Teaching/Learning Matters

ASA's Newsletter for the

Section On Teaching & Learning In Sociology

Volume 35, Number 2
Fall 2006

SECTION CHAIR'S CORNER

John Zipp, University of Akron
jzipp@uakron.edu

This is my first "chair's" column in the STLS newsletter and I'd like to begin by trying to pick up where our past-chair, Diane Pike, left off. As everyone who's been involved in the section knows well, Diane did a great job as chair, helping to lead us to our best year yet.

Let me share with you some indicators of our section's success. To begin with, last year we increased our membership large enough to have 4 sessions at the 2006 ASA meetings in Montreal. At the last count, we were the 16th largest section in ASA, basically putting us in the top third of sections. Even though we believe that everyone who teaches should be a section member (last year, Diane coined a phrase, "If you teach, you belong," a phrase that has quickly become the unofficial motto of our section), we're pleased to be able to continue to add members at a time when just about half the sections are losing membership.

I was glad to see many of our members at ASA, and I think all will agree that we had a series of well-attended, vibrant sessions. The credit for this goes to the organizers/discussants: Bernice Pescosolido, Karyn Loscocco, Darlaine Gardetto, David Jaffee, Jeff Will, Idee Winfield and Kathleen McKinney. Greg Weiss, last year's winner of the Hans Mauksch Award, centered his address on Hans, his life and legacy. Speaking of the Mauksch Award, Bernice Pescosolido won the 2006 award; it isn't too early to start making plans for the 2007 ASA meetings in New York to hear Bernice's address.

There were several other highlights of the meeting that deserve mentioning. First, we were all very proud when Kathleen McKinney won the ASA Distinguished Contribution to Teaching Award. Kathleen is eminently deserving of the award and I'd like to take this opportunity to congratulate her one more time. Second, for the first time, the Section sponsored a pre-conference directed toward experienced faculty. Many thanks go to Jeanne Ballantine and Greg Weiss for planning and leading it. Third, our Cooperative Initiatives Committee, ably led by Keith Roberts and Marlynn May, organized a joint reception with the Section on Education.

Even though the 2006 meetings just ended, it is not too early to look ahead to the 2007 meetings in New York (August 11-14th). Since our section day is on the last day of the meeting, we will have 5 sessions. Chair-elect Susan Farrell has put together a terrific program; we hope that you submit your work and are able to attend them. In addition, we are planning to once again host a pre-conference dedicated to beginning instructors. I'll be sending more information out as we finalize all the details.

Finally, our section has been extremely fortunate over the years to have had a group of members whose dedication and hard work has helped us prosper.

Chair's Corner cont'd on page 2

TABLE OF CONTENTS

Please join me in thanking those Council Members whose terms ended this year: Norm Dolch, Tom Van Valey, Wava Haney, Idee Winfield, and Susan St. John-Jarvis. All are continuing to work with the section in other ways, and I encourage others to get more involved in section activities.

Hope to hear from you throughout the year!

John Zipp – Section Chair 06-07

OUTGOING CHAIR'S COMMENTS

Diane Pike, Augsburg college
pike@augsburg.edu

Dear Section Colleagues:

"Many times a day I realize how much my own life is built on the labors of my fellowmen, and how earnestly I must exert myself in order to give in return as much as I have received." Albert Einstein

In this final column, allow me to offer my thanks and congratulations to the officers, representatives, and the committee members of the Section on Teaching and Learning in Sociology.

It has been a professional and personal pleasure to work closely with John Zipp and Wava Haney over the past 2 years. Everyone on Section Council has been terrific. I am grateful for the opportunity to have worked with wonderful colleagues as we advance our mutual love of teaching and learning and passion for sociology. You should know that they work very hard on your behalf.

In addition, I hope it is evident that it has been a strong year for the Section; our sessions, events and meetings in Montreal were of high quality and well attended. We are a healthy section and we have our organizational act together. All our committees are active, our agendas are proactive, our newsletter is strong, and there is much energy and commitment. Some of that work and success is documented in the reports I sent out in August and some of it is continually manifested in the conversations, connections, and genuine support across our membership. We have much of which to be proud and much to look forward to.

The new team of John Zipp and Susan Farrell promises to serve us all well--I encourage your continued participation. Please keep in touch through the list serve, make personal connection at the regional meetings (I have a couple of bookmarks left!), and continue your essential support of the Section. You *really do* belong.

Thank you again for the privilege of serving the Section. Best wishes.

Diane Pike

EDITOR'S NOTE

Anne F. Eisenberg, SUNY-Geneseo
eisenber@geneseo.edu

This is my last individual "Editor's Note" for the newsletter as Katherine Rowell, Sinclair Community College, will be the next newsletter editor. To ensure a smooth transition, we are working on the next two issues together whereby in the next issue we will write a joint column reflecting our collaboration in creating Volume 35, #3 and in the first issue of the next volume she will have taken over full responsibility for the newsletter as will be reflected in her own column. It has been a pleasure and honor to serve as newsletter editor for the Section of Teaching and Learning in Sociology. As clearly presented by both John's and Diane's comments, the section continues to grow and engage greater numbers of our colleagues. The newsletter has reflected that growth and continues to improve as more members of the section become involved.

This issue of the newsletter highlights the diversity and involvement of our members. Carol Jenkins' column on the Scholarship of Teaching and Learning encourages us to reconsider ways in which students learn and express themselves, apropos considering the growing diversity of our students. Helen Moore's article serves to complement challenges faculty at all levels to better prepare our future colleagues while contributions from Paul Lachelier and Beth Lyman, graduate student members of the section, encourage us to think more carefully about all aspects of our roles as teachers-scholars. Their articles are a "MUST read" for faculty and students, graduate and undergraduate, alike

Also, this issue of the newsletter highlights a variety of opportunities for section members in the "Calls for...." Section as well as celebrates individual and depart-mental achievements. Additionally, Kathy and I are interested in developing articles and submissions for future editions of the newsletter. Contact me until March 2007 with any ideas or submissions.

Finally – nominate a talented colleague for the Hans Mauksch award.

2006-2007 OFFICERS AND COUNCIL MEMBERS FOR THE SECTION ON TEACHING AND LEARNING IN SOCIOLOGY

The purpose of the Section on Teaching and Learning in Sociology shall be to facilitate within the discipline of sociology a culture and a method that pursues, values, and rewards excellence in teaching and which promotes student learning and the scholarship of teaching at the undergraduate, graduate, and secondary levels.

