remember over the years.

I think I will begin with a bit of history, including some history you might not know and may think a bit amusing. My recollections of you go back to my first tenure-track job out of graduate school at Oklahoma State University (I started there in August 1982). I don't remember the year but sometime in the mid-80s, somehow, I was invited to participate in one of those traveling ASA regional workshops related to teaching. It was somewhere in the southwest, maybe in Texas (wow, memory fails to come up with the details). You were, of course, involved! I had heard of you and knew that you were an important person at ASA. I was (and I am sorry if this embarrasses you but it is true) in awe and a bit scared. But I enjoyed the experience and found myself drawn in deeper to the teaching-learning movement in the discipline, especially beyond the local level. I have always been grateful for this opportunity and I doubt I have ever told you that. It, and the many opportunities since that time that you have offered me or helped me find, have shaped my career in wonderful ways I could never have imagined.

Over those earlier years, I had brief, somewhat distant, interactions with you. I can remember seeing you at MSS and ASA, and wondering whether I should say hello as you were so busy and so important and knew everyone and probably would not remember me. I came to learn more and more about your efforts to promote teaching and learning in the discipline – too often, it seemed, almost by yourself. And, all the while, you remained modest and asked for nothing, really, for you... just pushed and prodded and probed and politicked to make teaching and learning matter in ASA and beyond.

Let me turn now to some of the things I most admire and respect in you (and, I confess, envy a little bit as well). At first, two came to mind but then there were three, then four, then five...I don't think they are in any particular order (though my psychology friends might find the spontaneous order that they came to mind, noted below, telling)...so we will see where this goes. First, of course, is that unsurpassed sense of humor of yours, that wit, sometimes sarcastic (but I like judicious sarcasm), so quick and on target, whether orally or in writing, whether in work or personal communications. You crack me up in virtually every interaction and I love your holiday letters. Second, you have such great political skills. If you had not already invested 25 years of yourself to make a difference and weren't long overdue some time for yourself, I would be urging you to run for public office. You have great task and socio-emotional leadership skills. You manage to get so much accomplished in some of the most difficult situations without ever permanently or seriously damaging relationships or closing any doors. Third, I don't know where you find

that tremendous strength and energy that you have. I see it as emotional, social and physical, and it blows me away. Fourth is your generosity and kindness. It is never about you. You are always willing to give or share credit. You are always willing to help someone else. Finally (and you probably would not want this last in the list but, oh well, it is my letter to you!), is your knowledge about teaching and learning (broadly defined) in sociology and beyond. When the hell do you find the time to read and keep up on all that, I have often wondered. I could go on but I know you aren't all that comfy with people shouting your praises, so enough. I only want to convey to you, and hope that I have, how much you mean to sociology, to learning, to so many people, and to me. I am proud beyond words to call you a colleague and a friend.

With tons of affection and admiration,
Kathleen

On Carla Howery

Stephen Sweet, Ithaca College

I feel incredibly blessed to say that I knew Carla Howery as both a colleague and as a friend. I would like to share one memory that may be of interest to readers of *Teaching Matters*.

In 2005, I was invited by the Mathematical Association of America to present, with Carla, on the American Sociological Association's efforts to integrate data analysis in curriculum. At the time, Carla's health was on a downswing, but she made it to the conference nonetheless. She did not hide her illness, nor did she want it to be a focus of attention. She was much more interested in moving teaching forward, sharing her insights, and enjoying the company of others. Prior to that event, Carla and I had interacted largely in a professional capacity with one another. But I had developed a feeling of warmth toward her that I know many others also hold. I took this event as an opportunity to get to know Carla on a more personal level.

The organizers of the conference arranged for a boat ride on a river near Minneapolis, and on a stunningly beautiful evening, we spent the better part of two hours cruising along deep brown water. Carla had considerable difficulty moving up and around the boat, but that did not deter her. What I am trying to convey here is that even when Carla was quite sick, her strength of will and dedication to the profession was enormous. On the ride back in the bus, I made it a point to grab the seat next to Carla's. We talked of a mutual friend and then I bluntly asked how she became "the teaching person" for ASA. She talked of being mentored by Hans Mauksch (and others) and how they help shape her career-long interest raising the value placed on teaching. She told me that

proximate to when she graduated from the University of Minnesota, she had worked in a position that was akin to an fellowship at ASA. I was surprised to learn that she had not transitioned to ASA via a tenured appointment. While working at ASA in her temporary capacity, Carla identified for the organization that it did not have a systematic means of enhancing of teaching. To address that concern, she proposed a new position (now called "Director of Academic and Professional Affairs Program"), that (not coincidentally) she would fill.

