



NATIONAL STANDARDS FOR HIGH SCHOOL SOCIOLOGY

AMERICAN SOCIOLOGICAL ASSOCIATION



ASA NATIONAL STANDARDS FOR HIGH SCHOOL SOCIOLOGY

INTRODUCTION

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Life is social whenever we interact with others. Over time, patterns of interaction become embedded in the structure of society. Sociologists investigate and seek to understand the structure of groups, organizations, and societies and how people interact within these contexts. Since most human behavior is social, the subject matter of sociology ranges from the intimate family to the internet; from organized crime to religious traditions; and from the divisions of race, gender and social class to the shared beliefs of a common culture.¹ Because of sociology's breadth and applicability, it is a topic that is

often fascinating for high school students; because of sociology's strong empirical basis, it can also help introduce students to the rigorous use of scientific data to study the social world.

The American Sociological Association's (ASA) National Standards for High School Sociology are designed to provide guidance to teachers and administrators seeking to develop high quality, developmentally appropriate one-semester introductory sociology courses for students in the 9th-12th grades. The National Standards provided here do not address all of the topics that could be covered in a one-semester sociology course. Rather, they establish the minimal content that any foundational sociology class at the regular high school level should cover.

The expectation is that many sociology teachers and their classes will move well beyond the foundation defined by the National Standards for High School Sociology. Certainly year-long

¹ American Sociological Association. 2013. "21st Century Careers with an Undergraduate Degree in Sociology." Second Edition. Washington, DC: American Sociological Association.

courses in sociology will be more in-depth and broader in scope. However, high school courses that do not move beyond these essential learning outcomes will nonetheless provide an introduction to the field that should well prepare students for sociology courses at the post-secondary level, as well as assist students in developing an understanding of people as social beings whose daily lives and life chances are impacted by a range of structural and cultural factors. Thus, while providing clear guidance for sociology teachers, in the spirit of independence in scholarship and pedagogy, the National Standards explicitly and intentionally do not tell teachers exactly what they should teach or how they should teach it.

◆ WHY SOCIOLOGY IS IMPORTANT

Sociology enhances students' understanding of the social world and increases their motivation and interest in studying social processes and groups in a scientific manner. The National Science Foundation includes the social and behavioral sciences as a part of STEM (science, technology, engineering, and mathematics). Sociology is a STEM discipline. High school sociology students therefore experience working with both quantitative and qualitative data. Sociology offers students an accessible setting to learn and use scientific thinking and consider how it might help address social issues.

Introducing sociological principles to high school students can be especially valuable for their development as they make the transition from adolescence into adulthood. Sociology is concerned with topics of particular interest to teenagers, such as peer groups, group

identities, romantic relationships, deviance and conformity, and substance abuse. These topics are also developmentally relevant to teenagers as they transition from their family settings and high school classes into the freedom and responsibilities of college life and the labor force.

Sociology courses provide opportunities to deepen analytic skills critical to successful transitions from high school to post-secondary education and beyond. A sociological perspective underscores the importance of examining the social world with a critical eye and questioning assumptions, stereotypes and generalizations that underlie conventional social interactions and beliefs about one's world.

Sociology helps students to understand themselves better, since it examines how the social world influences the way they think, feel, and act. Students need to understand the social processes that contribute to problems such as poverty, violence, crime, and climate change if they are to have the tools to work toward solutions to the pressing global issues we all face in the 21st century.

◆ DEVELOPMENT OF THE STANDARDS

ASA has been working to advance sociology at the high school level for well over two decades. The Task Force on Advanced Placement (AP) High School Sociology was established in 2001 and produced a full model curriculum for an AP course that was pilot tested in high school

classrooms.² When the College Board declined to establish an AP sociology test in 2007, ASA redoubled its efforts to reach out to high school teachers and established a High School Sociology Planning Program to build a critical mass of high school sociology teachers in a national network and work toward integrating sociology into the social studies curriculum.