Section Council

Chair: John Zipp
University of Akron, Department of Sociology, jzipp@uakron.edu *Term 8/07*

Past Chair and Nominations Committee Chair: Diane Pike
Augsburg College, Department of Sociology, pike@augsburg.edu *Term 8/07*

Chair-Elect and Program Chair: Susan Farrell
Kingsborough Community College, Department of Behavioral Sciences, sfarrell@kbcc.cuny.edu *Term 8/07*

Secretary-Treasurer: Kathleen Tiemann
Department of Sociology, kathleen.tiemann@und.edu *Term 8/09*

Student Representative: Elizabeth Cavalier
Georgia State University, socesc@Yahoo.com *Term 8/07*

2-Year Representative: Darlaine Gardetto
Department of Sociology, *dgardetto@stlcc.edu* *Term* 8/09

2-year Representative: Beverly Rowe
Texarkana College, Department of History and Sociology, browe@texarkanacollege.edu *Term 8/07*

2-Year Representative: Lynn Ritchey
University of Cincinnati, Behavioral Sciences Department, lynn.ritchey@uc.edu *Term 8/08*

University Representative: Maxine Atkinson
North Carolina State University, Department of Sociology, Maxine_atkinson@ncsu.edu *Term 8/09*

University Representative: Kathleen McKinney
Illinois State University, Cross Endowed Chair in SoTL, kmckinne@ilstu.edu *Term 8/07*

.

`

University Representative: Wendy Ng
San José State University, Department of Sociology, wendyng@email.sjsu.edu *Term 8/08*

4- Year Representative: Marion Hughes
Towson University, Department of Sociology, mhughes@towson.edu Term *8/09*

4-year Representative and Co-Operative Initiatives Co-Chair: Keith Roberts
Hanover College, Department of Sociology and Anthropology, robertsk@hanover.edu *Term 8/07*

4-year Representative and Publications Chair: Stephen Sweet
Ithaca College, Department of Sociology, ssweet@ithaca.edu *Term 8/08*

SCHOLARSHIP OF TEACHING AND LEARNING

Carol A. Jenkins
2005-2006 MIL Fellow in the SoTL
Glendale Community College - Arizona
carol.jenkins@gcmail.maricopa.edu

Multicultural Student Learning and Culturally Variant Writing

Years ago a colleague and I noticed a significant increase in the number of multicultural students in our classes. Both of us identified writing as a learning competency and our courses were writing intensive. We soon became concerned about the academic performance of these students, especially their written discourse. We reviewed the literature then, and again years later looking for insight. We noticed a basic absence of sociological literature addressing these concerns, and interdisciplinary research hadn't significantly changed over the years. Using our earlier article (Jenkins and Bainer, 1991) as a basis for discussion, in this brief column I focus on variables associated with multicultural student learning and the importance of acknowledging "culturally variant logic" in student writing.

Variables Associated with Multicultural Student Learning

Current literature continues to confirm earlier findings. The literature focusing on multicultural student learning reveals that historically, aspects of individual ability and personality (i.e., the capacity to act purposefully, to think critically, to develop independent judgments, to deal effectively with one's environment,

and to excel) are viewed as key predictors of academic success. Research has also been consistent in identifying specific contextual factors that tend to significantly influence the academic success and retention of multicultural students. The factors most often cited fall into distinct categories: the extent of "cultural capital" or cultural/social assets, familiarity and identification with the dominant culture, socioeconomic status, prior educational background and achievement, environmental and familial support, student motivation and commitment, higher teacher expectations for student achievement, and institutional environment (Jenkins and Bainer, 1991).

Because individual and contextual variables are important to the success of all students and recognized as characteristic of effective classroom instruction, they are even more critical to the academic success and retention of multicultural students. Increasingly, however, university-related variables, discourse rules and regulations are seen as inhibiting the success of multicultural students (McDonnell 2003, Myers 1998). These variables include the fact that American colleges and universities tend to reflect learning theories of Anglo-Europeans with respect to cognitive functioning, learning and achievement (Anderson, 1988).

It is recognized that the degree to which these individual and contextual factors apply to multicultural students is directly related to the extent of their acculturation to American university learning processes. Anderson (1988) emphasized the importance of understanding the acculturation gap as a factor limiting multicultural student academic success. Although individual students may take on characteristics of the dominant culture, the persistent influence of the parent culture predisposes the student to specific learning styles and logic when writing.

Culturally Variant Logic in Student Writing

In 1998 Brown discussed the concepts of literacy and rhetoric within the confines of the notion of academic protocol. By exploring the variant nature of literacy cross-culturally he claimed that the standard of literacy for a nation was determined by the symbol of what the community perceived to be proper written form. Considerable frustration can result when students have limited proficiency in written English and their professors fail to recognize that patterns of organization and written logic vary across cultures.

Awareness of cross-cultural learning processes and writing logic, even when it does not conform to our expectations, recognizes that when multicultural students write differently, they do not do so from stupidity or malice. For example, that which may appear as plagiarism may indeed be simply a reflection of systems of logic and manners of cognifying that have evolved out of the historical development, cultural institutions, and philosophical traditions of a people (Youmans and Evans 2000, Brown 1998). Many students come from cultural and educational systems where concepts of scholarship and individual ownership of ideas are very different from ours (Myers 1998). Hu (2001:54) observed that "in many Asian, Middle Eastern, African and First Nation cultures …. knowledge is believed to belong to society as a whole, rather than an individual".

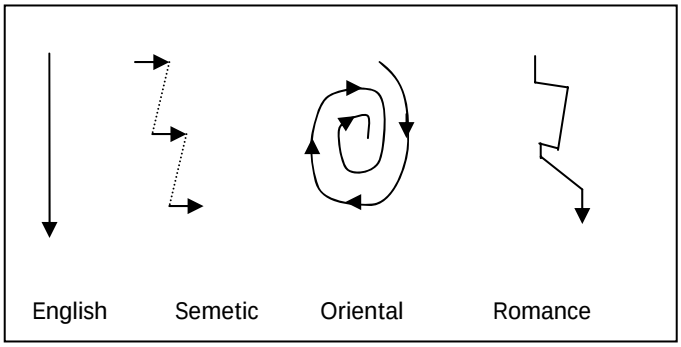
The cultural values and practice taught in the classrooms of some countries may undermine students acceptance of the cultural underpinnings of the Western anti-plagiarism rules. According to Hazlitt (1998 chapter 8) students in Korea are encouraged to imitate rather than create; Japanese students are taught group solidarity and collaboration, while Mexican students are motivated to share homework and / or answers. It is not hard to see how being raised in such an educational system may impede an easy transition to acceptance of Western anti-plagiarism values and practices (McDonnell 2003:4). Students may have learned in their culture that an established source is to be treated respectfully, not questioned or criticized by a neophyte. Plagiarism or a student's abundant use of quotations may reflect a cultural tradition of respect for authority, not a lack of critical thinking ability (Author unknown – University of Hawaii at Manoa Writing Program Bulletin).

In their research, Condon and Yousef (1988) reported that cultural differences are readily apparent in routine theme papers written by foreign born students. These differences are often attributable to cultural and personal factors such as persuasive purpose and speaker-audience relationships. Doing "critical analysis" involves "Western" behaviors. The dominant Anglo-American style, for example, approximates the organization of a debate. In this directive style, the presenter's position is stated with confidence, the opponent's position is presented as incorrect, supporting evidence is presented, and a conclusion reaffirms the truth of the presenter's position. The style used by students whose cultural socialization is to seek consensus, such as Asian-Americans, shows a different organizational pattern with less strength of conviction. Condon and Yousef (1988) reported that students using this style carefully avoid coming to a central point or conclusion as expected by most university professors. To the Western trained professor, this style appears cautious, tentative, tolerant or even complimentary of disparate opinions, and incomplete in making a point. Brown (1998) concluded that linearity is an integral feature of Anglo

academic protocol and thus expected in written text in order for the document to be favorably received in the Anglo community. Linearity becomes viewed as the optimal and desirable rhetorical pattern, and promoted as international norms (Scollon 1995, Phillipson 1992).