I found Carla's narrative to be revelatory, as she illustrated an entrepreneurial spirit directed at a goal of cultural transformation. While I already understood the strategy she pursued on an intellectual level, I had yet to have such a tangible grasp of the change that one individual could make in the profession of sociology and how that change was accomplished. Carla's efforts enabled the ASA to understand the need to systematically value and promote quality teaching and she showed the organization how to redirect the needed resources. Through those resources, she was able to launch a remarkably successful career that made a tremendous difference in lives of innumerable teachers and students.

Carla's contribution to the education of sociology teachers is rightly recognized in the new ASA award named in her honor. But for me, Carla left an additional legacy, as she helped me embrace an understanding that accomplishing our professional goals sometimes requires reworking the culture and social structures in our profession. This restructuring can occur at the level of the department, the institution, and perhaps even at national levels and international levels. This work involves shifting values to correspond with new priorities and simultaneously figuring out ways to redirect resources. And as one does this, it certainly helps to have the fortitude that Carla exhibited throughout her career and her clarity of vision.

Stephen Sweet, Ithaca College

On Carla Howery

Greg Weiss, Roanoke College

I wish that I had greater ability to express adequately the genuine respect, admiration, and love that so many of us have for Carla. Her combination of leadership and vision, creative ideas, dedication and hard work, political observations, sense of humor, graciousness, ability to focus on key aspects of issues, and ever-present encouragement to others always made her one of a kind. She has been the most important person by far in transforming our discipline to one in which teaching has a respected place. I am not certain where we would be today without her.

It would be impossible to identify all of the direct and indirect ways that Carla has impacted and will continue to impact the transmission of sociology to new generations. In all of her work in ASA - especially with Hans Mauksch, the Teaching Resources Center, the Department Resources Group, conference organizing, and the composition of annual meetings - and in all of her contributions to the development of the sociology curriculum, assessment, professional roles and rewards, service learning, the preparation of future faculty, sociology and general education, the minority fellowship program, and the integration of data analysis within the sociology curriculum, she has been the champion of the importance of the role of effective teaching within our discipline. I suspect it would only take one or two degrees of freedom to demonstrate that Carla influences every sociology course taught in every institution.

Several years ago, at a Section on Teaching and Learning in Sociology reception in Carla's honor, I spoke about my feelings early in my career that ASA was not an overly welcoming association for sociologists with my interests. I briefly shared with the group how Carla's friendship and encouragement persuaded me to become involved and in time come to love being part of the ASA and the teaching movement. I cannot count how many others who were there came up to me later and said it was exactly the same for them. I suspect that many, many of those who work actively within the ASA and for the teaching movement trace their commitment to Carla's professional efforts and personal friendship.

How fortunate all of us in our age cohorts are to have had our lives intersect with such an extraordinary and dear person.

Greg Weiss, Roanoke College

On Carla Howery

Michael DeCesare, Merrimack College

Carla's invaluable and unparalleled contributions to supporting and improving the teaching of sociology have finally been validated by the recent establishment of the Carla B. Howery Award for Developing Teacher-Scholars. Her contributions were unique and important enough that they became legendary in her own time; by themselves, they constitute a significant chapter both in the history of the ASA and in the development of American sociology.

But what many sociologists may not realize is that Carla was, without any doubt, the most vocal advocate at the ASA over the past few decades—and perhaps in the Association's history—of improving the condition of *high school* sociology courses. She was publishing on the topic as long ago as the beginning of Ronald Reagan's second presidential term (1985). And she continued to publish *Footnotes* articles, as well as

to argue for the importance of teaching sociology in high school, right up until her retirement from the ASA in 2007.