The High School Sociology Planning Program team has been led by a Director and Assistant Director (both highly experienced high school sociology teachers) and also includes three full-time ASA Executive Office staff members with expertise in teaching and learning issues, student affairs, and professional development. In addition, there have been seven expert members on the High School Sociology Planning Program Advisory Panel working directly with the Planning Program team. These experts represent a blend of experienced high school teachers and administrators from different parts of the country as well as sociology faculty members from a variety of institution types in higher education.

The ASA National Standards for High School Sociology build upon ASA's contributions to The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: State Guidance for Enhancing the Rigor of K–12 Civics, Economics, Geography, and History. Published by The National Council for the Social Studies (NCSS) the C3 Framework was designed to assist social studies practitioners at the local level—in individual schools, school districts, non-profit organizations, and for-profit publishing companies—to (1) enhance the rigor of the social studies disciplines, (2) build the critical thinking, problem solving, and

participatory skills necessary for students to become engaged citizens, and (3) align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies. While sociology, psychology and anthropology were not defined as part of 'social studies' in the 1950s when the term was originally introduced in the context of K-12 education, these three disciplines each contributed appendices to the C3 Framework, reflecting the current relevance of the social and behavioral sciences to the modern social studies curriculum³.

In spring 2014, inspired by the successful launch of the *C3 Framework*, the ASA High School Sociology Planning Program and members of its Advisory Panel began work to conceptualize and draft national standards for high school sociology courses. Over the next 18 months various subgroups of the High School Planning Team and Advisory Board held a total of more than 40 meetings to work on different sections and topical areas of the standards document.

³ National Council for the Social Studies. 2013. College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. Silver Spring, MD: National Council for the Social Studies.
<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

² www.asanet.org/highschool

◆ USING THE NATIONAL STANDARDS

The ASA National Standards for High School Sociology are meant to be used in a number of ways. High school sociology courses can vary by length (one or two semesters), student ability level, and student age. Beginning with the sociology classroom teacher, these standards are meant to provide a baseline for what a high school sociology class will encompass regardless of these variables. The National Standards provide teachers with a framework for writing goals, objectives, and learning targets for a course as well as a baseline set of criteria for self-reflection regarding the course's scope and rigor. In this way, they represent the first and necessary step in meaningful assessment: a clear statement of what students should be learning. The National Standards can also help school district administrators and board members evaluate whether a sociology class is giving students appropriate, relevant, and challenging academic instruction in the discipline.

◆ LEARNING DOMAINS

The ASA National Standards for High School Sociology represent current knowledge in the field at an introductory level. The National Standards are organized into four learning domains, each representing a broad area of sociological knowledge and study appropriate for the high school level.

Each domain is accompanied by 3-4 assessable competencies. These assessable competencies are the learning objectives that all high school sociology students should be able to

demonstrate after completing study of a specific domain. Each assessable competency is then accompanied by 3-5 essential concepts that represent the foundational knowledge students need in order to demonstrate the related competency. The expectation is that many classes will move beyond these essential concepts; however, classes that do not move beyond the corresponding learning outcomes will satisfy the definition of a foundational high school course in sociology.

The standards reflect an increasing level of complexity from Domain 1 to Domain 4, and many (but certainly not all) teachers will choose to cover them sequentially. Topics are assumed to be cumulative and to build on one another. Therefore topics in earlier domains will necessarily be incorporated and revisited in subsequent domains.

THE FOUR DOMAINS

Domain 1

The Sociological Perspective and Methods of Inquiry

Domain 2

Social Structure: Culture, Institutions, and Society

Domain 3

Social Relationships: Self, Groups, and Socialization

Domain 4

Stratification and Inequality

Finally, the appendix that accompanies the National Standards for High School Sociology includes supplemental concepts and themes

that teachers can use to expand and enrich their sociology courses. The number of enrichment concepts and themes that teachers choose to cover will depend upon the length of the course, the maturity and current academic skill level of the students, and the context of the school where the course is taught.