Although debated conceptually (Halio, 1991), Kaplan (1970) noted marked differences between the logic or style of writing and building a position between native English writers and foreign-born student writers (see Figure-1). Great contrasts develop in the presentation of argument, number of digressions permitted and sentence types.

Figure-1
Differences in Writing Logic



(NOTE: Semetic includes Arab, Egyptian, and Lebanese; Oriental includes Chinese, Korean, and Japanese; Romance includes Italian, French, and Spanish)

According to Kaplan (1970), problems in written communication often emerge at the level of the paragraph. That is, while the individual sentences in a paper may appear to be good English, multicultural students who have not mastered the syntax of standard English may still write bad paragraphs or papers unless they also master the logic of English. According to Davidson and Davidson (1989), students with limited English proficiency tend to conceptualize paragraphs in terms of length rather than interrelated sentences, fragments, and disregard for capitalization and punctuation. It may be necessary, then, to instruct multicultural students that the writing process in English involves a set of assumptions different from those with which they are accustomed to working.

Beyond understanding writing style differences in multicultural classrooms, professors need to at least acknowledge culturally variant writing styles. When it is important that the directive English style be used, its standards should be clearly stated. The required style should be modeled and contrasted to alternative styles, and professors should be sure that students understand the structure of the expected writing style for the assignment. The use of outlines and drafts before the final paper enables the instructor to coach the student in the expected style throughout the writing process, and thus tends to eliminate much of the frustration related to writing proficiency in multicultural classrooms.

Implications for Teaching and Learning

Learner centered instructors committed to student academic success must continue to nurture positive learning environments (especially for multicultural students), develop culturally responsive pedagogy, understand culturally variant writing styles and utilize assessment strategies appropriate to the affective and cognitive needs of all students.

References

Anderson, J. A. 1988. "Cognitive Styles and Multi-cultural Populations." *Journal of Teacher Education* 39 (1): 2-9.

Brown, D.D. 1998. "Literacy and Rhetoric in Anglo and Asiatic Traditions." Japan: University of Library and Information Science. Downloaded as a Research Report of the University of Library and Information Science Tsukuba Japan 1982-2003.

Condon, J. C. and F. Yousef. 1988. *An Introduction to Intercultural Communications.* New York: MacMillan.

Davidson, L. and P. Davidson. 1989. *Supervising with a Multicultural Perspective: Adding a New Dimension to Clinical Supervision in a Pre-service Program*. San Luis Obispo, CA: California Polytechnical State University.

Halio, , M. P. 1991. "Writing for International Readers." *College Teaching* (37): 131-134.

Hazlett W. 1998. "Cultural Influences on Context: The Educational Setting" in Somovar, Porter and Stefani (eds). *Communication Between Cultures, 3rd edition*. Belmont, California: Wadsworth.

Hu, J. 2001. "An Alternative Perspective of Language Re-Use: Insight for Textual and Learning Theories and L2 Academic Writing." *English Quarterly* 33 (1) 52-62.

Hyland, F. 2001. "Dealing with Plagiarism When Giving Feedback." *ELT Journal* 55 (4): 375-381.

Jenkins, C.A. and D. L. Bainer. 1991. "Common Instructional Problems in the Multicultural Classroom." *Journal on Excellence in College Teaching* (2) 77-88.

`

Kaplan, R. B. 1970. "Cultural Thought Patterns in Intercultural Education." *Language Learning* (16): 1-20.

McDonnell, Kathryn E. 2003. "Academic Plagiarism Rules and ESL Learning – Mutually Exclusive Concepts?" Written for TESL 501 English Language Teaching I (summer) Washington, DC: American University.

Myers, Sharon. 1998. "Questioning Author (-ity): ESL / EFL, Science and Teaching About Plagiarism." *TESL-EJ* 3 (2) A-2.

Phillipson, R. 1992. *Linguistic Imperialism.* London: Oxford University Press.

Scollon, R. 1995. "Plagiarism and Ideology: Identity in Intercultural Discourse." *Language in Society* 24:1-28

Sherman, J. 1995. "Your Own Thoughts in Your Own Words." *ELT Journal* 46 (2): 190-198.

University of Hawaii at Manila and Working with ESL Students' Writing: Opportunities for Language Learning" in Writing Matters, Manila, Hawaii: University of Hawaii at Manila Writing Program Bulletin Downloaded from http://www.mwp.hawaii.edu/resources/wm6.htm

Youmans, M. and Evans F. 2000. "Perceptions of Plagiarism in ESL Writing: Student Perspectives." *Journal for Language Teaching* 34 (2): 113-125.

PREPARING OUR NEXT GENERATION OF COLLEAGUES TO TEACH

Helen Moore, University of Nebraska - Lincoln
hmoore@ unlserve.unl.edu

All of us who teach sociology in college classrooms share the biographical similarity of training in our scholarship and our pedagogical practice at a graduate institution. We assume that scholarship in our discipline specializations will be transferred and expanded from one generation to the next; to that goal we have developed apprenticeships, research assistantships, comprehensive exams and theses and dissertations. We cannot yet assume that the pedagogical apprenticeships, scholarship of teaching assistantships, program development leadership and assessment methodologies in demand by instructional sociology departments across the nation are similarly institutionalized and transferred (Pescosolido and Milkie 1995). Of the 144 doctoral degree-granting institutions in the U.S. listed in the ASA Guide to Graduate Programs (2006), fewer than half list a discernible seminar devoted to pedagogy or Scholarship of Teaching and Learning (SoTL) dimensions of faculty roles.

Some graduate programs do a better job than others in teaching development and preparing the next generation of Sociologists to understand the theory and research that undergirds improved student learning. Discussions at ASA, at regional meetings and within doctoral programs focus on the appropriate scope and commitment to this aspect of our professional sociological training. My goal is to enlarge the opportunities and responsibilities we assign to departments ACROSS A RANGE OF HIGHER EDUCATION INSTITUIONS, to encourage many more sociologists to actively engage in partnerships that improve pre-doctoral work in this central dimension of our professional lives. Pre-doctoral development cannot and should not occur within a one-campus model, any more than we should learn from only one senior scholar. The outcomes of a multi-campus pre-doctoral model should improve learning among sociology majors across our institutional settings, and provide a better match for new sociologists entering their first academic position and initiating their post-doctoral teaching careers.

