

# TEACHING/LEARNING MATTERS ASA'S NEWSLETTER FOR THE



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Summer 2016

## Section Chair's Corner

Maxine Atkinson  
Professor of Sociology  
North Carolina State University



August is here, time to say hello to classes and to the ASA Annual Meeting.

This is my last "Corner" and I'd like to start by thanking all the people who work so hard to make the Teaching and Learning section work for all of us.

Council, committee chairs, committee members and the editors of our newsletter perform a lot of service for

us. It is all too often unrecognized and unacknowledged. I thank all of you.

Section members should feel free to make recommendations to any officer or council member. We represent you!

Our current officers and section council members are:

**Chair-Elect:** Michelle A. Smith, Lakeland Community College 2016

**Chair:** Maxine P. Atkinson, North Carolina State University 2016

**Past Chair:** Kate Linnenberg, Beloit College 2016

**Section Secretary/Treasurer:** Daina Cheyenne Harvey, College of the Holy Cross 2018



## Section Council:

Jan E. Thomas, Kenyon College 2017

Lissa J. Yogan, Valparaiso University 2018

Marybeth C. Stalp, University of Northern Iowa 2016

Patricia R. Hoffman, Ph.D., New Mexico State University 2016

Mary Nell Trautner, University at Buffalo, SUNY 2017

Alison S. Better, Kingsborough Community College, CUNY 2018

Stephanie Medley-Rath, Indiana University Kokomo 2018

Rebecca Gronvold Hatch, Mt San Antonio College 2016

Michaela A. Nowell, University of Wisconsin-Fond du Lac 2017

Current Committee Chairs include:

Awards Chair: Nancy Greenwood,

Cooperative Initiatives: Jeff Chin,

Membership Chair: Diane Pike, Program

Chair: Michelle Smith, Publications Chair:

Francisco Vivoni, Nominations Chair: Kate

Linnenberg, Contingent Faculty: Suzanne

Mauer and Maria Paino, Graduate Student

Concerns: Jamie Oslawski-Lopez, Sage

Awards: Keith Roberts, Pre-Conference

Program Planning: Melinda Messineo.

Thank you!

Our newly elected council members are: Jay Howard, Laurie Linhart, Leslie Wang, and Shannon Davis. When I become Past Chair, I will be Nominations Chair. If you are interested in running for council or want to nominate someone else, please let me know.

I would also like to congratulate this year's award winners: Jay Howard and Carol Jenkins won the ASA-STLS, Scholarly Contributions to Teaching and Learning Award, Mary Nell Trautner won the Carla B. Howery Award for Developing Teacher-Scholars, and Melinda Messineo won the Hans O. Mauksch Award for Distinguished Contributions to Undergraduate Sociology! They will be featured in the fall issue of the newsletter.

Our newsletter editors, Daina Harvey, Francisco Vivoni and Andrea Hunt do a great job of getting the newsletter out for us. It is the primary way we stay in touch during the year and is vital to our ongoing community.

ASA has a lot to offer this year. Section day is the first day of the meeting, Saturday the 20<sup>th</sup> and we have a great program! Our Hans O. Mauksch winner, Kathleen Lowney, will be giving the Mauksch presentation during our business meeting on Saturday at 10:30. The Teaching and Learning Section Reception, co-hosted with Alphas Kappa Delta will be held from 6:30- 8:00 on Saturday evening. Just Desserts will be on Sunday night at 8:00. Come, join in!



I know that this year's meetings overlap with many of our classes, mine included. Thank you to all of you who manage to come to the meetings despite the inconvenience. My classes actually begin July 30 with a study abroad course. I am taking in-coming first year students to Prague, Czech Republic for their first college course. The city of Prague should prove to be a challenging but exciting "text" to teach introductory sociology. I think Study Abroad is a perfect setting for experiential learning and hope that more sociologists will teach in their study abroad programs in the future. Wherever there are people, there is culture and structure to be studied. We should be the Queens/Kings of Study Abroad.

I look forward to seeing you all very, very soon!

Maxine Atkinson

## Editor's Note

Francisco Vivoni  
Assistant Professor of Sociology  
Worcester State University



Welcome to the summer issue of Teaching/Learning Matters! The ASA annual meeting on Rethinking Social Movements is just

around the corner. We are thrilled to include in this issue a meeting schedule of the Section on Teaching and Learning in Sociology panels, roundtables and workshops. This scholarship promises to inspire insightful and stimulating conversations on sociological pedagogy. We are looking forward to the event and hope to see you in Seattle!

The summer issue includes a Community in the Classroom article on sex work and sociological inquiry. The article illustrates the pedagogical import of bridging real world experiences and classroom learning. The Ideas for the Classroom section includes articles on first-time teaching, merging research and teaching, open source textbooks, the two-page syllabus, media in the classroom, and role-playing as active learning. These articles illustrate true struggles and key innovations within the Sociology classroom. The Justice for Adjuncts section features articles on challenges and opportunities for contingent faculty. Both articles call for a reassessment of the structural inequalities in place that perpetuate adjuncts as second-class citizens within academia.

Furthermore, the summer issue features a series of insightful Sociology graduate student contributions. We look forward to continued learning from your pedagogical experiences.



We hope this issue of Teaching/Learning Matters stimulates your sociological imagination! We look forward to your submissions for the fall issue of the newsletter. Please direct short articles and announcements to Daina Harvey at [dharvey@holycross.edu](mailto:dharvey@holycross.edu).

Francisco Vivoni  
Andrea Hunt  
Daina Cheyenne Harvey

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## Connecting Community to the Classroom

### Studying Porn in College: Cinnamon Maxxine’s Skype Visit with My Students

Danielle Antoinette Hidalgo  
California State University, Chico

As my students remained razor-focused on Cinnamon’s story, their smile and infectious laugh seemed to envelop every corner of the room. Given our primary goal of humanizing their experiences and position as an “out” sex worker, Cinnamon Maxxine, Bay Area-based sex worker, performer, activist, and educator, shared their story (Cinnamon uses they/them pronouns) with my Montana State University class (see also Maxxine and Hidalgo 2015). Over the last ten years, I’ve used a number of creative exercises to engage and teach my students; yet, Cinnamon Maxxine’s Skype visit with my advanced feminist theory course managed to do more in one single hour than many of these exercises combined.

I consider Cinnamon one of my closest friends. We met while I was working on a sex work-related ethnography. As a feminist academic who has been writing and teaching about the sociology of sex work



since the late 1990s and closely connected with Bay Area-based sex workers, bringing Cinnamon to my class was long overdue. Also, while we had discussed a possible visit for years, I wanted to make sure the class and group of students were prepared (both intellectually and emotionally) for Cinnamon's visit. This preparation meant that I had to do a lot of work on my end, such as: preparing challenging lectures and discussions that connected theory with practice; mapping out how to sociologically make sense of sex work; addressing any emotional roadblocks that might come up for my students; introducing so-called radical topics with grace and intellectual rigor; and, more generally, getting a sense of how this group of students might interact with Cinnamon. These were just a few "to do's" on my list.