Teachers can also find examples of lessons, activities, assignments, and resources appropriate for the high school level and relating to each of the four domains of the National Standards for High School Sociology in TRAILS, ASA's Teaching Resources and Innovation Library for Sociology (accessible at <http://trails.asanet.org>). Moreover, high school teachers of sociology are encouraged to submit their own lessons to TRAILS for peer review and possible publication.

TRAILS provides an interactive forum for supporting implementation of the National

Standards as a constantly evolving process in "real time," that is, a repository and resource all in one location. As such, it has the potential to help teachers expand upon any of the assessable competencies and essential concepts listed in each domain—and even provide a way for them to publish successful lessons, activities, assignments, and resources of their own.



Domain 1: The Sociological Perspective and Methods of Inquiry

This domain introduces students to the study of sociology and the sociological perspective. Sociology's core theoretical and methodological content distinguishes it from other social sciences. By examining social constructions of reality and the impact of social context on human behavior, students begin to develop a sociological perspective, or sociological imagination. Students will become familiar with the major theoretical perspectives—functionalism, conflict theory, and symbolic interactionism—and learn to apply them in order to better understand social behavior and its consequences. Students will learn about methods of sociological research and advance their analytic skills by recognizing strengths and weaknesses of each theoretical and methodological approach.



DOMAIN 1

The Sociological Perspective and Methods of Inquiry

Assessable Competencies	Essential Concepts
<p>1.1</p> <p>Students will identify sociology as a scientific field of inquiry.</p>	<p>1.1.1 Scientific method</p> <p>1.1.2 Hypotheses</p> <p>1.1.3 Independent and dependent variables</p> <p>1.1.4 Scientific study of society</p>
<p>1.2</p> <p>Students will compare and contrast the sociological perspective and how it differs from other social sciences.</p>	<p>1.2.1 Impact of social context on human behavior</p> <p>1.2.2 Social construction of reality</p> <p>1.2.3 Sociological imagination</p>
<p>1.3</p> <p>Students will evaluate the strengths and weaknesses of the major methods of sociological research.</p>	<p>1.3.1 Surveys and interviews</p> <p>1.3.2 Experiments</p> <p>1.3.3 Observations</p> <p>1.3.4 Content analysis</p> <p>1.3.5 Research ethics</p>
<p>1.4</p> <p>Students will identify, differentiate among, and apply a variety of sociological theories.</p>	<p>1.4.1 Functionalist perspective</p> <p>1.4.2 Conflict theory</p> <p>1.4.3 Symbolic interaction</p>



Domain 2: Social Structure: Culture, Institutions, and Society

This domain introduces students to the core concepts that sociologists use to explain human social behavior, including how sociologists use culture and social structure to view the social world. Students will learn how to deconstruct and evaluate culture and social structure through social institutions, individual roles and statuses, and the process of change, considering multiple levels of analysis—global, societal, local and individual. Students will also examine both culture and structure as human creations that carry on from generation to generation.



DOMAIN 2

Social Structure: Culture, Institutions, and Society

Assessable Competencies	Essential Concepts
<p>2.1</p> <p>Students will describe the components of culture.</p>	<p>2.1.1 Nonmaterial culture, including norms and values</p> <p>2.1.2 Material culture</p> <p>2.1.3 Subcultures</p>
<p>2.2</p> <p>Students will analyze how culture influences individuals, including themselves.</p>	<p>2.2.1 Ethnocentrism</p> <p>2.2.2 Cultural relativity</p> <p>2.2.3 Culture shock</p> <p>2.2.4 American values</p>
<p>2.3</p> <p>Students will evaluate important social institutions and how they respond to social needs.</p>	<p>2.3.1 Social institutions such as: family, education, religion, economy, and government</p> <p>2.3.2 Social statuses and roles</p>
<p>2.4</p> <p>Students will assess how social institutions and cultures change and evolve.</p>	<p>2.4.1 Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age</p> <p>2.4.2 Countercultures</p> <p>2.4.3 Social movements</p>