The model I envision draws from two academic pathways: 1) the long tradition of apprenticeship in pre-doctoral training programs for research or clinical work in social the sciences [especially those that have institutionalized off-campus training sites for advanced students], and 2) the more recent (1993) partnership by the Council of Graduate Schools and the Association of American Colleges and Universities that initiated Preparing Future Faculty (PFF) programs. The first provides pre-doctoral students with external mentors and new challenges that cannot be accessed on only one campus: the second (PFF) emphasizes training in the full range of faculty roles. With support from NSF and the Pew Charitable Trust, PFF grants were provided to Research campuses and their "clusters" of partner campuses. One mantra of these PFF programs is that fewer than 10 percent of doctoral students go on to faculty positions at research universities. As a result, too many faculty members on R-1 campuses then assume that PFF is *solely* about teaching and not about scholarship, and either shrug off their own responsibilities in building this professional skill base or viewing PFF as a model for doctoral training. Indeed, some actively discourage their "own" doctoral students from participating (lest their advisees learn something about their own professional goals outside the R-1 model). In contrast, the individual Sociology PFF

Fellows who participated in the four doctoral programs supported by grants from the ASA [Indiana University, University of Nebraska-Lincoln, North Carolina State and Texas A&M] moved on to careers in a range of institutions, including research campuses, liberal-arts universities, community colleges, and federal, state or private research agencies.

Faculty members in doctoral programs [especially those programs that assign large proportions of their lower division classrooms to graduate instructors] must support these doctoral students in their growth in the substantive as well as tactical dimensions of teaching. Where do they learn about college student development research and theory? When and where do they apply their sociological skills to tracking classroom learning and contributing to department program assessment?

We assume that a graduate student assigned to teach a course for the first time has the disciplinary scholarship background in the course topic. Does the student have similar depth in the pedagogical dimensions of writing tests and test items, providing effective feedback on student writing, assessing their own lesson plans with a goal of improving student learning outcomes? How would a graduate student demonstrate these skills to a hiring institution in a systematic and scholarly manner? How does a doctoral program document the transfer of these skills to the next generation of academic sociologists? Too many graduate programs assure us that one-time workshops are "available" somewhere else on campus – but then abrogate their responsibility to sustain the full development of their doctoral advisees.

Doctoral programs:
If you are a Graduate Chair or Advisor, your obligation to assist doctoral students in their full professional development for academic positions would be greatly improved by institutionalized elements on your campus. As a baseline, sociology doctoral programs might systematically include:

- A department-based seminar on teaching sociology and pedagogical theory for doctoral students that is a legitimate segment of the department's series of doctoral professional development seminars. (Recent counts estimate in the ASA Guide to Graduate Departments that fewer than one third of doctoral programs currently provide training beyond one or two days of workshops).
- Active connections for graduate students to campus-based teaching resource center workshops and resources that support graduate students throughout their instructional assignments.
- Systematic support for graduate student instructor development of research and theory in the Scholarship of Teaching and Learning (including assistantships that apprentice them to faculty members so engaged).
- Regularly scheduled department Teaching Colloquia to share this scholarship as enacted by faculty and/or graduate instructors.
- Assistance in preparing expanded graduate student materials for the job search, including teaching portfolios and course portfolios. (n.b. Because these portfolios should serve as the baseline for future faculty portfolios and for program assessment of doctoral training outcomes, the Graduate Faculty members in these programs should also have teaching and course portfolios that serve as models to our graduate instructors in pedagogical training).

The research sociology department can signal its commitment to high quality instruction among all its faculty members and graduate students in a number of additional ways. I suggest three:

=> Opportunities to reward and signify outstanding teaching by graduate instructors (department awards, fellowships, etc.)

=> Graduate instructors who have opportunities (and the limits!) to develop two or three distinct course preparations during their graduate careers (as opposed to being assigned five different courses during the doctoral program, as I discovered with a doctoral advisee this semester).

⇒ Inviting those sociologists who publish in the Scholarship of Teaching and Learning to give a colloquium or conduct a workshop in your department. [Prior to establishing the journal Teaching Sociology (TS), many such SoTL and pedagogical articles were published in Social Forces, ASR and AJS. The development of TS was intended to provide a more focused outlet for a growing specialization, not to marginalize or balkanize teaching and learning scholarship.] Today, with more systematic and mixed-methods approaches to understanding student learning, and with more institutional demands for department assessments of curriculum outcomes, we need to integrate professional development in all faculty roles into our doctoral programs.

BUT IT IS SHORT SIGHTED TO POINT SOLELY TO PROGRAM ELEMENTS IN DOCTORAL PROGRAMS FOR DEVELOPING FUTURE SOCIOLOGY FACULTY.

Our colleagues across institutions can and should contribute directly to future generations of sociology faculty before they even review applicants for their jobs. Preparing Future Faculty founded an innovative "cluster" model that taps into the expertise of our sociology colleagues at a range of Carnegie Classification campuses. If every department of sociology that is geographically accessible did contribute something to the development of Sociology Future Faculty, we would have a comprehensive, enriched model of doctoral preparation for all of the academic roles of faculty. Below I suggest strategies to institutionalize these opportunities.

Comprehensive campuses:
Colleagues at comprehensive universities (with the master's degree only) serve as important partners in the pre-doctoral training of sociologists because you often hire pre-doctoral students as "fill ins" for instructional gaps from sabbaticals, etc. Your departments also can contribute greatly to an understanding of our diverse academic settings, rituals and day-to-day lives as academics, and the challenges of working with graduate sociology student advising.

⇨ When employing pre-doctoral students, provide them with systematic feedback on their instructional efforts. That is, treat them as a junior colleague whose evaluation also contributes to a better understanding how adjunct instructors meet your department needs, and how their teaching development is viewed by your department. This not only involves student evaluations, but systematic peer observations.

⇨ Braskamp (1994) notes that observations of instructors in classrooms are enhanced when prior to hiring or the start of the instructional appointment, the on-campus supervisor reviews the syllabus, course-related materials, course goals and class objectives with the instructor. Before the actual classroom observations of instruction, specific lesson plans for the day should be reviewed so that both instructor and observer are clear about the day's objectives. A standardized observation form can yield systematic and comparable data back to the department, and enriched information for our pre-doctoral instructors (especially if participating faculty are trained in what and how to observe). These classroom observations will be invaluable to the pre-doctoral teaching portfolio (Edgerton, et al. 1991). They are also not likely conducted on the student's research campus. You can model for them what this process contributes to their development as an instructor.

⇨ Consider including pre-doctoral students as partners in cluster institutions for establishing research teams and assigning additional master's degree mentors. As you know, in graduate school, advanced doctoral students provide much of the substantive mentoring in methodology, theory, writing and strategies for working with advisers to beginning master's students. Tap into these mentoring networks programmatically and connect our partner campuses through cross-campus graduate roundtables and research teams.

Liberal Arts Colleges

Sociologists teaching at a four-year liberal arts campus also contribute to the discipline through your in depth understanding of the role of "student life" in the extracurricular dimensions of "doing sociology" and being a Sociology faculty member. On their PFF assignments, our doctoral students have been impressed by your vibrant scholarly lives, and are intrigued by your strategies for balancing multiple dimensions of faculty roles in these settings.