As Cinnamon and I started discussing dates for their visit and our overall plan, I checked in with my students. Without guaranteeing anything, I said that I was about 80% certain that Cinnamon Maxxine would be visiting our class via Skype. As a class, we had been reading and discussing Porn Studies readings, particularly a number of chapters from Taormino et. al.'s (2013) *The Feminist Porn Book: The Politics of Producing Pleasure* and other key texts. Their enthusiasm and excitement signaled to me that I had to make this happen. Speaking with Cinnamon again, we decided on a date that worked for them and then talked about my own suggestions for what the students should

do before Cinnamon's visit. I wanted the students to feel both committed to the visit and empowered by their own contributions to questions for Cinnamon. Therefore, for half of a class period (about 40 minutes), I asked the students to get into groups of about 5 and come up with at least 5 thoughtful, sociological questions that they wanted to ask Cinnamon. I collected the questions and typed them up for Cinnamon, deleting a few that either perpetuated sex work stereotypes or were repetitive. Cinnamon reviewed the questions and wrote up answers that they organized into sections such as "my personal life and work in porn" and "race and body size in sex work" (see Maxxine and Hidalgo 2015 for an extensive discussion of the topics we covered).

During Cinnamon's visit, they led the entire discussion by covering themes that they had prepared from the student questions. In other words, Cinnamon had control over the conversation and, with my help, guided the students through their own personal narrative. Most importantly, Cinnamon's narrative did not get co-opted or distorted by an agenda or misunderstanding. Oftentimes, when sex workers try to tell their stories in mainstream media, those stories get completely distorted. I wanted to make sure this class exercise did not reproduce those practices and actually contributed to a productive discussion about sex work. Finally, Cinnamon emphasized that their individual experience



was one of many and that those students who were interested in learning more about the sex industry should absolutely read and look for a full range of sex worker voices. Following Cinnamon's suggestions, I provided students with additional readings and resources after their visit.

Because sex work is still a highly contested subject both in the U.S. and globally, it can be nerve-wracking to present sex work-related topics to undergraduate students. Yet, Cinnamon Maxxine's visit helped me bypass a lot of that contestation simply because their experiences, dynamic presence in class, and ability to speak so thoughtfully and candidly about innumerable areas of the sex industry humanized their position as a sex worker.

### References

- Maxxine, Cinnamon and Danielle Antoinette Hidalgo. 2015. "A performer and a Professor: two friends and colleagues talk porn...in college". *Porn Studies*. 2: 2-3, 279-282.
- Taormino, Tristan, Constance Penley, Celine Parreñas Shimizu, and Mireille Miller-Young, eds. 2013. *The Feminsit Porn Book: The Politics of Producing Pleasure*. New York: The Feminist Press.

## Ideas for the Classroom

### Preparing to Teach for the First-Time: A Graduate Student Reflects

Annalise Loehr  
Indiana University - Bloomington

*"The beauty of the impostor syndrome is you vacillate between extreme egomania and a complete feeling of: 'I'm a fraud! Oh God, they're on to me! I'm a fraud...'" – Tina Fey, American actress, comedian, writer, and producer*

Imposter syndrome struck me hard the summer before my first time teaching. A tightly wound bundle of nervous energy, I would vacillate wildly between the exciting hope that I might be a fantastic instructor and the paralyzing fear that I would be the absolute worst.

When I was envisioning my future as an instructor, I unconsciously bought into the myth that excellent teachers are born, not made. It did not occur to me that good teaching can be learned, and that even those widely recognized as excellent teachers can and do fail. For this reason, I am lucky to have discovered Ken Bain's book, *What the Best College Teachers Do*.

Bain's book was a much-needed antidote to my own occasional pessimism about my



teaching abilities, as well as to the general cynicism that can permeate some discussions of “students these days,” which presume that students today are lazy, disrespectful, prone to cheating, and above all, uninterested in scholarship.

Over the course of 15 years, Bain and his colleagues studied over 60 different excellent teachers. Their goal was to understand why some professors became renowned for their teaching ability and others did not. In Bain’s study, excellent teachers believed in *change for the better*, for both their students and themselves as teachers.

According to Bain, excellent teachers encourage students to learn in ways that “make a sustained, substantial, and positive difference in the way those students think, act or feel” (Bain 2004: 164). Additionally, excellent teachers *develop* their abilities through continual self-evaluation, flexible experimentation, and deep reflection. I found these notions comforting, not only because of the optimism expressed for undergraduate students, but also as I applied it to myself as an instructor. Even if I did not start out as a particularly memorable teacher, I could become one with time and effort.

This lesson about the belief in positive change and improvement in both students and in one’s own teaching is just one lesson from Bain’s work. Compiled below is a short list of best practices for teaching based on my reading of *What the Best College Teachers*

*Do*. Since a comprehensive list would be impossible, I have created this list based on my personal needs and interests. However, I hope it may also be useful to others who are preparing to teaching for the first time, or even those who are interested in re-evaluating their teaching.

### **1) Know your field extremely well.**

a. Familiarity with the discipline will enable you to think meta-cognitively, establish fundamental principles and organizing concepts, and reflect on how to simplify and clarify complex subjects.

b. Share your strong interest in the broader issues of the discipline (especially controversial debates) with your students. Let your awe and curiosity be contagious!

### **2) Treat teaching as a serious intellectual endeavor, as important as research and scholarship.**

a. This means making time to develop student learning objectives and to transition from performance-based/ instruction-centered teaching to **learning-centered teaching**.

b. Learning-centered teaching assumes that learning is an incremental, developmental process, rather than a measure of memorization or fact acquisition. Grading is a way to communicate with students, not



objectively rank them.

**3) Acknowledge that knowledge is constructed not received, and that mental models change slowly.**

a. Highly effective educators think about what they do as stimulating construction, not “transmitting knowledge.”

b. Students (like all people) have deeply entrenched ideas about how the world works. Your job is to arouse their curiosity, challenge them to rethink their assumptions, and encourage them to re-examine their mental models of reality.

**4) Create a safe environment in which students can try, fail, get feedback, and try again.**

a. In other words, ungraded “scaffolded” assignments (with feedback and expectations for revision) can be useful for improvement.

b. Expect more from students (not busywork, but assignments that will enhance their skills of reasoning and living/thinking well).

**5) Create a “natural learning environment.”**

a. Give students as much control over learning as possible.

b. Pose important questions/problems, and give authentic tasks that will challenge students to grapple with ideas.

c. Encourage collaborative work.

d. Show that you care. Let students know that their work will be considered fairly and honestly. They may try, fail, and receive feedback in advance of any judgment of their work.

e. Task praise (“you did a good job on this”) is better than person praise (“you’re so smart!”).

**6) Treat students fairly and with simple decency.**

a. Trust your students. Have faith that they want to learn and confidence in their ability to do so.

b. Realize that your own knowledge is greater than that of your students – this is especially important for those suffering from imposter syndrome!

c. But also: maintain a sense of humility. In the grand scheme of things, your own accomplishments place you relatively close to your students. Let students know of your own struggles to understand things. In the words of a Nobel Prize-winning chemist from Harvard, “You have to be confused... before you can reach a



new level of understanding anything.”

Along with hope and excitement, feelings of uncertainty, inadequacy, and even loneliness can be part and parcel of the experience of teaching, especially for graduate students and novice instructors. I am fortunate that my university and department value teaching and have institutionalized structures for providing invaluable peer and mentor support for teaching; however, I know that this is not the case at all institutions. Moreover, some of the advice given here is not applicable to all contexts (e.g., giving individualized feedback on scaffolded assignments as the solo instructor in very large classrooms).