Domain 3: Social Relationships: Self, Groups, and Socialization

This domain addresses students' needs to understand their social contexts in order to understand themselves. The processes of socialization and the social construction of self both begin before birth and continue throughout life. Students will examine how groups socialize the individuals within them. They will understand that not only does society influence groups and individuals, but also that groups and individuals influence society in a reciprocal fashion. When students understand the external forces that shape their life chances, they are better able to be critical thinkers and problem solvers and take effective and informed action as individuals.



DOMAIN 3

Social Relationships: Self, Groups, and Socialization

Assessable Competencies	Essential Concepts
<p>3.1</p> <p>Students will describe the process of socialization across the life course.</p>	<p>3.1.1 Primary agents of socialization: family, peers, media, schools, and religion</p> <p>3.1.2 Deviance and conformity</p>
<p>3.2</p> <p>Students will explain the process of the social construction of the self.</p>	<p>3.2.1 I & me</p> <p>3.2.2 Role-taking</p> <p>3.2.3 Generalized other</p> <p>3.2.4 Identity</p>
<p>3.3</p> <p>Students will examine the social construction of groups and their impact on the life chances of individuals.</p>	<p>3.3.1 Reference groups</p> <p>3.3.2 Primary and secondary groups</p> <p>3.3.3 In-groups and out-groups</p>



Domain 4: Stratification and Inequality

This domain encourages students to evaluate systems of stratification and how socialization and group memberships affect individuals' social status. They will learn about factors that produce opportunities and advantages for some and disadvantages for others. With this understanding, students can analyze and consider potential responses to social issues on individual, local, societal and global scales.



DOMAIN 4 Stratification and Inequality

Assessable Competencies	Essential Concepts
<p>4.1 Students will identify common patterns of social inequality.</p>	<p>4.1.1 Privilege 4.1.2 Power 4.1.3 Racial and ethnic inequality 4.1.4 Class inequality 4.1.5 Gender inequality</p>
<p>4.2 Students will analyze the effects of social inequality on groups and individuals.</p>	<p>4.2.1 Life chances 4.2.2 Social problems 4.2.3 Inter- and intra-group conflict</p>
<p>4.3 Students will explain the relationship between social institutions and inequality.</p>	<p>4.3.1 Distribution of power through social institutions 4.3.2 Potential of institutions to produce, reinforce, or challenge inequality</p>
<p>4.4 Students will assess responses to social inequality.</p>	<p>4.4.1 Individual responses to inequality 4.4.2 Group responses to inequality such as social movements 4.4.3 Social policy responses to inequality</p>

◆ HOW THE STANDARDS ADDRESS LARGER CURRICULAR GOALS

Connections to the Common Core

Studying sociology at the high school level helps students gain knowledge and skills found in the Common Core College and Career Readiness Anchor Standards. Learning the theories, methodologies, and practices of sociology helps students think critically about the world they live in, themselves, and how they are influenced by their social positions.

Students in sociology learn to integrate data from multiple sources, both primary and secondary, in order to form a coherent and empirically-based understanding of an idea or social event, while noting discrepancies among the sources used. Sociology students also learn how to propose, plan, and conduct simple social science research and action projects as well as read, discuss, and critique research findings in ways that apply their acquired content knowledge and further develop the skills discussed in the Anchor Standards in Reading, Writing, Speaking and Listening and Language.⁴

High school sociology courses that meet the ASA National Standards for High School

⁴ National Governors Association Center for Best Practices, Council of Chief State School Officers. 2010. *Common Core State Standards*. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers.

Sociology will help students learn how to effectively participate in a diverse and multicultural society, and develop a sense of personal and social responsibility. These courses integrate and evaluate multiple sources of information presented in diverse formats and media in order to address research questions and solve complex problems.