⇨ Coordinate opportunities for "guest lectures" by aspiring pre-doctoral instructors and provide them with feedback on their classroom or colloquium performance.

⇨ Regularly involve pre-doc students from neighboring campuses to collaborate in your undergraduate sociology clubs (as a co-director or workshop presenter on preparing for graduate school, as a research mentor, etc.)

⇨ (see above comments under Comprehensive Campuses when hiring pre-docs).

Historically Black Colleges and Universities, Tribal Colleges and Hispanic Serving Institutions

Sociologists teaching on these campuses have enriched contributions to make to our next generation of teaching sociologists. You provide unique "lived experience" in linking pre-doctoral students to the imbedded institutional nature of diversity in higher education. The distinctive mission statement, faculty commitments and community expectations of your campus can prepare our students to understand the complex nature of "pipelines" of diversity and the reality of "intersectional" analyses about race/class/gender/sexual orientation in higher education. Whether at a doctoral HBCU such as Howard University, or a two-year campus such as Little Priest Tribal College, the insights to be gained are inestimable. Our UNL partnership with Grambling State University was the most oft-cited benefit of our

participation in the ASA-sponsored Preparing Future Faculty program.

- ⇨ Advising undergraduate sociology students on a campus that is anchored in community identity can spark pre-doctoral students' *verstehen.* Shadowing sociologists on any campus is a benefit; shadowing sociologists on your campus will enlarge their understanding of the connections of higher education policies and politics to their own professional lives.

- ⇨ (When hiring for temporary instructional duties, see above comments under Comprehensive Campuses).

- ⇨ (See above Liberal Arts Campus comments on involving pre-doc students in your students' clubs and activities).

Community/Junior Colleges

Consider how new instructors will benefit from your in-depth knowledge of these ingredients in higher education instruction: the focus on skill needs of first-year college students, developing curricula for more diverse and non-traditional students in your classes, working with first year and sophomore sociology majors (a rare species on doctoral campuses where most students declare this major in their last two years of a bachelor's degree), linking community needs to the curriculum, etc. Too many academic sociologists are unfamiliar with the "junior college" model – but instead view the two-year community college as primarily a vocational-technical school. As a result, they are in a poor position to respond to your transfer students in a four-year college setting.

- ⇨ Coordinate opportunities for "guest lectures" by aspiring pre-doctoral instructors and provide them with systematic feedback on their efforts.

- ⇨ Consult with graduate instructors about course syllabi and goals in the lower division courses, instructional strategies and resources, and comparability and transferability of courses when these are not coordinated by your campus administration.

- ⇨ Bring your community college students to a research campus to meet with graduate instructors and the undergraduate sociology club. Create a "pipeline" of information that benefits all groups at the table.

- ⇨ (When hiring for temporary instructional duties, see above comments under Comprehensive Campuses).

In sum, collaboration with sociologists at partner institutions, diverse in their missions and their student bodies, is essential to preparing the next generation of sociologists. Involvement in doctoral training now by faculty members from these partner settings makes it possible for sociology graduate students to experience first-hand what it is like to be a professor in one or several of the educational settings where graduates are likely to get jobs. It may also change the culture of our work by linking sociologists across campus boundaries that have artificially isolated our sociological imagination in preparing future faculty.

References:

Braskamp, Larry A. and J. C. Ory. 1994. *Assessing Faculty Work*. San Francisco: Jossey-Bass.

Edgerton, Russell, Patricia Hutchings, and Kathleen Quinlan. 1991. *The Teaching Portfolio: Capturing the Scholarship in Teaching*. Washington, DC: American Association for Higher Education.

Pescosolido, Bernice A. and Melissa A. Milkie. 1995. "The Status of Teacher Training in U.S. and Canadian Sociology Departments." *Teaching Sociology* 23:341-52.

TEACHING THE UNSPOKEN: PRACTICES OF PROFESSIONAL SOCIOLOGISTS

Paul Lacheliere, University of Wisconsin-Madison
paul@paullachelier.com

I am currently near the end of my long graduate student career as I write my dissertation. This article offers a few recommended practices I have learned along the way in the process of becoming a professional sociologist. These recommended practices are directed primarily to graduate students, but many of them may be useful for undergraduates who are interested in pursuing careers in teaching and/or research as well as the faculty who train us.

As much as we learn while in graduate school, in my experience there are key aspects of our training as professional sociologists that graduate departments leave for us to learn on our own. I know of no sociology department that offers, let alone requires, a course on becoming a professional sociologist, instructing students in the countless practices, resources, and tacit knowledge that are sometimes

critical to being a competent sociologist. How does one write a professional journal article? How does one decide to which journals to send one's article? How is book writing different? How does one write a book proposal for a publisher, and to which publishers should one send one's book? How does one construct a compelling CV? What things should a graduate student be doing early on to develop their CV? What jobs exist out there for sociologists beyond academia? What are the most sought-after specialties on the job market? What is tenure review like? What are important things to do in writing a review of a peer's journal article or book? What is the difference between an "assistant" and an "associate" professor? There are countless other questions like these, concerning what it means to be a professional sociologist, with answers ranging from the simple response to more complicated discussions of what it means to be a professional, to those that statistical information and data.

Currently though, many departments assume graduate students will learn these things on their own. "All you have to do is ask," say some. Well, what if we do not know what questions to ask? If we do not assume that graduate students will easily learn about Marx, Weber and Durkheim on their own independent of their course work, why should we assume graduate students will easily learn the nitty gritty of how to effectively teach sociology, and publish journal articles and books? Of course, the persistent do in fact learn many of the "tricks of the trade" sooner or later, whether through trial and error, by attending conference training sessions, and/or asking faculty lots of questions. However, good teaching departments do not leave professionalization to chance, and chance is exactly what the prevailing "you'll learn it on your own" culture of professional education entails. This is not about molly-coddling students. This is about teaching students early on the many practices, resources and knowledge that can help make them better sociologists faster, and with less uncertainty, error and frustration.

Departments can pursue a variety of methods for teaching professionalization. The easiest thing to do is to refer students to existing ASA resources – like the ASA Style Guide, and guides to teaching, or to careers in sociology – or to recommend existing resources at one's university. However, there are many sociology-specific professionalization questions better answered in a classroom with the guidance of experienced sociologists. Accordingly, departments can (and many do) organize a series of optional or required workshops on various aspects of professionalization (e.g., the ins and outs of getting published). The most thorough departments though may create a required semester or year-long first or second-year graduate course which more comprehensively answers the many professionalization questions, and gets students to practice core professional skills, like performing an introductory sociology lecture, stimulating student discussion about social problems, or writing a book review or literature review.

Accordingly, the following few recommendations are by no means exhaustive, incontestable or extraordinary, but they are intended to stimulate our thinking about the nuts and bolts practices that can make for better professional sociologists and academics more generally. Hopefully these recommendations will prove useful, whether as a spur to write a list of your own recommendations, in developing a professionalization workshop or course, or simply as a handout for your students (for an electronic copy of this article, simply email me).

