

2010

2009 Hans O. Mauksch Address: Where Are We and How Did We Get Here? A Brief Examination of the Past, Present, and Future of the Teaching and Learning Movement in Sociology

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Recommended Citation

Howard, Jay R. 2010. "Where Are We and How Did We Get Here? A Brief Examination of the Past, Present, and Future of the Teaching and Learning Movement in Sociology." *Teaching Sociology* 38:81-92. Available from: digitalcommons.butler.edu/facsch_papers/592/

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Where Are We and How Did We Get Here? A Brief Examination of the Past, Present, and Future of the Teaching and Learning Movement in Sociology

Jay R. Howard

Abstract

The teaching and learning movement in sociology in general and within the American Sociological Association specifically has a surprisingly long history. This history can be divided into three periods of activity: early efforts (1905 to 1960), innovation and implementation (1960 to 1980), and the institutionalization of gains (1980 to 2009). Beginning in the first period, sociologists interested in teaching and learning focused cycles of attention on the introductory sociology course in higher education, high school sociology courses, and the formation of sections within the American Sociological Association. Hans Mauksch led a period of significant innovation in the 1960s and 1970s. Many of those gains were then institutionalized under the leadership of Carla Howery beginning in the 1980s.

Publication related to teaching and learning, which was once spread throughout numerous outlets has, over time, become focused in *Teaching Sociology*. This article presents an investigation of the past and present of the teaching and learning movement in sociology and offers some suggested direction for the movement's future.

Keywords: teaching and learning movement, scholarship of teaching and learning, introductory sociology, ASA history, high school sociology

I remember the exact moment I was pulled into the teaching and learning movement in sociology. I was a “still-wet-behind-the-ears assistant professor” presenting my first scholarship of teaching and learning (SOTL) research paper at the North Central Sociological Association (NCSA) annual meeting. Jeanne Ballantine, who at that point was also the director of the American Sociological Association’s (ASA) Teaching Resources Group (TRG), was the session organizer. When the session was over, Jeanne grabbed me by the arm and marched me out into the hallway to find the chair of the NCSA teaching committee and “volunteer” me for the committee. I was fully immersed into the teaching movement in sociology before I knew what hit me.

In addition to Ballantine, others, such as Carla Howery, Hans Mauksch, Reece McGee, William D’Antonio, Charles Goldsmid, Everett K. Wilson, and John Schnabel, have each contributed to the founding and growth of the teaching movement within the ASA. However, most would agree that Carla Howery likely was the most influential individual when it comes to the institutionalization of the movement. Thanks to Carla’s visionary leadership and tireless advocacy, the teaching movement has been largely successfully institutionalized within the ASA. Clearly, people like Carla and Jeanne have had a significant impact on the teaching movement in sociology by ensuring that it is an inclusive movement. But how do we sustain the teaching and learning movement when we have lost such a central figure as Carla Howery? In particular, what can the members of the Section on Teaching and Learning in Sociology do to sustain and further the teaching and learning movement in sociology? We honor Carla’s memory by considering how to continue the work to which she so selflessly dedicated herself.

Teaching and Learning in Sociology as a Social Movement

Snow and Soule (2010) defined a social movement as a collectivity

acting with some degree of organization and continuity, partly outside institutional or organizational channels, for the purpose of challenging extant systems of authority, or resisting change in such systems, in the organization, society, culture, or world system in which they are embedded. (P. 6)

Often the efforts of a social movement are “beneath the radar” and don’t attract the attention of the media. But this doesn’t mean that activity in support of change is not occurring. The teaching and learning movement in sociology generally and within the ASA in particular has been a long-lasting collective effort to balance a disciplinary emphasis on research with an emphasis on teaching and learning. Indeed, much of the effort to promote teaching and learning in the discipline has occurred beneath the radar of many sociologists. However, intriguingly, the movement has frequently worked within the structure of the ASA to promote teaching and learning, rather than seeking to foster change from outside the organization. There were, I am certain, plenty of discussions and much planning that occurred outside of the formal channels of the ASA, but those informal events are much less likely to be captured in the histories and historical documents of the organization.