Connections to the College, Career, and Civic Life (C3) Framework

Well-designed courses based upon the ASA National Standards for High School Sociology will also accomplish the goals of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards published by the National Council for the Social Studies (NCSS). The *C3 Framework* defines an arc of inquiry that includes: developing questions and planning inquiries; applying disciplinary concepts and tools; evaluating sources and using evidence; and communicating conclusions and taking informed action. Students in sociology apply disciplinary concepts and tools, but in well-designed high school courses they will also gain the knowledge and skills necessary to complete the full inquiry arc recommended by the *C3 Framework*.⁵

⁵ National Council for the Social Studies. 2013. *College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. Silver Spring, MD: National Council for the Social Studies. <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

Connections to the 21st Century Workplace

The 21st century labor market is rapidly changing, increasingly global, and technology-driven. In order to succeed in today's work environment, students need critical thinking skills, analytic problem solving ability, multi-cultural and global understandings, strong math and science skills, and excellent written expression.

Sociology challenges students to see the world through the lenses of different cultures and communities and develop multi-cultural and global understandings. Sociological methods help students develop strong math and science skills. Reading, writing, and discussing social problems and potential solutions help students develop the motivation and skill necessary for excellent written and oral communication.⁶

FUTURE CONSIDERATIONS

In keeping with the fact that knowledge and scholarship in sociology, like all sciences, progresses over time, these National Standards are not a static document. It is expected that the National Standards for High School Sociology will be revised and updated at regular intervals. These updates will respond to new developments in the field and ensure that the

⁶ American Sociological Association. 2013. "21st Century Careers with an Undergraduate Degree in Sociology." Second Edition. Washington, DC: American Sociological Association.

standards incorporate on-going feedback from high school teachers, current trends and advances in secondary instruction and methodology. In this way, the American Sociological Association is committed to ensuring that these National Standards continue to promote and support both high quality instruction and essential learning concepts that students need to be successful in future sociological pursuits as well as the scope of their daily lives.

CONCLUSIONS

The National Standards provide high school sociology teachers with a map of essential learning outcomes within the discipline. Ultimately, the goal of the standards is to encourage courses that help students develop a rich sociological imagination and an ability to analyze the impact of society on individuals and vice versa, rather than rote memorization of vocabulary or theorists' names. In light of this, it is appropriate that these standards provide target outcomes, rather than a specific curriculum.

While these National Standards are designed to support social science excellence and rigor in high school sociology classes, there is more to consider in order facilitate and nurture the best instruction and impact for high school sociology classes. Teachers need resources, professional development, and the autonomy to adjust their curriculum and daily instruction to match their students' needs and interests.

The American Sociological Association provides a variety of professional development opportunities for teachers. Teachers are encouraged to become members of the

American Sociological Association, which will give them access to a variety of professional journals, full access to TRAILS (ASA's Teaching Resources and Innovation Library for Sociology), discounted fees for conferences, and all the other privileges of membership.

The ASA web page for high school sociology (www.asanet.org/highschool) includes links to additional resources, such as *Introsocsite*--a full model curriculum authored by Caroline Hodges Persell and Jennifer Gerdes with teacher guides for an advanced level high school sociology course. The ASA high school sociology web page also has information about an electronic mailing list (listserv) which connects high school sociology teachers nationwide regarding curriculum suggestions, additional professional development opportunities, and other issues of common interest. ASA also annually sponsors a high school sociology symposium at the National Council for the Social Studies (NCSS)

Annual Conference. This full-day event involves multi session presentations that provide attendants with teaching methodology and curricular suggestions for use in their classrooms.

Ultimately, these National Standards are based on the conviction that sociology has the potential to make a positive difference in the lives of high school students. Sociology provides students with the unique opportunity to synthesize the skills and learning they experience in each of their other high school classes and place that learning in a sociological context. This ability will increase their dexterity in decision making, problem solving, and deductive reasoning. The development of these abilities both enables and empowers students to successfully navigate the challenges of their future college pursuits, career aspirations, and civic life.