In fact, Carla's final idea for an ASA Teaching Resources Center guide was one that was geared toward high school teachers. Back in 2006, she called me to ask whether I'd compile and edit it. Being a request from Carla Howery, I immediately agreed to do it. The project, unfortunately, never came to fruition, for a variety of reasons—some of which, to be frank, Carla would not have approved of. Regardless, her idea and her phone call demonstrated to me, one final time as it turned out, her admirable and long-standing commitment to improving high school sociology courses.

There have been very few ASA representatives in recent memory who have taken the teaching of sociology seriously enough to devote significant time and energy to it, who have allowed it to define even a small part of their professional lives. And there has been only one—*only one*—who took the teaching of *high school* sociology seriously enough to allow it to define a significant part of hers.

Although Carla has left us, her good intentions inspire and live on in those of us who are fortunate enough to have worked with her on improving high school sociology courses.

Michael DeCesare, Merrimack College

Memorial Gathering in Honor of Carla B. Howery

Scheduled Time: Sun, Aug 9 - 8:00pm - 10:00pm

Building: Hilton San Francisco

Organizers: Maxine Atkinson and Phyllis Moen

Abstract:

Carla B. Howery, who served ASA for 25 years as Director of Academic and Professional Affairs (and later as Deputy Executive Officer), died March 31, 2009. Her life and her contributions to sociology and ASA will be honored at the 2009 ASA Annual Meeting in San Francisco. Carla's family asked that, in lieu of flowers or cards, contributions could be made to Christ Lutheran Church (5101 16th Street NW, Washington, DC 20011) or to the ASA Teaching Enhancement Fund, established during Carla's tenure at ASA. Read more about Carla and her accomplishments at

http://www.asanet.org/footnotes/mar09/award_0309.html

See obituary here:

http://www.asanet.org/footnotes/obit_0509.html

PEDAGOGICAL CONSIDERATIONS

Guest Columnists:

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Michael Gibbons, Gettysburg College
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NOTE: The editor is currently seeking articles of
community college interest for future editions

Teaching Resources Available From ICPSR

Lynette F. Hoelter, University of Michigan

When most people think about the Inter-university Consortium for Political and Social Research (ICPSR), teaching resources is not typically what comes to mind. I know from standing in the exhibit booth at several conferences that, for those who recognize it, the ICPSR name tends to conjure up one of two thoughts: "Hey, I went to the Summer Program in Ann Arbor X years ago" or "I think I downloaded the data from my dissertation from ICPSR...." In the past couple of years, however, ICPSR has made a concerted effort to strengthen its focus on undergraduate education.

The desire of faculty to include data-based exercises in social science courses is certainly not new. The current focus on active learning and quantitative literacy in higher education, combined with the prevalence of easily accessible data, probably makes the notion of using such exercises even more compelling. Additionally, bringing data into substantive classes such as Introduction to Sociology or Social Problems gives faculty another tool for demonstrating how social scientists work and why the skills they are learning are important – even if they are not going to go on as sociology majors. As a result, ICPSR has several resources that make the use of data in the classroom easier by matching concepts with datasets so that the instructor does not have to sift through the wealth of data available him/herself. These resources assume varying levels of preparation on the part of the instructor and the student. The other activities ICPSR offers either do not utilize data directly or provide tools and incentives for using data. This article briefly describes several options currently available for undergraduate students and instructors who want to use ICPSR data in the learning process¹.

Resources "Packaged" with Data

Self-contained groups of related exercises represent one type of resource in which dataset choices have already been made. *Investigating Community and Social Capital* (www.icpsr.umich.edu/ICSC) is a series

¹ ICPSR is a membership organization but these descriptions include a mix of publicly available and member-only resources.

of four exercises designed to take students through the process of data analysis from exploring codebooks to running and interpreting basic univariate and bivariate statistics. Research concepts such as sampling and unit of analysis are explained as well. The project is based on Robert Putnam's *Bowling Alone* and draws upon the General Social Survey, the DDB Needham Life Style Surveys, and state-level data. Lori Weber, the site's author, has written clear step-by-step instructions for using the online analysis software to replicate and further explore Putnam's findings as well as follow up questions for students. Another resource of this type is *SETUPS – Supplementary Empirical Teaching Units in Political Science* (www.icpsr.umich.edu/SETUPS) by Prysby and Scavo. This series of exercises draws upon the 2004 American National Election Survey (to be updated to the 2008 ANES in Summer 2009) to explore voting behavior. Although SETUPS was created by and for political scientists, the issues explored are quite relevant for courses in political sociology. Both of these activities require minimal instructor effort to implement but can result in students projects that are fairly involved.