For those struggling, remember that there are many resources available within the scholarship of teaching and learning as well as through ASA. Books like *What the Best College Teachers Do* and *The Skillful Teacher* helped me, as did journals like *Teaching Sociology*, the ASA pre-conference workshop (and other conference workshops) and an online library of resources known as TRAILS. Most important, have faith that just like your students, you can change for the better!

### References

- Bain, Ken. 2004. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press.
- Brookfield, Stephen D. 2006. *The Skillful Teacher: On Technique, Trust, and*

*Responsiveness in the Classroom*. San Francisco, CA: Jossey-Bass.

Written on behalf of the Teaching & Learning Graduate Student Concerns Committee.

## Connecting Research and Teaching to Student's Lives and Communities

Dinur Blum and Christopher Vito  
University of California - Riverside

When entering our first year in graduate school together at UC Riverside, we immediately became close friends because our strong mutual desire to teach. We soon realized that our approaches to teaching were student-oriented. We shared similar beliefs: utilizing our own research interests in the classroom to connect with students' experiences and lives.

We connect our research to teaching in several ways. In introductory or research methods courses, we present the book material but also show them how the material applies to the real world. We do so by introducing our own research questions and literature reviews, and how we determine our methods. More importantly, we openly discuss our difficulties and the obstacles we face. This helps students see that research occurs in stages, rather than just showing the finished project. Doing so makes things like theory and methods tangible and applicable, rather than abstract



ideas that appear divorced from the real world.

Chris' research stems from his personal experiences growing up as a working class student of color in the American educational system. His experiences revolved around hip-hop music and how it helped navigate his social world. His research focuses on how hip-hop intersects with broader issues of race, class, and gender. Many students are responsive to this research because they connect hip-hop to their daily lives. Thus, he often uses music videos to begin class and introduce topics for the day. For instance, Chris used J. Cole's "Be Free" to introduce race relations in the United States today. J. Cole's song was a response to the loss of Michael Brown and a reflection on the lives of black men in America today. Given the prominence of police brutality, hip-hop artists are in a unique position to be intellectual leaders in our community. J. Cole used the song as an opportunity to urge others to pay attention to the problems of our criminal justice system. Playing the song helped open up discussions in the classroom regarding institutional discrimination and racism.

Similarly, Dinur uses his research to illustrate how events on the news can be explained and studied. Specifically, he highlights that sociological explanations can be different than what is presented in the media. Dinur researches the social causes of mass shootings, and in doing so, teaches students differences between looking for sociological

explanations as opposed to relying on armchair psychology that often gets presented. In doing so, Dinur helps students understand Emile Durkheim's theories of suicide, and introduces them to the concepts of anomie and egoism. By highlighting the theory, he helps make something abstract be applicable to a current social problem. This topic gets students engaged, regardless of whether it is taught in a theory course or in a criminology course. This engagement is due to students seeing a current phenomenon and being able to apply theories they have heard of to explain the phenomenon.

In addition, Dinur studies student-athletes' academic experiences, and uses that to teach students about using surveys and interviews. In doing so, students learn the strengths and weaknesses of various research methods, and see how doing research happens. Students also learn how to build and write literature reviews by learning to think about themes that are relevant to different research questions, and using this topic for research teaches that research can be fun and creative while also being thorough.

Chris also uses his research on Las Vegas Day Clubs to teach students about using observational methods. He emphasizes that observation can come in any form and can be applied to a wide array of populations. In his work, he analyzes heterosexual males among Day Club goers to better understand performances of masculinity. He describes



ways of becoming part of the studied population, taking field notes, and remaining discreet. In one case, he describes to his students an instance of a group celebrating a Bachelor party. In a group discussion with his students they collaborated on proper ways to collect data and further the research.

We both try to show students that research topics and research methods can come from personal interests, and that our passion for sociology fuels our research energies. The basic idea behind our teaching is simple: teach what we love and what we see, and show that the real world gives us plenty of material that we can analyze and teach about. By doing so, we are able to set a positive tone in our classes and get students actively engaged in discussing materials that they might otherwise have found boring. We also firmly believe in approaching our students from a position of mutual respect, rather than one of authority. We try to connect with our students on the basis of their interests (it helps when they overlap with ours!) and their experiences. In doing so, we try to make research and learning fun, interesting, and applicable to students' lives and communities. Too often there is a disconnect between what students see their instructors and professors studying, the material they hear in classes, and their lives outside the classroom. We try to connect with students in order to bridge these gaps.

Most importantly, we believe that learning is both reciprocal and mutual, rather than a

top-down, expert to novice endeavor. We strive to create a safe environment in our classrooms where the students feel free to exchange ideas and thoughts with us as instructors as well as with their peers. We believe that if we relate our research and current events to the classroom, students will be more inclined to share what they know, and we help them learn to analyze what they know critically. This helps create a more open and dynamic learning environment where students and teachers together create knowledge, rather than us imparting knowledge and having students merely absorb the material. As instructors, this helps us be better teachers because we learn more from our students, which empowers them, and they are engaged with sociology through our classes.

## **Using an Open-Source Textbook in an Introductory Sociology Class**

Shawn K. Olson-Hazboun  
Utah State University

Deciding which introductory textbook to use for a college course in sociology can be overwhelming. Weighing considerations of content, organization, and supplemental options such as online interactive features can boggle the mind. Which content organization provide the best learning outcomes? Are the more expensive texts better than the less expensive ones? How



useful are the supplemental online features? In preparing for an introductory sociology course this year, I reviewed a variety of textbooks and was deterred by their high prices (some as high as \$200). I decided instead to adopt an open-source textbook from OpenStax.

The text, Introduction to Sociology 2<sup>nd</sup> Edition, (OpenStax College, Introduction to Sociology. OpenStax College. 2013. <http://cnx.org/content/col11407/latest/>) is available free online through OpenStax. OpenStax is a non-profit organization based at Rice University ([openstax.org](http://openstax.org)) that publishes peer-reviewed, open-source textbooks in a variety of college-level subjects. My students could use the textbook in whatever form they wished – by either using the free digital version or by purchasing a hardcopy for \$29 on Amazon. Similar to other introductory textbooks, the OpenStax text has two introductory chapters, several chapters covering key concepts (culture, social interaction, socialization, etc.). The remaining fifteen chapters are devoted to topical areas in sociology. The chapters provide both sufficient depth and breadth for a course at the introductory level, and each chapter analyzes the topic at hand through the main theoretical perspectives, giving students the opportunity to apply and deepen their understanding of theory. The instructor resources include a test bank and powerpoint slides (albeit limited – see below) for each chapter, as well as review questions built into the end of each chapter.

Daniel Williamson, the Managing Editor at OpenStax, explained OpenStax's mission and philosophy: "We really want to democratize access to high quality educational material. Also, we believe this is foundational knowledge that no one should truly own. So our goal is to liberate the content so professors can use it the way they think would best serve their students." (Interview with Daniel Williamson, Managing Editor for OpenStax. July 25, 2016.) OpenStax uses an open license that legally allows anyone to use, manipulate, distribute, and even sell their content as long as it's attributed to OpenStax. Williamson believes this opens up a new dimension in education in which texts are no longer produced using a one-size-fits-all approach. Instead, professors can add to and tailor the content to fit their students' needs.