APPENDIX: ENRICHMENT CONCEPTS

In addition to what is found in the four learning domains, the list below contains supplemental concepts and themes that teachers can use to expand and enrich their sociology courses. The number of enrichment concepts and themes that teachers choose to cover will depend upon the length of the course, the maturity and current academic skill level of the students, and the context of the school where the course is taught.

Domain 1

Group	Symbols	Questionnaire
Positivism	Dramaturgy	Interview
Social statistics	Impression management	Close ended questions
Mechanical solidarity	Face-saving behavior	Open ended questions
Organic solidarity	Studied non observance	Secondary analysis
Verstehen	Front stage behavior	Field research
Theoretical perspective	Back stage behavior	Case studies
Functionalism	Quantitative research	Participant observation
Manifest functions	Qualitative research	Inductive reasoning
Dysfunction	Population	Deductive reasoning
Revolution	Representative sample	Thomas theorem

Domain 2

Social structure	Values	Clashing cultural ideas
Structural inequality	Beliefs	Freedoms
Agency	Discovery	Individualism
Language	Diffusion	Equality practically
Norms	Invention	Cultural discontinuity
Mores	Prejudice	Health care
Folkways	Discrimination	Media
Taboos	Value free	Social movements

Domain 3

Children raised in isolation	Conformists	Social control
Hidden curriculum	Innovators	Family
Re-socialization	Ritualists	Peers
Total institutions	Retreatists	Schools
Presentation of self	Differential association	Media
In-groups vs out-groups	Primary deviance	Religion
Reference groups	Secondary deviance	
Primary vs. secondary groups	Group-think/ mob mentality	

Domain 4

Stratification by religion, sexual orientation, and disability	Programs at the federal, state, and local, level	De jure segregation
White privilege	Work of nongovernment organizations	Welfare state
Male privilege	Impact of social movements	Working poor
Individual outcomes due to life chances	De facto segregation	Social construction of wealth and poverty

CONTRIBUTORS

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Chris Salituro (Assistant Director) has taught sociology at Stevenson High School in Lincolnshire, Illinois for 17 years. He has an M.A. in Chicago studies with an emphasis in sociology from Loyola University Chicago. He is a founding member of Chicago Area Sociology Teachers (CAST) where he currently manages a listserv for over 250 sociology teachers. He has presented on the teaching of sociology at numerous conferences over the last decade including those of the American Sociological Association, the National Council for the Social Studies, the Midwest Sociological Society, and the North Central Sociological Association. He has published lessons in TRAILS and co-authored the C3 Sociology Appendix.

Beth Floyd is Program Coordinator for Minority and Student Affairs at ASA, and has been at ASA for more than four years. Beth graduated from McDaniel College in 2008 with a B.A. in sociology. In addition to assisting with all facets of the High School Sociology Planning Program, Beth serves as the point of contact for all student programs including the ASA Student Forum, the ASA Honors Program (for talented undergraduate sociology students), and the ASA Minority Fellowship Program (a pre-doctoral training program in its 43rd year). Beth also coordinates the ASA Spivack Small Grants programs which include the Congressional Fellowship and Community Action Research Initiative (CARI) Grants.

Jean H. Shin is Director of the Minority Affairs Program at the American Sociological Association. He holds a PhD in sociology from Indiana University, Bloomington. At ASA, he oversees student affairs programming as well as all diversity initiatives, and has done NSF-funded research on career trajectories in sociology as well as the diffusion of teaching/learning resources. A former faculty member and associate dean for first-year students at McDaniel College in Westminster, Maryland, he has also served on the editorial board for *Teaching Sociology*, advisory board for the Preparing Future Faculty program, and annual selection committee for the American Association for the Advancement of Science's Mentor Awards. He is a founding member of the Collaborative for Enhancing Diversity in Science (CEDS), a multi-disciplinary group that focuses on diversity in STEM education and the STEM workforce.