DEVELOPING A PROFESSIONAL PORTFOLIO:

- **Start building your CV early on**: Ask faculty you admire for their CVs, then model your own developing CV based on theirs. Look for what to include and not to include, under what categories, in what order, with what display. Initially, this process may make you feel quite small and unaccomplished, but it should also clarify what areas in particular you need to work on (e.g., publications, teaching experience, etc.), or could work on (e.g., teaching, writing and funding awards, conference presentations, professional or community service).

- **Save all your work:** Keep hard and soft copies of all your work. This may sound elementary, but it is well worth knowing that what you save may well become useful to you when it comes time to look for a job. Save not just course papers, but also your teaching documents (e.g., syllabi, student evaluations, any teaching tools you create) as you will be judged on the job market not only for your writing, but also for your teaching. Employers often request sample papers or published articles as well as student evaluations and other evidence of teaching accomplishment.

READING:

- **Save interesting items from popular media:** We all know that newspapers, magazines, and online sources often carry sociologically interesting stories, quotes, advertisements, photos, etc. These snippets can serve as powerful illustrations in our writing or teaching. Yet only some keep a file folder in which to gather such snippets for future use.

■ **Do not snub introductory textbooks:** Professors and graduate students often ignore introductory textbooks presumably because they are too elementary for their own professional purposes. Yet introductory textbooks – whether in sociological sub-fields, or disciplines outside sociology – can give you a quick, clear sense of key ideas, research, and modes of analysis, especially in those fields that interest you but with which you are less familiar. Given the high cost of new textbooks, it is well worth buying them at book sales, where you can often find textbooks priced for $5 or less. Even when used textbooks are several years out of date, they can still be a rich mine of information.

WRITING:

■ **Write to publish:** Despite the well-known imperative to "publish or perish," I know of no departments that organize graduate studies in such a manner as to systematically allow students, through coursework, to practice the craft of writing journal articles, let alone book reviews, or other staples of academic production. Absent such in-class training, ask your course professors if you can write your seminar papers as journal articles instead. If you cannot, ask your professors how to orient your course papers for journal publication. Moreover, you might also be able to coordinate your course work to enable you to write different drafts or components of articles for different courses. You might also ask if you can write book reviews or literature reviews for course credit in areas you are interested in exploring. In addition, use ASA section newsletters (or even student or local newspapers and magazines when relevant) as platforms to write and publish shorter, earlier drafts of longer journal articles. The point is to give yourself ample practice early on, and to use your graduate education more efficiently by orienting your writing for scholarly publication.

■ **Keep an intellectual journal with you at all times:** If you are anything like me, some of your most interesting ideas come to you in a flash, and often when you are not at your computer. If you do not write those ideas down immediately, you may well forget them. Accordingly, having a sturdy journal with you at all times is very useful to capture, and spur, your thinking. If you are highly organized, you might want to keep an index at the front of your journal to mark where you talk about what in your journal (e.g., habitus and class: p.2, 17-18, 33, etc.). You can then always return to these journals to read your prior thoughts on a given subject about which you are currently writing or teaching. Also, over years, if you get in the habit early on of dating all your entries, such journals help you or your posterity to trace your intellectual development.

PROFESSIONAL CONFERENCES:

■ **Schedule one-on-one meetings:** In my experience, conference sessions are often unsatisfying because they are typically not particularly personal or participatory. As a presenter, you are often one of three to five presenters, each given fifteen to twenty minutes, and there is often little time to discuss your paper in depth. As an audience member, your role is largely confined to listening, with at best a chance for one or two comments or questions. For these reasons, it surprises me that, in my experience, conference organizers do not institutionalize one-on-one meetings as alternatives, or supplements to the conventional session. Absent such opportunities, you as a student (and all conference participants for that matter) can nonetheless do at least two things. First, scan the conference program and email one or more relevant conference participants – fellow graduate students are, of course, most appropriate – to see if they might be willing to meet for an hour or more so you can discuss each other's papers. Ideally, you might email sociological friends, or acquaintances you have previously met, but absent these options, you need only a little courage to email a stranger whose work nonetheless intersects with yours. Second, given the opportunity conferences present to meet academics you admire face-to-face, email one to two weeks in advance of the conference professors who interest you to schedule a meeting. You might ask them to meet for just half an hour or so to introduce yourself and your research. You can then attach your CV and paper in case they wish to skim these as context for your meeting (you might in turn request and read their CV in advance). I have scheduled such meetings at several conferences now, and typically find them much more helpful than the conventional sessions precisely because one-on-one meetings are far more personalized and participatory.

LESSONS FROM OUR STUDENTS

Elizabeth Lyman, University of Iowa
Elizabeth-lyman@uiowa.edu

As faculty advisors we wear many hats. Among other things, we are administrators, career counselors, referral services, recruiters, mentors, and teachers.

When it comes to who we are and what we do as advisors, though, there seems to be a lack of consensus among faculty about what an advisor is or does. (Kelly 1995) Whatever it is that we do for our advisees, though, it is not a one-way exchange, for our students are also our teachers.

Through our advising we have a unique window into the world of our students: who they are, both inside and outside of the classroom; where they are coming from; and what their ambitions are. This is a fuller picture than we get of our students through lectures on Marx and discussions about anomie on Monday, Wednesday and Friday mornings, 9:00 to 9:50. When advising, we have a chance to see the whole student.

We can easily find literature about "advising as teaching" in publications on advising, and also (but to a lesser extent) in teaching literature. When we consider advising as a method of teaching, we extend our teaching duties through individual or group level contact with students outside of the classroom setting. When advising, we have the potential to: teach our advisees through discussion of their course materials; work on broader, fundamental skills, such as note and test taking, that are critical to their success; enculturate students into academia; teach students about the field of sociology; and show students strategies for better learning and success in their courses.

If we listen closely enough, though, our students are teaching us, including how to teach more effectively. In their article on learning centered classrooms, Stage, Muller, Kinzie and Simmons (1998) argued that, based on research on effective learning at that time, teachers must understand the learner in order to teach them effectively. Advising is an opportunity to "understand the learner." For example, students talk about their frustrations with what does not work well for them in their classes, such as when abstract concepts from a particular course or subject are difficult to grasp and are not grounded for them by way of relevant examples or activities. We can be taught and reminded from these frustrations that we need to continually work to help students grasp concepts that we are so familiar with that we take their meaning for granted.

In listening to students talk about the successes they have experienced in their classes, such as with a particular in-class activity that helped them make a connection between what they are learning in the classroom and their own, personal lives, we can keep note of what works the best for them, holding onto this information so that we can incorporate the approach taken in that particular situation into our own teaching practices. We (some of us more than others) can learn what technology students are using as a part of their learning experience (and whether or not they are really useful). And, we can get to know our students as individuals, which helps us figure out how to best communicate to them what it is that we think they should know. Through advising, then, we have the chance to become better teachers.