Students responded positively to the textbook itself. During a mid-semester course assessment, students were asked: "Besides the fact that it was free, what do you think of the OpenStax textbook?" In response, 22% of students said that the text was "Great!" and 67% responded that it was "Good - seems like any other textbook." In my assessment, there were no obvious drawbacks to using this free textbook in terms of students' ability to learn sociology at an introductory level. The textbook provides students with a robust learning resource and professors with a well-organized instructional framework. Two



issues might be sticking points for some professors: One, the powerpoint slides that are included with the instructor resources are quite limited in terms of content. Two, the most recent edition of the textbook was published in 2013, so the graphs and figures use data that is or will soon become outdated. Thus, it is up to instructors to compose lectures with up-to-date statistics and to augment the powerpoint slides provided by OpenStax.

Perhaps the greatest advantage of using an open-source textbook is the discussion that it can spur in the classroom. In my course, students raised questions about the open-source textbook, such as: “Why is OpenStax producing textbooks, if not to make money?” “How can OpenStax afford to make free textbooks?” “Why isn’t education all open-source?” “Why doesn’t anybody talk about other alternatives to the current system of expensive textbooks?” Inquiries such as these provided a unique opportunity for students to ask critical questions about the present societal model of higher education. These discussions can then be used to illustrate sociological concepts such as norms, social change, and social movements.

Though more professors are becoming aware of open-source textbooks, the adoption rate is still low. (Blumenstyk, Goldie. 2016. “More professors know about free textbook options, but adoption remains low.” *The Chronicle of Higher Education*, July 26, 2016. <<http://chronicle.com/article/More-Professors-Know-About/237252>>).

My feeling is that, as instructors of sociology, we have a responsibility to acknowledge the social issues we teach about vis a vis our pedagogical choices in the classroom. Using openly licensed educational materials provides a way to directly address social issues such as inequality in educational access, the privatization of education, the inflated cost of tuition, and the student debt crisis.

## **“It Looked Boring” and other Reasons for Reducing my Syllabus to Two-Pages**

Benjamin M. Drury  
Morton College

Every summer I begin the time honored ritual of retooling my courses to better serve the needs of students after a year of successes and failures both in and out of the classroom. For the last few years a bulk of my time and energy has been dedicated to creating a syllabus that is equal parts informative and easily digestible. One reason for this attention is that 3 years ago I began to notice that students were just flat out not reading the syllabus. How did I know? Several students each semester sent me questions that had answers clearly stated in the syllabus. Also, some flat out told me. This was specifically true in my Introduction to Sociology courses. Around this time, the syllabus for my Introduction to Sociology course was just over 20 pages. Much of this was policies to avoid problems that arose in



previous courses. After some anecdotal conversations with students, they mentioned that the length of the syllabus discouraged them from attempting to read the document. One said, it looked boring. Another said it looked too complicated.

Until I sat down and read the document I never realized true nature of this living document in its current form. Truthfully, it read more like a contract for a car loan than a document intended to orient students to a sociology course. For this reason, I took an alternative approach...reduce the entire syllabus to a 2-page document. Why? I believe by reducing the number of pages in the syllabus, students will read the document and have an easier time finding answers to the questions they have regarding the course. What follows is a discussion of the process I went through to pare down my syllabus.

My first task was to understand the function(s) of my syllabus for my courses. I decided the main function of this document should be to orient new students to the course by introducing the learning objectives, assignments and grading, expectations regarding in-class participation, course policies. I also thought to add a photo and quote from a famous sociologist...for this past years course I selected William Julius Wilson. What I did next was create a Word template with 0.5 inch margins, and organized using three columns of copy. This gave me an opportunity to maximize the number of

words and sections I could create. Next, I began to go through the existing syllabus and condensing the main message from each area. For example, in the longer syllabus I had just over a page dedicated to communicating with the instructor. The section ranged from appropriate modes of communication, expectations of formatting, response timelines, etc. I broke that entire section down into the following statement: "Students should only contact me using email, and only use professional language and tone when contacting me. Students can expect a response within 48-hours." I realized this is the essential wisdom of the message I wanted students to glean after reviewing this part. By simplifying the verbiage, I was able to clearly state my expectations and communicate what expectations students should have of me. Next, for the expectations of behavior in the class, I went through and made a sort of "no shoes, no service" type of list outlining exactly which behaviors are encouraged, which are discouraged, and which are not allowed at any level. I came up with 27, including: "No bullying or intimidating;" "make a friend in class to get the notes if you miss a lecture;" "no late work accepted." I went through a similar workflow for the remainder of the document, and was able to streamline the syllabus into a series of brief statements or bullet points that were very easy to understand. All elements of the syllabus I deemed significant were included, such as "Civility in the Classroom" and "Student



Responsibility.” I even included a “Snow Day Policy” for my Spring 2016 classes. After completing this process, I was ready to release the document to my students and see how well this change increased.

To assess the impact of the reduced number of pages I required students to complete a “Syllabus Contract” whereby students are advised that their completion of this assignment serves as acknowledgment that they read, understand, and agree to participating in the course according to the policies stated in the syllabus. Then, I recorded the number of questions I received from students regarding information that is easily found in the syllabus. Naturally, I still received a few emails from students regarding information easily found in the overhauled syllabus. However, I was less than satisfied with the syllabus for other reasons. There was evidence to suggest more students read the document, but there were too many questions about issues NOT included in the syllabus. I found myself creating additional documents explaining more specific expectations of assignments and course policies. In the end, I’ve returned to a longer syllabus, this time 12-pages. I intend to expand my assessment to include a set of questions in the course exit survey aimed at capturing student self-reports of experiences with reading and understanding the syllabus.

## **Sometimes You have to Trick Students into Learning**

Kimberly N. Bonfiglio  
College of the Canyons

We all know that lecture and reading is often not enough to facilitate true understanding of challenging course concepts. Occasionally students must actually experience certain things before they are convinced.

For instance, it’s no secret there is a wealth of research regarding the powerful influence of media. But, there was a time when even I was reluctant to appreciate how greatly it affected me *personally*. Academically, I knew that the research was out there. But, deep down, I honestly felt that I was above being manipulated by the subtleties embedded therein. I’m a smart girl. Clearly, someone like me couldn’t possibly be so easily swayed by the “power of media” as those studied... Only after I created a montage of my own regarding cast photos from the top twenty television shows, from all major genres and spanning approximately fifteen years, was I able to see for myself the gross disproportion of males to females, the consistent token placement of minorities, the absence of diversity in terms of sexuality and disabilities, and the manner in which so many groups were typecast. In ALL genres, consistent messages were clearly depicted in nearly every photo regarding societal



values for patriarchy, beauty, wealth, heterosexuality, youth, gender roles and skin tone (among others).

Piggybacking off of my experience with needing to see for myself the not-so-hidden messages within television, I now use a similar experiential learning approach to teaching my students about propaganda. But, I catch them off guard. Instead of simply telling them about propaganda, I create an experience which causes many to sheepishly fall pretty to it within the confines of my classroom.