Margaret Weigers Vitullo is Director of the Academic and Professional Affairs Program at the American Sociological Association. Along with Jean H. Shin, she is a staff liaison to the ASA High School Sociology Planning Program. She is also responsible for the development and administration of TRAILS: the ASA's Teaching Resources and Innovations Library for Sociology; manages the ASA Department Affiliates Program, which includes more than 330 sociology departments; organizes the Department Affiliates webinar series; and leads the Departmental Resources Group (DRG), which is composed of more than 40 sociologists who conduct program reviews, consult on curriculum design, and lead teaching workshops for departments at the post-secondary level. Prior to coming to ASA, she taught for 10 years at Gallaudet University, first as the Director of the Criminology Concentration and later as Chair of the Sociology Department. She also worked previously at the Agency for Health Care Policy and Research as a research sociologist. She received her PhD in sociology from the University of Michigan.

Members of the 2014-2016 ASA High School Planning Program Advisory Panel

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Departmental Resources Group, doing departmental reviews; and has served on a number of task forces, recently on the introductory course and CORE in sociology. She received the 2004 ASA Distinguished Contributions to Teaching award.

Michael DeCesare is Professor and Chair of Sociology at Merrimack College. He holds a PhD in sociology from the University of Massachusetts-Amherst. He is the author of *Death on Demand: Jack Kevorkian and the Right-to-Die Movement* and *A Discipline Divided: Sociology in American High Schools*, and the co-editor (with Ieva Zake) of *New Directions in Sociology: Essays on Theory and Methodology in the 21st Century*. His teaching and research interests are in social movements, sociology of education, and research methods.