With the continuing increase in the number of students in colleges and universities, faculty are increasingly required to advise students and are assigned more advisees. The responsibilities of academic advisors have increased, yet as of 2003, slightly more than half of all campuses do not recognize or reward the efforts of faculty advisors in any of their departments in any way. (Habley 2004) These increasing time demands placed on us by academic advising are often not rewarded with monetary compensation, release time, or consideration for tenure and promotion, but still we can benefit from advising in other ways, through the contact with students we have as advisors.

First, we keep abreast of the regulations and requirements that are applied to our students by our school's administration. This allows us to see what is expected of our students by our schools before they take our classes, and even who we can expect to have filling the seats in the classroom. Second, we can keep current with the student culture of our schools by getting to know students as individuals and hearing about their lives and experiences outside of the classroom. This can help us understand how to best approach and engage students in our classrooms. For example, how diverse, cohesive, or academically focused are the students? What is going on around campus or town that will affect students' coursework? What is the political climate on campus? Tense? Indifferent? Thirdly, we have a chance to engage with students outside of the classroom, which students see as a factor in succeeding in school (McKinney 2005), and can also lead to a research position or a teaching assistant position, something that is mutually beneficial to instructor and student. And perhaps most importantly, from listening to our students we can learn about how to best teach them.

When any student walks into my office, I ask them the same question that I ask of all my students when they first step through the doorway: "How are things going?" Now, more often than not I just get a quick "Fine, can I have my registration code?" or "Good…I'm glad it's Friday." But, even though my students most often come to see me about registering for the next semester, I have my fair share of times when I hear "Awful…I just bombed a test." (followed by a long pause) or "Can I drop this class I'm taking right now? I'm trying my hardest but I'm still not getting a good

grade!" This is where the opportunity to learn, for both of us, presents itself. So, I ask more questions. How did you study? What are your notes like? What is the structure of the course? Is there any part of it you do better in than others? Why do you think you're not getting a better grade/enjoying the class more/being treated fairly by the instructor?

Through these conversations, students can gain clarity about their performance in a class, what their strengths and weaknesses are, what they can do to improve upon the skills they already have, and sometimes even a better understanding of who they are as people more generally. And by the time the student has left to go to their next class, or job, or wherever it is that they need to go to, I have gained something as well: practical advice on how to be a better teacher. They do not know that they have been giving me advice, but they have. From their frustration, anger, sadness, disappointment, and criticism, or their joys, triumphs, and accomplishments, I have a sense of ways that I can reach more students better, helping them achieve their goals for the course more effectively and efficiently. I also discover whether or not I need to teach skills that are fundamental to the course but that students do not yet have. I get ideas about how to reach every student, to help all students have equal learning opportunities, and what I can do to motivate students in my classes to participate, engage with the material, and learn. When we are advisors, we have a chance to use these conversations with students to both of our advantages.

Our advisees come to us for signatures, registration codes, answers, advice, and, sometimes, just to have someone to talk to. This takes time, sometimes lots of it. Time we think we might not have or cannot spare. But if we listen, we can help them, and we can also help ourselves. We can learn to become better teachers.

Habley, Wesley R. (Ed.) 2004. *The Status of Academic Advising: Findings from the ACT Sixth National Survey*. Monograph Series No.10. Manhattan, KS: National Academic Advising Association.

Kelly, James. 1995. "Faculty Speak to Advising." *New Directions in Teaching and Learning* 62:13-24.

McKinney, Kathleen. 2005. "Sociology Majors' Perceptions on Learning Sociology: A Research Note." *Teaching Sociology*. 33:371-379.

Stage, Frances, Patricia Muller, Jillian Kinzie and Ada Simmons. 1998. "Creating Learning Centered Classrooms. What Does Learning Theory Have To Say?" ASHE-ERIC Higher Education Report 26(4). Washington DC: The George Washington University Graduate School of Education and Human Development.

`

SECTION NEWS AND NOTES

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.

Teaching and Learning Section 2007 ASA Program

Program Chair: Susan A. Farrell, Kingsborough Community College, sfarrell@kbcc.cuny.edu

Sessions:

1. **Title**: Incorporating Race, Social Class, Gender, and Sexuality into the Curriculum: Ideas for Teachers – open session → **Organizer**: Susan J. Ferguson, Grinnell College, fergusos@grinnell.edu

Description: This session seeks paper submissions that provide practical suggestions for teachers on how to change, update, and improve their sociology classes. What are strategies that you have used to integrate diversity into your syllabi, your assignments, and your classroom activities?

2. **Title**: Integrating Spatial Thinking into the Sociology Curriculum → **Organizer**: Claudia Scholz, University of Texas, San Antonio, Claudia.Scholz@UTSA.edu – open session

Description: Panelists will share their approaches to integrating spatial thinking into their teaching. Spatial thinking refers to examining the role of space and place in understanding sociological phenomena such as inequality, crime, and development.

3. **Title**: Teaching As Vocation: A Symposium → **Organizer**: Monte Bute, Metropolitan State University Monte.bute@metrostate.edu – open session

Description: Max Weber so eloquently sketched the vocations of science and politics. What sociology lacks is a similarly lucid portrait of teaching as vocation. Is teaching a career to be advanced or a calling to be fulfilled? Is teaching an applied science or an art form? Is teaching about transmitting knowledge or transforming lives? These questions are merely suggestive of potential themes for paper submissions to this symposium.

4. **Title**: Challenges in Graduate Student Teaching → **Organizer**: Beth Cavalier, Georgia State University socesc@yahoo.com – open session

Description: Please submit papers about challenges in graduate student teaching. Papers can include, for example, teaching about sensitive topics from a position with less status, being taken seriously in the classroom, how to build classroom rapport, or articles about the graduate teacher/teacher mentor relationship.

5. **Title**: Deciding What and How to Teach → **Organizer**: Caroline Hodges Persell, New York University, caroline.persell@nyu.edu – invited session

Description: This session would consider three questions about four areas of sociological knowledge: How do we decide what to teach, how to teach it, and how do we know what students have learned? The four substantive areas to be discussed would be introductory sociology, race, gender, and social class.

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

We invite submissions for the American Sociological Association's *Teaching the Sociology of the Body: A Resource Manual*. This is a new edition to the ASA collection of teaching materials. We welcome submissions for syllabi, assignments, activities, media materials, and other pedagogical tools related to the teaching of the sociology of the body. Such materials may cover topics including: race/ethnicity; gendered and intersexed bodies; sexuality; illness and disability; medical knowledge and control; body modification and cosmetic surgery; athletics; pregnancy and the body; body objectification, beautification, and mutilation; the commercialization of the body; and the treatment of dead bodies.

The editors are Erin K. Anderson (Washington College, eanderson3@washcoll.edu) and Susan J. Ferguson (Grinnell College, fergusos@grinnell.edu). Please submit materials via email to either editor by December 1, 2006.

Submissions

Please submit suggestions for the Spring newsletter to Anne Eisenberg. 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.

Submissions

Solomon Davidoff, Ph.D., as Chair of the Ray and Pat Browne Book Award (awards honoring the best in Interdisciplinary Popular Culture Scholarship) for the Popular Culture Association, is soliciting nominations in the categories of Best Single Author Study; Best Edited Collection/Multiple Author Study; Best Reference Title; and Premier Textbook/Primer. Contact him for further information at doctordavidoff@hotmail.com

`

Joining 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.