A source of shorter stand-alone exercises based on pre-chosen data is the Online Learning Center (OLC: www.icpsr.umich.edu/OLC). The main content of the OLC is a series of Data-driven Learning Guides – standardized modules that pair a substantive concept with a dataset in ICPSR's holdings to allow students to test example research questions using real data and statistical techniques of varying levels of sophistication. The topics range from social class and health, to the second shift, to power in interpersonal relationships, to examples of deviance such as teen smoking or gambling behaviors. The analyses have been simplified (e.g. categories collapsed, properly coded missing data, weights used as appropriate, etc.) so that faculty and students can concentrate on interpretation rather than data management. Because they are intended for use in lower-division substantive courses, analyses are run dynamically by simply clicking a link rather than having to engage with the online analysis software. A brief discussion of the concept, description of the dataset, focusing questions, interpretation hints, and bibliography are included for each guide. Tables from the learning guides can be dropped into lectures or students can work through the short exercises on their own. Instructor preparation can be as limited as choosing the appropriate guide.

ICPSR also hosts a collection (www.icpsr.umich.edu/SIMI) of data-related activities designed by faculty across the country. These have not been standardized, so the amount of faculty preparation varies from very little to having to create an analytic dataset. Within the collection, some activities were designed for use in statistics courses,

others in substantive courses, and still others as tutorials for specific types of data or datasets. Therefore, some emphasize technical skills as well as content and some include instructions for students to use SPSS, the online analysis package, or other statistical software. Topics in this set are quite varied and address such areas as sociology of religion, domestic violence, using cross-national data, and analysis of crime statistics.

Data-related Activity with Requiring No Data

Similar to the *Investigating Community and Social Capital* and *SETUPS*, Rachael Barlow has created a series of exercises to introduce students to the interconnections among key components of the research process. *Exploring Data Through Research Literature* (www.icpsr.umich.edu/EDRL) is a set of exercises that uses ICPSR's Bibliography of Data-related Literature to demonstrate the ways in which authors, data, and topics intersect. The premise is that the instructor provides students with a starting article and they use that to find other works by the same author on the same topic, other works by the same author on a different topic, other works on the same topic using different data, and the like. This allows students to see that research questions do not occur in a vacuum and exposes them to the wide range of possibilities within social research. Barlow's intent was to help students feel less overwhelmed when they are asked, usually in research methods, to come up with a topic themselves. Using EDRL requires a small investment of the instructor's time initially to find an article that will let students follow all paths.

Tools and Opportunities

In addition to the "pre-packaged" activities described above, ICPSR encourages the use of data in the undergraduate classroom by providing tools and opportunities for students. The most relevant tool is the Survey Documentation and Analysis (SDA) software. Over 450 of ICPSR's datasets can be used with this online analysis system that allows users to browse codebooks, explore a dataset, and even do analyses for class assignments or papers without needing to download data or learn a statistical package. No license or special software is required so students (and faculty) can work from anywhere. The results typically appear in both tabular and graphic form and color-coding to make patterns more obvious is an option. A list of studies available for analysis in SDA is available when browsing for data on ICPSR's website.

Perhaps as a follow up to the inclusion of data analysis using SDA in a course, ICPSR sponsors two student paper competitions – one for course papers (based on data in ICPSR's holdings) on any topic and

the other for similar papers addressing an issue affecting racial/ethnic minority populations in the U.S.. Winners have their papers published in the *ICPSR Bulletin* in addition to receiving a plaque and cash prize.

Lastly, the Summer Undergraduate Internship Program offers students a chance to spend ten weeks learning about social science research and data preparation and analysis. Interns work closely with an ICPSR mentor and are given opportunities to process a dataset, conduct preliminary analyses, and give a short presentation. The internship experience also includes exposure to life as a graduate student through conversations with ICPSR staff, attendance at a graduate school fair, and the ability to take courses within ICPSR's Summer Program in Quantitative Methods. A stipend and housing are provided for interns. Students who have completed the internship program routinely comment on the value of the experience both professionally and personally.