In my 101 courses, towards the end of the semester, and after seemingly “more interesting” topics have been covered, we jump into social movements and demographic change. In doing so, we spend some time discussing different propaganda techniques and how they are used to spread ideology. Like my younger and less experienced self, many of the students nod knowingly in a way that says that they understand what I’m saying but don’t necessarily believe that such techniques would work on them. After covering this material we follow the syllabus and move on to the next chapter: population growth and demographic changes.

Once both sets of material are covered, I share a video with students that seems to relate highly to their new knowledge about population growth. However, unbeknownst to the students, the majority of the piece is complete propaganda. The video, found on Youtube, is titled Muslim Demographics

(<https://www.youtube.com/watch?v=6-3X5hIFXYU>) I stumbled across the video years ago and am ashamed to admit that it stirred in me a bit of ethnocentrism and xenophobia, which is exactly the purpose of the video. In the short clip, a narrator shares a barrage of alarming “facts” about the growth of Muslims throughout the world. The video is accompanied by dark music and is designed to give viewers the idea that the world is not only gradually being taken over by Muslims but that they mean to change the world as we know it. Never once does the narrator specifically refer to Muslims in a derogatory way. But, the message is clear.

After watching the video, I ask my students to please take out a piece of paper and write down a few thoughts about the video, intentionally leaving the prompt very vague. In most cases student confide on paper that the video has shaken them. They are initially quite freaked out.

When papers are collected, I then take the class to a website well-known for debunking urban legends and propaganda called snopes.com which has a lengthy rebuttal to the video. Snopes (<http://www.snopes.com/politics/religion/demographics.asp>) runs through the many “facts” presented and explains why most of them are untrue based on outright exaggeration or lies. As we progress through the debunking of the facts presented, I can see relief spread across the many faces before me as they realize that they were victims of propaganda – hook,



line and sinker.

For the remainder of class I divide students into small groups to discuss how the video and their experience of the video relates to the entire semester. Though some struggle, most students easily identify countless concepts from the preceding months. Groups then report back to the larger class and share how they connected the video to the course. Topics such as culture, norms, values, ideology, ethnocentrism, xenophobia, racism, prejudice and discrimination, propaganda, social change, and most importantly that they must ALWAYS question the data before believing anything, are common themes. Metaphorical tears of joy wash down my face as a whole semester's worth of light bulbs flash all at once. It's a great way to end the semester and an experience that many students do not quickly forget.

## **Enacting Learning: Role Play as an Active Learning Strategy**

Sarah Gaby and Didem Türkoğlu  
University of North Carolina,  
Chapel Hill

It's a Monday in Sociology 420 and students are dressed in their party colors. Two students are passionately debating the merits of centralized government. The classroom has been transformed from its once starkly white-walled lifelessness into the World Trade Center in Kempton Park,

South Africa in 1993. The professor, known as the game master since the start of the role play two weeks ago, sits in the back of the room, observing the proceedings and occasionally passing notes to students with pointed questions or comments about their recent speeches or next moves in the game. Passionate speeches follow discussions where members of factions and political parties share their visions of post-apartheid South Africa at the end of a period of mass mobilization and bloody clashes. After a semester of studying various theories and the complex interactions amongst state and movement actors, students have finally reached the pinnacle – a chance to enact a political negotiation through the lens of a historical setting that led to one of the most modern constitutions in the world.

While across college campuses great efforts are being made to incorporate service and experiential learning into classrooms with varying success, much less attention has been paid to the innovative ways that experiential education can penetrate student experiences inside the classroom. Trends in pedagogy have led many to take an active learning approach to teaching, incorporating techniques like debate and group work in an effort to engage students beyond listening to lectures (Felder and Brent 2009). This form of student involvement improves the experience of students in the classroom, and benefits their thinking and writing skills (Bonwell and Eison 1991). Although there is a fair amount of literature on active learning strategies,



we have seen little on role playing as a form of active learning in sociology, despite the many benefits of simulation such as offering an innovative student-run way to make personal connections to the curriculum, gain academic skills, and participate in collective debate and decision-making.

In most sociology classes, students learn through reading group texts and discussing course material. Even when creative techniques are used in active classroom settings, instructors often find it challenging to keep students engaged and participating. Role playing, on the other hand, enables students to immerse themselves in the social conditions of a given setting and places the onus of running the course and building peer participation onto students. For example in the Greenwich Village, 1913 *Reacting to the Past* published role play ([reacting.barnard.edu](http://reacting.barnard.edu)), Polly, a local shop owner, runs the majority of the class sessions in her bohemian underground restaurant. She tells her peers what they must accomplish, and encourages each faction to fight for their vision of the early 1900s and sway peers to vote for their cause. The Labor Faction tensely and passionately attacks the Suffrage Faction for thinking of the vote as a panacea, without noticing the layperson's struggle to survive in dangerous underpaid factory positions. These games help students better understand core concepts like embeddedness, social interaction, and structural constraints. Furthermore, the practice of giving persuasive speeches

provides a hands-on opportunity for argument evaluation and critical thinking.

Based on student responses on evaluations, the experiences of role playing are enjoyable, engaging, and challenging for students, in the best possible ways. Students often note that they've "never done anything like this" before in a class, and express that the activity stimulated their critical thinking, forced them out of their comfort zone and into a type of class participation they might otherwise avoid, and even note the emotional challenges of being on the "losing" side. One student, expressing their enjoyment of the role play, noted that there were many benefits such as having to fight for something that you may not believe in as your student perspective, learning about power, and gaining a deeper understanding of the course topic. The students say that the research they do as part of role playing is "fun" and the activity is "fascinating." Not only is there an immense pedagogical payoff for these activities, but also students enjoy and learn from them in ways that cannot be achieved otherwise inside the classroom.

We highly encourage you to try role playing in your classrooms. There are multiple ways to incorporate role playing games including using of published games or games in development in the *Reacting to the Past* series, which you can gain access to through their website. These games have books of instructions for students and teachers, role sheets to assign student roles, and even a guide for how to run each day of the



activity. Plus, there's a Facebook page of faculty sharing experiences and asking questions, in case you get stuck (<https://www.facebook.com/groups/1423350701217883/>). These published games are especially helpful if you have never done this sort of activity before. Games fit various class sizes and can be a single class period, or last three to six weeks, and instructors can pick and choose what works for their courses. You can also create your own role play, such as those we have created. These games include a social theory game that asks students to act as theorists with the goal of helping them understand socio-political complex scholars like Karl Marx, Max Weber, or Antonio Gramsci, and a game of cumulative disadvantage where students must try to build an ideal city while the government and authority figures work against some and for others. If there is not a game that already works for a course, using the *Reacting to the Past* series as a model can help you develop your own course-specific role play.

Despite experiences of initial student resistance to this pedagogical approach, in every classroom that we have completed these activities, students who struggled in the remainder of the course or rarely if ever participated come to life, speaking and interacting with the material and classmates in a manner otherwise unattainable. Students are often seen remaining in the classroom long after the period has ended, negotiating with other factions or strategizing for the following day. In our

experience, this level of pedagogical engagement is extremely hard to generate in other classroom settings and activities. Even if you are skeptical as an instructor, we highly encourage you to give these games a try for a few days in your next course, see if the benefits are as we have described, and enjoy watching your students become passionate and engaged agents of their own learning.