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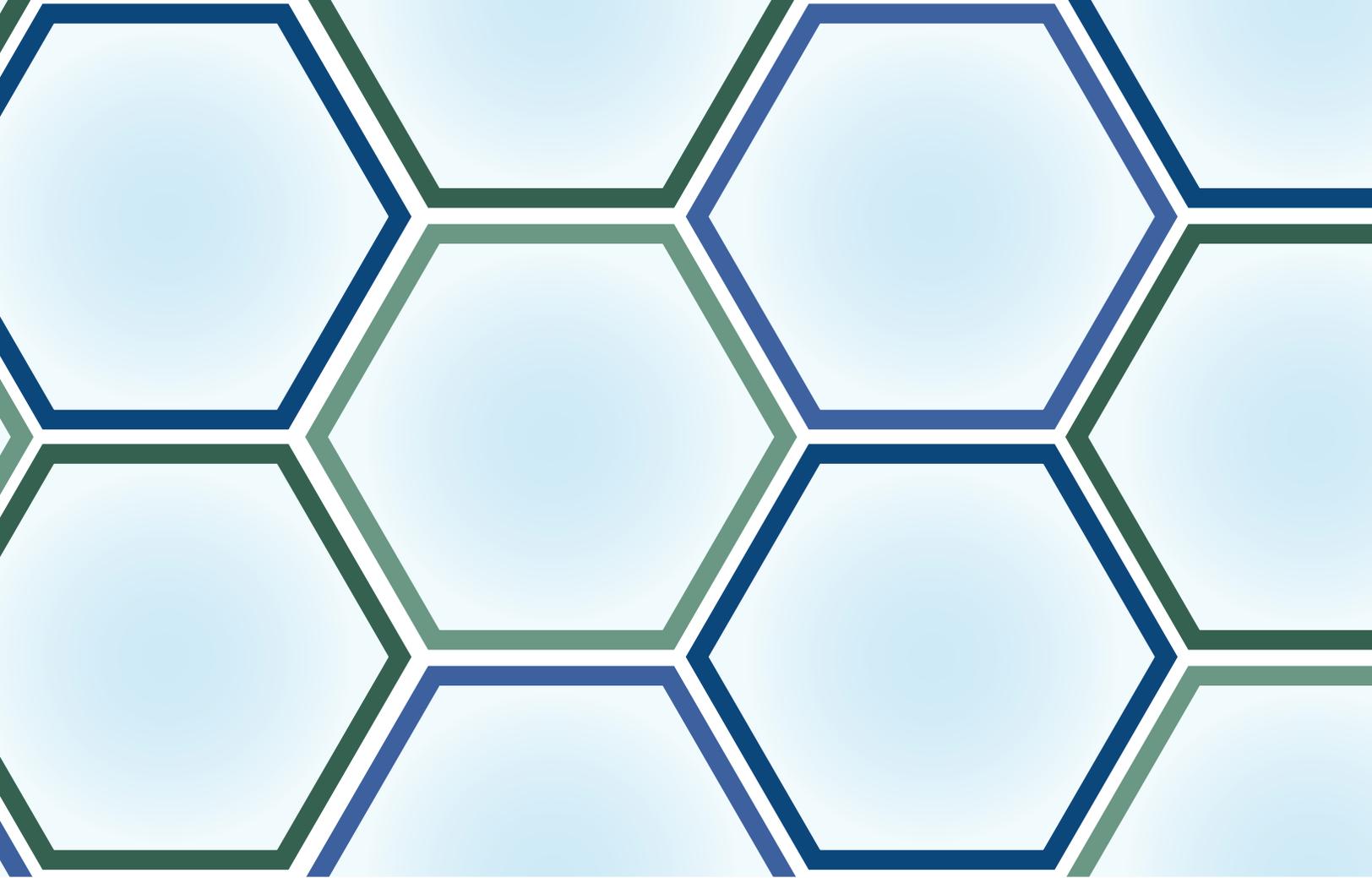
of *Discussion in the College Classroom: Getting Your Students Engaged and Participating in Person and Online* (Jossey-Bass, 2015) and along with Nancy Greenwood, co-author of *First Contact: Teaching and Learning in Introductory Sociology* (Rowman and Littlefield, 2011). He is a Fellow at the P.A. Mack Center at Indiana University for Inquiry on Teaching and Learning. He served as an elected member of the Bartholomew Consolidated School Corporation Board of Trustees (2004-2010).

Dennis Kass teaches sociology at Little Village - Infinity High School in the Chicago Public Schools. A National Board Certified teacher, he has recently launched a program for high school students to submit research for presentation at the American Sociological Association (ASA) Annual Meeting each year. Over the course of the last two years, eleven research projects have been presented by low-income Chicago Public School students. Additionally, he has received grants from the National Endowment for the Humanities, Fund for Teachers, the Transatlantic Outreach Program, and the U.S. Department of Education (Fulbright) to travel internationally to create sociology curricula.

Kathleen Piker-King is Professor Emeritus of Sociology and Criminal Justice at the University of Mount Union. She holds a Ph.D. from Kent State University. Throughout her academic career she has maintained an interest in and commitment to the teaching of sociology in the high school setting. For over 20 years along with several other sociologists, she offered a yearly workshop for high school teachers during the North Central Sociological Association (NCSA) annual meeting. This work resulted in a monograph about the delivery of workshops for high school teachers published by the American Sociological Association. In addition, she has

several on previous committees devoted to sociology in the pre-collegiate setting for the American Sociological Association. Her interest in pre-collegiate education has also resulted in positions on the board of directors for private, pre-collegiate educational institutions.

Lissa Yogan is an Associate Professor of Sociology and Criminology at Valparaiso University. She has served as the Vice-President and President of the North Central Sociological Association, Chair of the Department of Sociology and Criminology at Valparaiso University and is currently an elected member of the American Sociological Association's Teaching and Learning section. She holds a PhD in sociology from the University of Notre Dame and teaches and conducts research in the areas of social stratification, education, and social psychology.



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