Concern with teaching and learning is not a new focus within the ASA. It is easy to assume that the current generation of sociologists is the first, or maybe the second, generation to advocate that teaching and learning need to have a prominent position within the ASA. But to do so would mean we have ignored C. Wright Mills’s (1959) point in *The Sociological Imagination* regarding how biographies are influenced by history. This assumption fails to recognize the history of the

movement within the discipline of sociology generally and within the ASA specifically to make teaching and learning of the discipline a priority. This article is an attempt to recognize the importance of that history for the collective biography of the movement. It will cover significant highlights of the history of the teaching and learning movement in sociology and offer some suggestions for where we go from here. I organize this history into three periods: early efforts (1905 to 1960), innovation and implementation (1960 to 1980), and the institutionalization of gains (1980 to 2009). Clearly, these periods and dates are not hard and fast. Rather they are intended to serve as organizing principles to help us understand the development and the current state of the teaching and learning movement in sociology.

Early Efforts (1905 to 1960)

The early efforts period is characterized by cycles of attention to teaching and learning in sociology (Table 1). There are bursts of activity and interest in issues, which seem to peak and then fade, only to rise again with renewed interest in the same issues, only to gradually fade again. Among these issues are a concern with scope and content of the introductory sociology course, formally organized teaching related sections within the American Sociological Society (ASS) and the ASA, and high school sociology courses.

Defining the Scope of the Introductory Sociology Course

In their histories of the ASA, Rhoades (1981) and Rosich (2005) demonstrated that the work of the ASA Section on Teaching and Learning in Sociology is the continuation of over 100 years of concern with teaching and learning in sociology. The first session on the teaching of sociology was held over 100 years ago, at the 1909 annual meeting of the ASS (Rhoades 1981). Interestingly, the ASS's formal support of research did not begin until 3 years later, with the appointment of the Committee on Investigation and Research in 1912 (Rhoades 1981).

At the 1909 ASS business meeting, Jerome Dowd of the University of Oklahoma proposed that a committee of 10, which should include the ASS president, be formed to prepare a report for the following year's annual meeting, which investigated the content of the introductory sociology course as it was then taught and make a recommendation for the standardization of course content to serve as a guide for sociology instructors (Rhoades 1981). Dowd's motion passed, and, as one might expect, he was appointed chair of the committee, which included such recognizable names as Charles Horton Cooley (University of Michigan) and Albion Small (University of Chicago) (Rhoades 1981). One of Dowd's arguments for creation of this committee was that "the concrete statement of the subject matter of a fundamental course would harmonize and crystallize our views as to the scope and field of sociology to an extent that no amount of theoretical discussion could possibly do" (Rhoades 1981:12). Dowd was advocating that sociology teachers, not researchers or theorists, should be the ones who define the scope of the discipline of sociology!

It is foretelling of similar future conundrums that this committee essentially failed in its charge. While they reported that they were in "substantial agreement on the scope of a fundamental course" (Rhoades 1981:13), they were not able to come to agreement on a detailed outline of the appropriate content for the introductory course. So what did they do? Each member of the committee appended their course outline to the report (Rhoades 1981:13). In essence, they created

something very similar to Sikora and Mbugua's (2004) *Introductory Sociology Resource Manual*, published by the ASA. Perhaps the committee report's appendix should be considered the ASA's first published course materials collection! A quick look at the January 2004 issue of *Teaching Sociology* and the works of Ted Wagenaar, Bruce Keith, and Morten Ender (Keith and Ender 2004a, 2004b; Wagenaar 2004; Wagenaar, Keith, and Ender 2004) reveals that sociologists are still working, with limited success at best, on identifying a common core for the introductory sociology course! The more things change, the more they stay the same.

Sections Related to Teaching

It is also easy to assume that the Section on Teaching and Learning in Sociology is something that is relatively new. However, sociologists who value teaching and learning have been organizing themselves collectively for nearly 80 years. In the mid-1920s, the ASS created the first sections structure, and by 1930, there was a Teaching of Sociology section listed in the annual meeting program. At that time, the role of sections was limited primarily to organizing sessions at the annual meeting. Since that time, teaching-related sections have formed and reformed. The mechanism for sections as we know them today was adopted in 1958 (Rhoades 1981). In 1973, the Section on Undergraduate Education was established, and in 2002, it was renamed the Section on Teaching and Learning in Sociology. Due at least in part to 2005 to 2006 section chair Diane Pike's "If you teach, you belong" campaign, membership has experienced significant growth since 2000. According to the ASA's (n.d.) "Section Membership Counts," the Section on Teaching and Learning in Sociology had 384 members in 2001, making it 22nd of 42 sections in terms of the number of members. The section was similar in size to the Section on Environment and Technology, the Section on Mental Health, the Section on Methodology, the Section on Political Economy and the World System, and the Section on Science, Knowledge and Technology. By 2008, the Section on Teaching and Learning in Sociology had grown to 791 members, making it the 12th largest of 44 sections, becoming similar in size to some much larger sections, including the Section on Collective Behavior/Social Movements, the Section on Education, the Section on Family, the Section on Racial and Ethnic Minorities, and the Section on Theory. The section passed the 800-member threshold in 2009.