This article describes the resources currently available from ICPSR, but the emphasis on undergraduate education is a new one. ICPSR, alone and in partnership with the Social Science Data Analysis Network, has more efforts along these lines "in the works"!

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What do I do with a Sociology degree? Lessons from Marketing Research

Michael Gibbons, Gettysburg College

As a professor, I began to feel that my answers for this question were inadequate. The relevant ASA booklet (ASA 2005) focuses more on the career level

than on the nitty-gritty details of finding a job out of school. While the value of a liberal arts degree is not in the technical training students can take into immediate employment, much of sociology is marketable and our students can find work with sociology majors. After working in industry I can offer some direction for students interested in marketing research.

Students interested in marketing research should first sign up for Quirks.com. Quirks provides a print magazine as well as online access to archived methodological articles. They also maintain employment listings which providing information about research companies and jobs. Even if not advertised, internships may be had at these companies for summer work or as recent graduates, although students may need to cold-call the companies that interest them.

Opportunities exist for research-oriented work at a variety of vendor companies. Most larger cities have qualitative research facilities such as Schlesinger and JRA. These support the researchers in a variety of ways. They provide facilities to host clients and moderate focus groups or other interviewing. They can recruit for both in-house as well as remote research including recruiting and hosting telephone interviews. In smaller cities these research facilities will provide some research services (moderating, report-writing) as there are fewer research providers in town.

A number of companies such as Itracks and QuestionPro host quantitative research. Services for quantitative research include recruiting, web hosting, data collection, and tables and statistics. A researcher using these services need not have his or her own data analysis software, as the service will provide finished statistics as specified.

Academic and business writing are substantially different. Students will learn business writing on the job, but we can expedite this for them. While clients expect writing that is clear and concise, they are unlikely to read a whole report. Therefore, the most important information goes first, and the explanations follow later.

These will be near the front in an "Executive Summary" or a "Conclusions and Recommendations" section. These are the main takeaways and recommendations, with only enough explanation for them to make sense. Unlike an academic report, the "Intro and Background" section will contain little to no theoretical background. Rather it will contain just enough information about the business situation to contextualize the problem and the research.

A "Methodology" section follows which will include a discussion of the particular method, the number of research subjects, the dates and markets in which research was conducted, and basic demographics.

Only then do we get to the "Detailed Findings" section. This section contains the 'meat' of the report. Quantitative reports can be much longer than qualitative reports, as results for each question and each slice of the data will be reported in some fashion here. Despite a very high level of sophistication in quantitative methodologies, much of the data of interest are univariate means and top-2 boxes on scales. Much quantitative work is well within the abilities of the typical sociology graduate.

Similar differences exist between academic and business research proposals. Proposals are treated as binding contracts, and attention is spent on timelines, budgets, deliverables, and methodological details. A discussion of the business problem at hand illustrates that the research vendor understands the client's research problem. The proposal explains the appropriateness of the chosen methodology, including either proprietary methodologies or the superiority of the vendor's approach to a particular methodology.

A key difference between academic and business writing is the ubiquity of Power Point in the business world. In recent decades reports have come to be written in Power Point by default. Topline reports may be written in either Word or Power Point. Proposals are still written in Word, but Power Point is gaining traction in proposals as well.

Power Point writing is bullet-oriented rather than paragraph- and sentence-oriented. Paragraphs are broken into bullets, with one sentence or clause per bullet. The writing tends to be more sparse, and explication is kept to a minimum. While this writing style is likely to strike academics as terse, clients simply do not want and most likely will not read research reports that read or look like journal articles. They commission professionals to do the research, but also to distill it down to its essential findings. Delivering reports that are meaningful to the clients is essential for building repeat business. Delivering reports that are intelligent but intimidating or unread simply does not meet the client's needs.

Researchers and smaller research companies typically specialize in qualitative or quantitative research. Qualitative work will be used to search for insights into new product development, message and concept development, wargaming, thought leader insight, and interaction research. Quantitative work will be used to confirm and generalize qualitative findings, to forecast product uptake, to develop optimum pricing, to segment the market, and test product attributes against each other.