### References

- Bonwell, C.C., and J.A. Eison. (1991) "Active Learning: Creating Excitement in the Classroom," ASHEERIC Higher Education Report No. 1, George Washington University, Washington, DC.
- Felder, Richard M. and Rebecca Brent. (2009). Active Learning: An Introduction. *ASQ Higher Education Brief*, 2(4).

## Justice for Adjuncts

### Making a "Living" as an Adjunct

Theresa Mariani  
Waubonsee Community College\*  
Purdue University Northwest\*

Can a person make a living as an adjunct? While some would rightfully argue the adjunct position is not intended, by definition, to be a full-time position, the fact



is many adjuncts are making “adjuncting” their full-time job. A recent article published in Teaching Sociology on community college adjuncts reflects this (Curtis, Mahabir, and Vitullo 2016). In this study a majority of part-time faculty (54.1%) were classified as holding an involuntary part-time status. Also a majority of involuntary part-time community college faculty (54.8%) earned under \$30,000 annually. Whether or not one can make a living as an adjunct depends on what the adjunct is willing to sacrifice. As an involuntary adjunct for 17 years what have I learned?

To make a living as an adjunct expect minimal compensation. Don't expect compensation commiserate with your education level and or experience – forget what you've learned about human capital benefits in this instance. If an adjunct teaches five courses per semester and one course per summer, yearly gross income would approximate \$27,500 assuming an average of \$2,500 a course. It is possible to eek out a minimal standard of living on this. However, to teach five courses per semester plan on teaching at more than one institution – most institutions allow adjuncts to only teach two or three courses per semester. Also, not all institutions offer summer courses to adjuncts. In addition, anticipate on having courses taken away with minimal notice due to institutional need to fill full-time faculty course loads or low enrollments.

Plan on holding at least one other part-time

position to augment the income. At one point I was teaching for three different institutions (a total of seven courses a semester), had a part-time job working third shift on the weekends, and a second part-time job in the evenings I was not teaching. To accomplish such a schedule, it would be necessary for non-education management to be willing to schedule the adjunct consistently throughout the semester. Many part-time positions require unimpeded availability though, making part-time job attainment outside of education difficult. Compounding the matter further, some education institutions frown on adjunct conditional availability, though this appears to have diminished over the years. As an alternative to additional part-time jobs it is helpful to have a partner with stable income. A number of adjuncts have confided they would not be able to adjunct if not for the stable income their partner had.

If you are single, plan on making living concessions, developing priorities, and budgeting wisely. Don't plan on owning a home. Move in with your parents, or your children. Become familiar with local Good Will stores and plan on being willing to accept governmental assistance, especially with health care. Become familiar with the public assistance office in the area as well. On a positive note, you'll have a better understanding of the current state of the working poor when you discuss classism. Plan on making a choice between food and health and life insurance. Automobile insurance and a vehicle will be a necessity



unless if you're able to secure positions at institutions accessible with affordable consistent public transportation. Be sure to budget for internet access in the home, especially if secure internet access is desired (which it should be) when entering grade information. Or, ensure you have access to the institutions taught at during late night and weekend hours.

Income is not the only concession the adjunct is likely to make. Other concessions include having limited funds for professional membership dues, minimal funds for conference attendance, and minimal sleep, especially when not being willing to sacrifice instructional quality. In short, be certain you absolutely love bringing the sociological imagination to students and are willing to sacrifice for this privilege.

Finally, some may argue the adjunct must be less qualified, thus explaining his or her lot. I have the necessary degree, effective instructional strategies, exemplar student evaluations, am well-versed in SoTL literature, been a member of the ASA, my regional and state associations (when able to afford dues), am published, have presented at conferences, and have sat on and chaired committees. I have taught as both a tenured faculty member and as a voluntary adjunct and have taught at virtually every type of institution excluding exclusively online colleges. The other adjuncts I have come into contact with have similar backgrounds. Through my 25 years in academia I can count on two hands the number of adjunct

faculty coming directly out of graduate school. Most adjuncts I have come into contact with are more than qualified.

The use of adjuncts is likely to continue to increase. Full-time faculty positions are in short supply. We, as sociologists, need to accept many of our members, as well as those who would like to be members but cannot afford to, are bringing our discipline to students and sacrificing much to do so.

### References

Curtis, John W., Cynthia Mahabir, and Margaret Weigers Vitullo. 2016. "Sociology Faculty Members Employed Part-time in Community Colleges: Structural Disadvantage, Cultural Devaluation, and Faculty-Student Relationship." *Teaching Sociology*. 1-17.

\* The institutions listed are the institutions the author is currently as adjunct at and may change from semester to semester.

Direct all correspondence with the author to [theresamariani@yahoo.com](mailto:theresamariani@yahoo.com) as institutional email accounts vary from semester to semester.



## **Professional Engagement and Contingent Faculty: Challenges and Resources**

Suzanne B. Maurer  
Co-Chair Ad Hoc Committee  
on Contingent Faculty Concerns

Faculty members who hold contingent appointments face a range of financial challenges. Contributing to these challenges are a number of factors, including low levels of compensation, the absence of job security, and few or no benefits. The experiences of contingent faculty thus reflect the structural inequalities that characterize precarious employment in all industry sectors (see, e.g., Kalleberg 2009).

The financial challenges are compounded by differences in the expectations that departments and institutions establish for contingent faculty members and their tenured or tenure-track colleagues (American Association of University Professors 2003; Kezar 2012; Kezar 2013; cf. Maurer and Burkhalter 2015). One key difference concerns expectations for professional engagement and scholarship. Although engagement and scholarship are regarded as central to the success of tenured or tenure-track faculty, neither plays a significant role in discussions about the development of contingent hires. The net effect is that contingent faculty members, who constitute the majority of faculty in

higher education, are likely to find that they must pay out of pocket for expenses such as conference travel (American Association of University Professors 2010).

To facilitate the efforts of contingent faculty members in sociology who seek professional engagement and wish to pursue SoTL or other forms of scholarship, the Ad Hoc Committee on Contingent Faculty Concerns recently issued a new report, “Financial Support for Professional Engagement Among Contingent Faculty.” Pragmatic in focus, the report examines the membership dues structures and funding practices of the scholarly associations with which [ASA](#) aligns. Included in the report is information about the aligned scholarly associations that offer reductions in dues or conference fees and/or financial support, including travel grants, for which contingent faculty qualify. Note that the reductions are frequently income based. Contingent faculty members thus “qualify” as a result of low income rather than job status per se.

The report also presents selected examples of post-secondary institutions that accept applications from contingent faculty for research and travel grants or awards. The examples demonstrate that it is possible to promote professional engagement and scholarship among contingent faculty members without compromising support for the development needs of tenured or tenure-track faculty.



The project that is described in the report was initiated by Elizabeth Burkhalter, who joined the Ad Hoc Committee three years ago. Her interest in fostering professional engagement among contingent faculty derives in part from personal experience. After receiving a SAGE Teaching Innovations and Professional Development Award to attend the pre-conference workshop that was hosted by the section in 2014, Liz sought a way of sharing news about faculty development and funding opportunities with other contingent faculty. "Financial Support for Professional Engagement Among Contingent Faculty" constitutes one means of doing so.