High School Sociology

Not only does the ASA have a significant history of concern with college-level teaching and learning, the organization has been concerned with the teaching of sociology in public schools for a long time as well. In 1913, the ASS appointed the Committee on Sociology in the Training of Teachers. This group worked with the National Education Association over the next few years to investigate the place of sociology in elementary and secondary schools. It was followed by the 1919 Committee on Teaching of Sociology in Grade and High Schools (Rhoades 1981:9).

Then interest in sociology in the public schools seemed to wane, until it was revived in 1943 with the formation of the Committee on Sociology in the Secondary Schools. That committee worked for most of the decade, developing a relationship with the National Council for the Social Studies. In the 1950s, as a stronger emphasis on research developed within the ASS, there was also growing interest in both the teaching of sociology in secondary schools and the method and content of college sociology courses. Partnering with the National Science Foundation in 1964, the ASA

created a program called Sociology Resources for Secondary Schools, which by the early 1970s had created a textbook, readers, and other instructional materials for high school teachers. This project ended in 1971 and was followed by a decline in energy and interest in high school sociology (Rhoades 1981).

More recently, the ASA Council appointed a task force led by Caroline Hodges Persell (New York University) on the creation of an Advanced Placement course in sociology for high schools in 2001. The task force was unsuccessful in getting the Advanced Placement course adopted by the College Board. But one outcome was an effort to create a new set of resource materials for high school sociology teachers. This is an ongoing project that can be viewed on Persell's (2008) introsocsite Web page. Again, history repeats itself.

Innovation and Implementation (1960 to 1980)

Concern with the quality of teaching and learning in sociology continued with varying degrees of emphasis in the early history of the ASA. However, beginning in the 1960s, there were some significant innovations that frequently included partnerships with other educational organizations (Table 2). Snow and Soule (2010) noted that supportive and influential allies who have standing and connection with the power structure can help create openings for social movement influence. These allies do not necessarily have to be embedded within the power structure of the organization, but merely be in a position to exert pressure on important actors within the structure (pp. 74-75). The National Science Foundation and the National Council for the Social Studies collaborating on high school sociology courses, as noted above, is illustrative of how external allies have assisted the teaching and learning movement in sociology. This strategy of using influential allies to aid the movement and bring increased attention to teaching and learning in sociology would continue with such organizations as the Fund for the Improvement of Postsecondary Education, the Lilly Endowment, and the Carnegie Foundation.

In 1965 the ASA Council expressed "its continuing concern with the nature and quality of sociological instruction on the high school, college and graduate levels and strongly recommended that the 1966 Council take action to improve the quality of teaching in the field of sociology" (Rhoades 1981:54). The 1966 Council did so by appointing the Committee on Teaching Undergraduate Sociology. In 1969, the ASA Council appointed the Committee on the Role of the Teacher Sociologist, an attempt to ensure that sociologists whose primary professional responsibility was teaching also had a place within the ASA (Rhoades 1981). In 1968, president-elect Ralph Turner identified the question of how deeply the ASA should be involved in efforts to improve the quality of teaching sociology at all levels as one of his 10 long-term, basic issues confronting the association (Rhoades 1981).

The emphasis on teaching really took off when the ASA's Projects on Teaching Undergraduate Sociology were established in 1974. Supported in part by the Fund for the Improvement of Postsecondary Education for a program of assessment, experimentation, and articulation in the undergraduate teaching of sociology, none other than Hans Mauksch was appointed director of the projects. The Lilly Endowment also contributed support for a program of teacher development, which was led by Charles Goldsmid in 1976 (Rhoades 1981). During this time period and under

Mauksch's charismatic and innovative leadership, an amazing number of initiatives were launched, which continue to shape the teaching and learning movement in sociology today. Snow and Soule (2010:81) noted that social movements often require a leader with "iron in the soul" (p. 156), who can lead by example, motivate members, and convey optimism about the movement's chances for success. Mauksch provided this initial leadership for the teaching and learning movement. Clearly, there were others who made significant contributions as movement leaders, for example, Reece McGee and William D'Antonio, to name only two. But Mauksch as director of the Projects on Teaching Undergraduate Sociology became a key focal point for the movement.