Ethnography has enjoyed a surge of popularity in the last few years. Clients are intrigued by ethnography, but often opt for a cheaper qualitative methodology. Clients use ethnography for strategic

decision making, thoroughly understanding a market, and 'out of the box' thinking - especially for products or areas that need a different approach. Some companies specialize in ethnographic research, such as Ethnographic Research Inc., although many qualitative companies will happily undertake ethnographies. As ethnographies are infrequent, and most research companies have processes built around their qualitative research, there is a tendency to call anything other than standard focus groups, IDIs or TDIs ethnography. On-site interviews, respondent journaling, and point-of-sale interaction analysis are all sometimes executed as "ethnography."

For those interested in pursuing qualitative work, development of interviewing skills is highly desirable, along with writing skills and familiarity with both Power Point and Word. Students should focus on following the discussion guide but without reading the questions as if from a script. The student needs to probe thoroughly without bogging the discussion down, maintaining focus on discovering the richest data - but not by leading the respondent. This is a challenging balance, especially with the client in the backroom. The qualitative researcher will learn a delicate balance between effective interviewing and managing the clients behind the glass.

For those interested in quantitative work, students need to have univariate skills and charting abilities. This includes a flexibility with Excel, and SPSS (or SAS), as well as Power Point. They will be receiving either tabulated data in Excel format, which they then build into charts, or they will be receiving SPSS data on which they run descriptives which are then charted. Charting can be done using SPSS or Excel and then exported to Power Point, or be done using the relatively more simple charting functions in Power Point itself. For those moving towards marketing science, they will be working with regression for conjoint analyses and choice models, and there are programs such as those by Sawtooth Software, for these as well.

Research, business development and management are possible career trajectories in market research, open to the recent sociology graduate. That new graduate will need skills in qualitative and quantitative methodologies, software proficiencies in Power Point, Excel, and SPSS or SAS, and be a clear communicator. These are skills that are essential to the sociology major, and our graduates should be confident of their ability to win and succeed at these jobs.

Michael Gibbons, Gettysburg College

Check out these ASA Sessions in San Francisco for community college faculty:

Professional Workshop. Opportunities and Obstacles for Faculty Development at Community Colleges

Scheduled Time: Tue, Aug 11 - 8:30am - 10:10am
Building: Hilton San Francisco

Session Participants:

Session Organizer: Philip C. Dolce (Bergen Community College)

Leader: Philip C. Dolce (Bergen Community College)

Panelist: Carol A. Jenkins (Glendale Community College - ARIZONA)

Panelist: Susan J. St. John-Jarvis (Corning Community College - SUNY)

Panelist: David L. Levinson (Norwalk Community College)

Panelist: Wava G. Haney (University of Wisconsin Colleges)

Abstract:

An interactive workshop focused on the "Opportunities and Obstacles for Faculty professional Development at Community Colleges." The results of an original survey conducted at a number of community colleges throughout the nation dealing with this issue will be discussed. The workshop will explore criteria used to define faculty development; its role in promotion and tenure considerations; strategies for including it in faculty evaluation plans; and the responsibilities faculty association, administration and professional organizations have in fostering professional development.

Community College Faculty Breakfast

Scheduled Time: Sun, Aug 9 - 7:00am - 8:15am

Building: Parc 55 Hotel

Session Participants:

Participant: Margaret Weigers Vitullo (ASA)

Participant: Valerie Jiggetts (ASA)

Abstract:

Sociologists teaching in community colleges are invited to a special bagel breakfast at 7:00 AM on Sunday, August 9. Mark your calendar for this early-bird event where you can meet with other colleagues teaching at community colleges.

Thematic Session. Community Colleges and the Reconstruction of Civic Life

Scheduled Time: Mon, Aug 10 - 4:30pm - 6:10pm

Building: Hilton San Francisco

Session Participants:

Session Organizer: David L. Levinson (Norwalk Community College)

President: David L. Levinson (Norwalk Community College)

Panelist: Carol A. Jenkins (Glendale Community College - Arizona)

Panelist: Vanessa Morest (Norwalk Community College)

Panelist: Kevin J. Dougherty (Columbia University)

Panelist: Katherine R. Rowell (Sinclair Community College)