GENERAL TEACHING ANNOUNCEMENTS

Teaching Resource

SocioQuests: A New Teaching Resource for Sociologist

With the support of the ASA Teaching Enhancement Fund, a new internet site has been developed to house guided internet assignments (Virtual Explorations, WebQuests, and Internet Scavenger Hunts) for sociology. This website has been structured for easy navigation to material on a variety of sociological topics. Assignments are of varying degree of difficulty to accommodate beginning and advanced students of sociology. Visit the site at http://www.rwc.uc.edu/socioquest

This site is updated on a regular basis as new materials are received. If you have a guided internet assignment or are willing to develop one (or more) for your area of expertise, please consider submitting your material for inclusion in this repository. This site is available (free) to anyone interested enhancing sociological understanding using internet resources. All material is peer reviewed and contributor's name and affiliation is attached to any accepted assignments.

If you would like more information or would like to submit an assignment(s), please contact: Lynn Ritchey at Lynn.Ritchey@uc.edu or (513) 745-5658.

Upcoming Conference

Teaching Race to Undergraduates: Problems and Approaches in the Humanities and Social Sciences (March 15-16, 2007, St. Francis College, Brooklyn, New York)

This two-day conference will feature panels on the problems of and approaches to teaching race to undergraduates. Teachers from across the disciplines are encouraged to participate in this important conference, specifically devoted to the question of how we can improve the discussion of race in the classroom. The conference will bring together teachers across disciplines to address the question of how we teach race - and how we can do it more effectively. Planned topics of exploration include antiracist pedagogy, specific classroom realities: the race of the instructor and the race of the students, teaching to non-elite and elite students, the inter-sections of sex, gender, sexuality, and class, evaluation and assessment, using literary texts in the social sciences, and using social science texts in the humanities. To pre-register, please contact Dr. Emily Horowitz at ehorowitz@stfranciscollege.edu or at 718-489-5446.

2007 Joint Meeting of the North Central Sociological Association and the Midwest Sociological Society

The leaders of the North Central Sociological Association and the Midwest Sociological Society invite you to attend the 2007 meetings to be held in Chicago, Illinois from April 4-April 7. A total of **44** sessions dedicated to teaching, learning, and the Scholarship of Teaching and Learning will be offered along with regularly offered substantive, theoretical, and methodological sessions. Information on the meetings can be found at www.themss.org/

MEMBERS' NEWS – AWARDS AND ANNOUNCEMENTS

NOTE: *Some of the items were erroneously omitted from the previous newsletter issues. We would like to encourage all members to share their successes and we promise to make sure they are presented in a more timely fashion!*

President's Award for Faculty Innovation

Barbara R. Walters, Ph.D. – Associate Professor of Sociology, Department of Behavioral Sciences, Kingsborough Community College – received the President's Award for Faculty Innovation for a proposal entitled "The Seven Liberal Arts and the Twenty-First Century." The award allows her to develop a new

interdisciplinary (hybrid) course for Honors Students. This includes inviting guest lectures from different disciplines through video conferencing and the discussion features of Blackboard. The course is planned for the Fall of 2007. Students will be encouraged to submit their papers for publication in *Distinctions: An Honors Student Journal* which was founded by Dr. Walters.

Appointed

Barbara R. Walters, Ph.D. – Associate Professor of Sociology, Department of Behavioral Sciences, Kingsborough Community College – was appointed as a Consortial Faculty Member to the CUNY Online BA (a new online program for "degree completers"). Their first students were just admitted and began classes in September.

In the News

Sarah Murray, adjunct faculty at William Patterson University in New Jersey, was interviewed by the *Courier Post* and the *Los Angeles Times* regarding the application of the movie Brokeback Mountain in teaching sexuality and in teaching about violence in America.

Contributing Author

Sarah Murray adjunct faculty at William Patterson University in New Jersey is a contributing author concerning blended families for the Sage Publication *Encyclopedia of Social Problems.*

Appointed

Tara Hefferan, Ph.D. successfully defended and filed her dissertation entitled "Deprofessionalizing Economic Development: Crafting Faith-Based Development Alternatives Through U.S.-Haiti Catholic Parish Twinning" at Michigan State University and is a visiting Assistant Professor for 2006-2007 in the Sociology and Anthropology Department of Alma College.

Appointed

Solomon Davidoff, Ph.D., adjunct faculty for the Wentworth Institute of Technology and the New England Institute of Art, was appointed to the board of the American Association of History and Computing (www.theaahc.org).

`

2007 HANS O. MAUKSCH AWARD
CALL FOR NOMINATIONS

The ASA Section on Teaching and Learning seeks nominations for the 2007 Hans O. Mauksch Award for Distinguished Contributions to Undergraduate Sociology. To place a name in nomination for this award, please send a letter of nomination to the Award Committee Chairperson indicating the name of the nominee, institutional affiliation, and a discussion of the nominees distinguished contributions to undergraduate sociology. Please indicate the mailing address, E-mail address and telephone number where both you and the nominee may be contacted.

Please send your nomination letter as soon as possible, but no later than January 15, 2007.

APPLICATION PORTFOLIOS MUST BE COMPLETED AND RECEIVED BY MARCH 23, 2007 (SEE INSTRUCTIONS BELOW)

Address nominations to:

Betsy Lucal
Dept of Sociology
Indiana University, South Bend
PO Box 7111
1700 Mishawaka Ave
South Bend, IN 46634
e-mail: blucal@iusb.edu

INSTRUCTIONS TO NOMINATOR FOR PREPARING NOMINEE'S PORTFOLIO

The nominator should collate all materials for the portfolio and forward five copies of the entire portfolio to Betsy Lucal before the March 23, 2007 deadline. The portfolio should include:

1. The nominee's **summative narrative** of relevant activities and contributions using the criteria below (same headings, same order, please). The criteria are not rank ordered. Be concise with your response.

   A. Teaching honors and/or awards earned.

   B. Program development (at home institution or other levels).

   C. Development or modification of innovative teaching techniques; development of new curricula.

   D. Advising and committee duties related to teaching and undergraduate education.

   E. Indication of peer and student assessment concerning your instruction.

   F. Contributions to instructional activities of state, regional, and/or national professional associations.

   G. Papers given at various meetings related to teaching activities.

   H. Publications or materials intended to enhance undergraduate instruction and learning processes: instructional activities or techniques, learning environments, computer software, textbooks or supplemental materials.

   I. Articles related to undergraduate teaching published in refereed scholarly journals.

   J. Other relevant contributions not indicated above (leadership in faculty development, seminars, workshops; distinctive student learning outcomes, etc.)

2. **Current curriculum vitae**.
3. Four to six **letters of recommendation**, including the nominator's letter (please include these in the packet rather than have them sent directly to the committee)

Although not required, it is appropriate that nominees and awardees be members of the Section on Teaching and Learning.

`