A copy of the report can be found on the section website: <https://teachingandlearningsociology.wordpress.com/resources-for-instruction/>. The Ad Hoc Committee is grateful to Maxine Atkinson and Nate Palmer for their help in making the report available to others.

### Sources

American Association of University Professors. 2003. *Contingent Appointments and the Academic Profession*. Washington, DC. Retrieved July 25, 2016. <https://appointments-and-academic-profession>

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Kalleberg, Arne L. 2009. "Precarious Work, Insecure Workers: Employment Relations in Transition." *American Sociological Review* 74 (February): 1-22.

Kezar, Adrianna (ed.). 2012. *Embracing Non-Tenure Track Faculty: Changing Campuses for the New Majority*. New York: Routledge.

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Maurer, Suzanne B., and Elizabeth Burkhalter. 2015. "Encouraging Scholarship Among Contingent Faculty: What Can Departments Do?" *Teaching/Learning Matters: ASA's Newsletter for the Section on Teaching*

## Annual Meeting Information

Rethinking Social Movements - 111th  
ASA Annual Meeting - Aug 20-23, 2016  
Washington State Convention Center  
Seattle, WA



**Paper Sessions:**

How It's Done — Integrating Research and Teaching

*August 20, 8:30 to 10:10am*

Hans Mausch Award and Address

*August 20, 10:30 to 11:30am*

Teaching Sociology for Social Change

*August 20, 4:30 to 6:10pm*

Challenges of Teaching the 21st Century Student Body

*August 21, 12:30 to 2:10pm*

**Roundtables:**

*August 20, 2:30 to 4:10pm*

Table 01. Experiential Learning

Table 02. Online Intentions

Table 03. Teaching in a Changing Environment

Table 04. Inequality and Change

**Workshops:**

The Relevant Syllabus, Integrating Current Events into Our Classes

*August 19, 8:30am to 5:00pm*

Carrying out Qualitative Research in the Real World

*August 20, 10:30 to 12:10pm*

Creating Undergraduate Applied Sociologists

*August 20, 2:30 to 4:10pm*

Innovative Teaching Approaches for Hybrid and Online Courses

*August 20, 4:30 to 6:10pm*

Navigating Difficult Dialogues about Current Events in the Classroom and on Campus

*August 21, 12:30 to 2:10pm*

Introducing theARDA.com: Tools for Teaching about Religion, Social Movements and Beyond

*August 21, 12:30 to 2:10pm*

Presenting about Teaching? Publish about Teaching!

*August 21, 2:30 to 4:10pm*

Teaching Ethnomethodology and Conversation Analysis

*August 22, 10:30 to 12:10pm*

Re-imagining the Constitution

*August 22, 2:30 to 4:10pm*

Long live the Lecture!

*August 22, 4:30 to 6:10pm*

Teaching Introductory Sociology for New Instructors

*August 23, 10:30 to 12:10pm*



Teaching the Sociology of Law

August 23, 12:30 to 2:10pm

Teaching Quantitative Literacy and Reasoning  
in the Social Sciences

August 23, 2:30 to 4:10pm

### **Business Meeting:**

Section on Teaching and Learning in Sociology  
Business Meeting

August 20, 11:30 to 12:10pm

### **Reception:**

Joint Reception: Section on Teaching and  
Learning in Sociology and Alpha Kappa Delta  
(AKD)

August 20, 6:30 to 8:00pm

## **Announcements**

### **Call for Participants: AACS Conference**

October 6-8, 2016. Association for  
Applied and Clinical Sociology, Denver,  
Colorado. Theme: “Creating, Building, and  
Designing with Sociology.” AACS is an  
independent organization for practicing  
sociologists and other applied and clinical  
social science professionals in academia, the  
non-profit sector, industry, government, and  
private practice. *Teaching-oriented sessions  
focus on incorporating applied and clinical  
approaches.* For more information, visit  
[www.aacsnet.net/conference/2016-applied-  
clinical-sociology-conference/](http://www.aacsnet.net/conference/2016-applied-clinical-sociology-conference/)

### **Call for Submissions: ASA Rose Series**

Call for Submissions - **ASA Rose Series in  
Sociology**, a book series published by the  
Russell Sage Foundation, is seeking book  
proposals. The Rose Series publishes  
cutting-edge, highly visible, and accessible  
books that offer synthetic analyses of  
existing fields, challenge prevailing  
paradigms, and/or offer fresh views on  
enduring controversies. Books published in  
the Series reach a broad audience of  
sociologists, other social scientists, and  
policymakers. Please submit a 1-page  
summary and CV to: Lee  
Clarke, [rose.series@sociology.rutgers.edu](mailto:rose.series@sociology.rutgers.edu).  
For more information, visit [http://  
www.asanet.org/research-publications/rose-  
series-sociology](http://www.asanet.org/research-publications/rose-series-sociology).

### **Call for Papers: Sociological Forum**

Special Issue—Whose Lives Matter?  
Violence, Social Control and the Racial  
Divide

Triggered by both recent and ongoing  
events in the news, *Sociological Forum* is  
planning a special issue on “Whose Lives  
Matter? Violence, Social Control and the  
Racial Divide.” The topic presents us with  
persistent research themes that we  
encourage potential authors to address in  
new and innovative ways. We will consider  
both empirical and theoretical papers as  
well as short essays for “The Forum”



section of the issue. Topics may include (but are not limited to):

- \* Racial disparities in offending and victimization
- \* Facing the potential for violence—the nonwhite experience
- \* Racial profiling
- \* Gun violence and social control
- \* Community policing
- \* Social movements and productive problem solving
- \* Discourse and the racial divide
- \* Racialized violence of poverty
- \* Policy initiatives for reducing violent victimization among minorities

It is especially important that articles be written in an engaging and accessible way. We hope to generate interest in the issue among scholars, policy makers, the media, and those teaching courses in this area.

If you are interested in contributing to this issue, please submit an abstract of 300 words or less to Char Ryan at [socforum@sociology.rutgers.edu](mailto:socforum@sociology.rutgers.edu) by September 15, 2016. We will solicit full papers from those whose abstracts we select.

The issue will appear in print during the fall of 2017 and all articles will appear online earlier in that year.

## **A Scholar-Activist Gathering: 1999 to 2016 and Beyond**

**Featuring:** Cindy Domingo, David Cobb, Heather Day, Rosalinda Guillen, together with Ben Manski, Charlotte Ryan, Gregory Maney, Rose Brewer and you.

The period of struggle begun in the early 1990s and sometimes symbolized by the 1999 Seattle WTO protests has not only continued, but expanded and flowed into other currents of social change, producing in recent years the movements to abolish corporate personhood, the Wisconsin Uprising, Occupy Wall Street and the Occupy movement, and the Dreamers, and most recently, Black Lives Matter and various interventions in the 2016 elections.