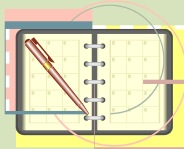
Discussant: David L. Levinson (Norwalk Community College)

Abstract:

There is a growing body of empirical research on how community colleges serve as gateways and at times gatekeepers for immigrants, minorities, and working class students wishing to attain the proficiencies needed to succeed in a global, knowledge based 21st century version of the American Dream. The majority of minorities, immigrants and working class students enter higher education through community colleges but it is unlikely that they will graduate or succeed in transferring to a baccalaureate institution. While this conundrum has caused much consternation, recent policy proposals and practices have been advanced to enable community colleges to move from sites of reproduction to social mobility. Sociologists who are community college practitioners and researchers studying reproduction and mobility will be brought together on this panel to explore these issues.

SECTION NEWS AND NOTES

**Mark your calendar...
Section on Teaching and
Learning at the 2009 Annual
Meetings in San Francisco**



***Section Day is Sunday,
August 9th***

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

**Pre-Conference Workshop
"Teachers Are Made, Not Born."**

2009 Section on Teaching and Learning
Pre-conference Workshop for New Teachers of
Sociology

Day: Friday, August 7

Time: 8:30 am – 5:30 pm

Building: Hilton San Francisco

Organizer: Idee Winfield

There will be panel-discussions from new and veteran teachers as well as roundtable workshops on topics such as getting a position that values teaching,

preparing a teaching portfolio, classroom assessment, dealing with difficult students, enhancing student participation, service-learning, and effective use of technology. There is room for four more people. Contact Idee Winfield, winfieldi@cofc.edu, if you are thinking about applying.

8:00 - 8:30 AM Arrival and breakfast

8:30 - 9:00 AM Welcome and Opening Keynote

9:00 – 10:00 AM Roundtables I

10:00 - 10:15 AM Break

10:15 - 11:15 AM Roundtables II

11:15 - 11:30 AM Break

11:30 AM - 12:30 PM Roundtables III

12:30 - 2:15 PM Lunch and ASA Registration

2:15 - 2:30 PM ASA Teaching Resources

2:30 - 3:45 PM Panel and Discussion: Best Practices: Award-Winning Instructors Talk about Teaching

3:45 - 4:00 PM Break

4:00 - 5:10 PM Panel and Discussion Surviving the First Year(s) in the Classroom Panel and Discussion

5:10 - 5:30 PM Closing Keynote

We would like to extend congratulations to our SAGE and Pine Forge Teaching Innovations & Professional Development Award winners and a special thank you to SAGE/Pine Forge Press.

Tennille Allen
Lewis University



Elyshia D. Aseltine
University of Texas at Austin



Chastity Blankenship
University of Central Florida

Meghan A. Burke
Loyola University, Chicago



Carolyn Corrado
University at Albany, SUNY

Michael DeCesare
Merrimack College



Samuel Echevarria
Austin Community College
University of Texas at Austin





Astrid Eich-Krohm
Southern Connecticut State Univ



Emily Fairchild
New College of Florida



Daniel Farr
Randolph College



Kerry Greer
Indiana University, Bloomington



Daina Cheyenne Harvey
Rutgers University



Lakshmi Jayaram
Johns Hopkins University



Jennifer A. Jones
University of California –Berkeley



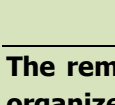
Emily Kazyak
University of Michigan



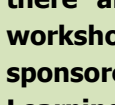
Kristin Kenneavy
Ramapo College of New Jersey



Andrew M. Lindner
Concordia College



Jason Stanley
New York University



Kristy A. Thomas
Univ of Massachusetts-Amherst



Amy Traver
City Univ. of New York,
Queensborough Comm Col

Matthew E. Wilkinson
Louisiana State University

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.

Section on Teaching and Learning in Sociology Paper Session. The Critical Classroom: Teaching and Learning for Social Justice and Change

Scheduled Time: Sun, Aug 9 - 10:30am - 12:10pm

Building: Parc 55 Hotel

Session Participants:

Session Organizer: Walda Katz-Fishman (Howard University)

President: Walda Katz-Fishman (Howard University)

Toward a Sociology of Social Justice: Some Early Contributions from Jane Addams

Kathleen Maas Weigert (Georgetown University)

“A Somewhat Naïve Understanding of Sociology?”: Public Sociology and Community-Based Research in the Classroom

Emily W. Kane (Bates College)

Dialectics, Liberation and Praxis for a New Century

Melanie E. L. Bush (Adelphi University), Matthew Birkhold (SUNY Binghamton)

Teaching and Learning for Social Transformation: Today's Movement Building Moment

Ralph Christopher Gomes (Howard University), Tomas Enrique Encarnacion, Jerome W. Scott (League of Revolutionaries for a New America), Walda Katz-Fishman (Howard University)

Section on Teaching and Learning in Sociology Paper Session. From Diversity to Community: Building Community in the Classroom

Scheduled Time: Sunday, August 9, 2:30 - 4:10pm

Building: Parc 55

Session Participants:

Organizer: Megan S. Wright (University of Arizona)

President: Megan S. Wright (University of Arizona)

Teaching Graduate and Undergraduate Research Methods: A Multi-Pronged Departmental Initiative

Sara N. Shostak (Brandeis University), Jennifer Girouard (Brandeis University), David Cunningham (Brandeis University), Wendy Cadge (Brandeis University)

Student-Centered Discussion Strategies for the 21st Century Classroom

Suzanne R. Goodney Lea (Trinity University), Jack Byrd (Interactivity Foundation)

Creative Community Building: A University and Community Partnership in Practice and In Process

Phoebe Christina Godfrey (University of Connecticut)

Section on Teaching and Learning in Sociology Invited Session. Workshop on Doing the Scholarship of Teaching and Learning

Scheduled Time: Monday, August 10, 2:30–4:30pm

Building: Hilton San Francisco

Session Organizers: Jeff Chin (Le Moyne College), Liz Grauerholz (University of Central Florida), and John Zipp (University of Akron)

Abstract: Hands-on, interactive workshop on the basics of conceptualizing, conducting, and making public scholarship of teaching and learning work in sociology.

Section on Teaching & Learning Business Meeting, Hans Mauksch Award Ceremony and Lecture

Scheduled Time: Sun, Aug 9, 12:30 - 2:10pm

Building: Parc 55

Session Organizer: Betsy Lucal (IU South Bend)

President: Betsy Lucal (IU South Bend)

2008 Hans O. Mauksch Award Lecture
Jay R. Howard, IUPUC

Roundtables on Teaching and Learning in Sociology

Scheduled Time: Sunday, August 9, 8:30 - 9:10am

Building: Parc 55

Session Organizer: Wendy Ng (San Jose State University)

Sessions

Teaching and Learning Spaces: A Sociology of Pedagogy

Diane Pike (Augsburg College)

Technological Challenges to Higher Education in the Social Sciences

Dan Krier (Iowa State University), William F. Woodman (Iowa State University)



Just Desserts, a Teaching Enhancement Fund (TEF) Benefit Reception (Ticket required for admission)

Scheduled Time: Mon, Aug 10, 9:30 - 11:00pm

Building: Parc 55 Hotel

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.

Monday, August 10, 2009

9:30-11:00 PM

\$25—donor, \$50—sponsor; \$100—benefactor

Admission is by ticket only. The Teaching Enhancement Fund is 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 preregister online for the meeting, or use the registration form in this newsletter to sign up for your "Just Desserts."

Renew Your Membership!

We encourage all section members to join us in recruiting new people to join the section. As 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

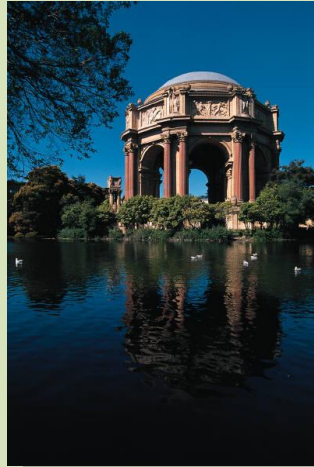
Please submit suggestions for the Fall newsletter to Kathy Rowell. Deadline for submissions is October 1, 2009. Suggestions for articles, regular features, news items to share with other members, and any other ideas are encouraged and welcome! Help me make this the best Section newsletter of the ASA.

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/meetings/2009>

ASA Teaching and Learning in Sociology website:

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