What might an examination of the movements of the past two decades teach us about the needs of activists and social change scholars in the coming years? **Join us Sunday Aug 21st, 6 pm at King County Labor Temple for an activist-scholar gathering.**

**Location:** King County Seattle Labor Temple, 2800 1st Ave.

**Date and Time:** 6:00 – 8:00 PM, Sunday, August 21

Panel discussions followed by after-bar

**RSVP via Facebook:** <https://www.facebook.com/events/995368963895375/>



**More information:** We're bringing participants in the annual meetings of the American Sociological Association (ASA) and Society for the Study of Social Problems (SSSP) together with community activists who have particularly useful personal perspectives on the needs and trajectories of social change work in 21st century American society. *Event is free & open; we'll just pass the hat to cover room rental and other costs.*

A discussion with:

**Rose Brewer** is professor, Morse-Alumni Distinguished Teaching Professor, and past chair of the African American & African Studies Department at the [University of Minnesota-Twin Cities](#). She also holds affiliated appointments in the Departments of Sociology and Gender, Sexuality and Women's Studies. She has written extensively on black families, race, class and gender, and public policy, publishing over 40 refereed journal articles, book chapters, and scholarly essays in these areas. Brewer defines herself as a scholar-activist. She has been a member of the board of Project South: Institute for the Elimination of Poverty and Genocide, United for a Fair Economy, and other organizations, and was a founding member of the Black Radical Congress.

**David Cobb** is a "people's lawyer" dedicated to making the promise of a democratic republic a reality. He was born in San Leon, Texas and worked as a laborer before going to college. Cobb graduated from the University of Houston Law School in 1993

and maintained a successful private law practice in Houston for several years before devoting himself to full time activism to achieve real democracy in the United States. He was active with the global justice movement in the 90's, was the Green Party's presidential nominee in 2004, and is a co-founder of [Move To Amend](#), the campaign to abolish the doctrines of corporate constitutional rights and money equals speech.

**Heather Day** co-founded Seattle's [Community Alliance for Global Justice \(CAGJ\)](#) with others who helped organize the 1999 WTO protests, and were inspired to build a membership based, multisectoral organization for global justice in Seattle. She was co-chair of the Board for many years before becoming CAGJ's Director in 2007. Heather has a Masters in Geography from the University of Washington; her research focused on how the Free Trade Areas of the Americas was defeated by activists collaborating transnationally in the Hemispheric Social Alliance.

**Cindy Domingo** began her political career as a member of the U.S.-based Union of Democratic Filipinos (KDP) in the early 1970's fighting to better the living and working conditions of Filipino Americans and to end the US supported Marcos dictatorship in the Philippines. Over the past four decades, Cindy has continued to be active in local, national and international human rights issues. Cindy is the Chair of



[LELO/Legacy of Equality, Leadership and Organizing](#), a 43 year old organization whose mission is to empower workers, especially workers of color and women, in their communities and workplace. Today, Cindy mainly focuses on building international solidarity with movements in Cuba and the Philippines. She is the co-founder and current co-chair of U.S. Women and Cuba Collaboration and Chair of WILPF's Cuba and the Bolivarian Alliance Issues Committee.

**Rosalinda Guillen** was born in Texas, grew up in Mexico, and moved to Washington State with her family at age 10 in 1960, working as part of the migrant farm labor community in the northwest for much of the next decade. She then worked at Skagit State Bank for 16 years, but quit only four years before she was eligible to retire in order to organize farm labor for the United Farm Workers (UFW), where she eventually served as UFW's Northwest Regional Director, Policy Director, Executive Board Member, and National Vice-President. Following her work for the UFW, she served as the Executive Director of La Unión del Pueblo Entero (LUPE), a non-profit organization founded by Cesar Chavez. Currently, Guillen is the executive director for [Community to Community Development \(C2C\)](#).

**Gregory Maney** has engaged in collaborative research projects with activists promoting social justice and human rights. Examples include partnering with the Greater Uniondale Area Action Coalition (on the foreclosure crisis and other community

development issues), LifeWay Network (on human trafficking), the Long Island Alliance for Peaceful Alternatives (on creating sustainable local peace institutions), the Long Island Immigrant Alliance (on preventing and responding to hate crimes against immigrants), and the Workplace Project (on the human rights status of day laborers). He is the Harry H. Wachtel Distinguished Professor for the Study of Nonviolent Social Change and the Director for Active Citizenship and Community Partnerships at [Hofstra University's Center for Civic Engagement](#).

**Ben Manski** was involved in the global anti-corporate mobilizations leading up to, including, and immediately following the Seattle WTO protests. He was national coordinator of the Democracy Teach-Ins of the 1990s, helped launch the student anti-sweatshop movement, and active in Earth First! organizing across the Upper Great Lakes and Pacific NW. In 2004, Manski founded the [Liberty Tree Foundation for the Democratic Revolution](#), a strategy center central to various democratic upsurges including the Wisconsin Uprising of 2011. Manski practiced law for eight years in Wisconsin and is currently seeking a PhD in Sociology at [UC Santa Barbara](#). He is Director of Special Initiatives for the Next System Project and an Associate Fellow with the Institute for Policy Studies.

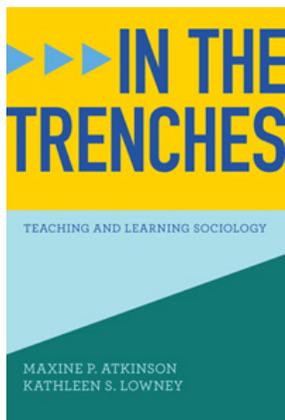
**Charlotte Ryan**, a former labor and community organizer, is Associate Professor of Sociology at the University of



Massachusetts, Lowell. With William Gamson (Boston College) and Kevin Carragee (Suffolk University), she co-directs the [Movement and Media Research Action Project](#). Since 2008, Ryan has collaborated with the [Rhode Island Coalition for the Homeless \(RICH\)](#) to document its movement building practices ([rihomeless.org](#)). Active in UMASS Lowell's Climate Change Initiative, she teaches [Fast Food-Hot Planet](#). She is currently writing a primer on communication activism.

RSVP via Facebook: <https://www.facebook.com/events/995368963895375/>

### Book Announcement:



In the Trenches: Teaching and Learning Sociology (WW Norton 2016) by Maxine P. Atkinson, NC State University and Kathleen S. Lowney, Valdosta State University.

This book is intended for sociologists who want a basic guide for teaching well. While the primary audience is sociologists who are new to teaching, anyone who is interested in improving her or his undergraduate teaching will find something in the book that appeals. While the emphasis is on basic teaching techniques, it also presents teaching strategies used by more

advanced instructors. The text is research based but also relies on the wisdom of practice developed by the authors over a career of teaching. Both authors are winners of the American Sociological Association's Distinguished Contributions to Teaching Award, T&L section awards, and the highest teaching awards at their respective university systems.

### Call for Submissions: *Teaching/Learning Matters* Fall Issue

We are seeking submissions for the fall issue of *Teaching/Learning Matters*. As always, we welcome short articles of 500-750 words on topics such as teaching resources, including reviews of new texts or articles, discussions of assignments that have worked well, and of course announcements and calls. We also invite submissions of up to 1000 words for our column, Connecting Classroom to Community. We would also like to encourage graduate students and adjunct faculty members to submit short articles on teaching and learning issues that they face. Finally, please feel free to contact us if you have an idea for something you would like to see in or write for the newsletter. Please direct all submissions and inquiries to Daina Harvey at [धारवेय@holycross.edu](mailto:धारवेय@holycross.edu). Thanks!