Among the Mauksch-led initiatives was the establishment of the Teaching Resources Center (TRC) at Oberlin College in 1976. The TRC offered teaching workshop programs for sociologists, which were typically held on weekends at a variety of locations around the country (Rhoades 1981). In 1978, the TRC was transferred to the ASA Executive Office. Today we see the legacy of those workshops in the annual meeting program's many teaching workshops each year. In my 2007 NCSA presidential address (Howard 2007), I examined the role of teaching and learning in the culture of the regional association in American sociology. I examined the number and percentage of sessions dedicated to teaching in both the NCSA and the ASA in 1992 and 2006. In 1992, the ASA annual meeting program included 17 (of 377) sessions related to teaching, which was approximately 5 percent of the program. By 2006, the number of teaching sessions had nearly tripled to 48 (of 608) sessions, but it amounted to only 8 percent of the program, as the total number of sessions in the program had increased by 61 percent. During the same time period, the percentage of NCSA sessions related to teaching grew from 14 percent to 30 percent (Howard 2007).

For the ASA, 1979 was an especially busy year with regard to concern for teaching and learning. The Council created the Standing Committee on Teaching, endorsed in principle the creation of a teacher services program, called for the incorporation of training for teaching to be included in graduate programs, and created the ASA Award for Contributions to Teaching and Learning. This momentum carried into the 1980s as the Council created the ASA Teaching Services Program, which consisted of a teaching resources center, a teaching workshop program, a departmental visitation program, an endowment fund for teaching, and a teaching grant development fund.

The effort to make teaching and learning an emphasis in the ASA was not a smooth road with steady and continuous improvement. The movement hit a few bumps in the road along the way.

Institutionalizing Teaching and Learning in the ASA (1980 to 2009)

As might be expected, not everyone agreed that teaching and learning should be a significant focus of the ASA. In a 1982 *Footnotes* article, William Form noted a divide, as some "traditionalists" felt the ASA should strictly focus on what he called "academic concerns" (which I interpret to mean research) and others who argued that it should place greater emphasis on teaching (Rosich 2005:1). The solution to the dispute was to emphasize both: supporting research and publication as well as enhancing the teaching of sociology (Rosich 2005).¹ The 1980s were also notable for a number of significant achievements with regard to teaching and learning in sociology (Table 3), not the least of which was Carla Howery's becoming the director of the Teaching Services Program in

1981 and continuing to provide significant energy and guidance for the program through 1993. Howery would eventually succeed Mauksch as the focal point for movement leadership. Like Mauksch, Howery had the ability to excite and motivate members, but she also brought significant organizational skills, which were vital for institutionalizing these initiatives to ensure their ongoing work.

Beginning in 1985 with Hans Mauksch's retirement from the Teaching Resources Project, the ASA Council moved the TRG, which was founded in 1977, to a campus with a coordinator appointed for a three-year term. William Ewens (1985 to 1988; Michigan State University) was the first field coordinator. He was followed by J. Michael Brooks (1988 to 1991; Texas Christian University) and Jeanne Ballantine (1991 to 1994; Wright State University) (Rosich 2005). The TRG had members who were available for evaluating and advising sociology departments seeking to improve their programs. In 1995, the TRG became the Department Resources Group and was moved back to the ASA Executive Office, where Carla Howery was named the director of the Academic and Professional Affairs Program and, among other duties, made responsible for coordinating the Department Resources Group (Rosich 2005).

As Snow and Soule (2010) noted, social movements often have charismatic leaders who help articulate a vision and clear goals while motivating membership to join in the effort. However, movement leaders often need a diverse set of skills that may not be found in a single leader. Leaders need to “engender enthusiasm and instill passion,” while the movement also needs leaders who can administrate and handle bureaucratic functions (p. 157). Clearly, through the efforts of previous generations of sociologists right up to our contemporaries, people like Hans Mauksch and Carla Howery have built enthusiasm and instilled passion. Howery, in particular, also brought the ability to institutionalize teaching and learning-related programs and initiatives into the very structure of the ASA. Her leadership was instrumental in increasing the visibility of and emphasis on teaching and learning into the organizational structures of the ASA. However, this leads to another question: If we expand the scope of our examination of the movement beyond the ASA as an organization, did teaching and learning receive a simultaneous increase in emphasis in terms of publication in sociological academic journals?

Publication Related to Teaching and Learning in Sociology

Just as concern with teaching and learning in the ASA has a long history, the history of publications related to teaching and learning in sociology is also extensive. The earliest work Goldsmid and Wilson (1980:v) were able to find was a 1920 essay titled “The Teaching of Sociology” by Arthur J. Todd in the book *College Teaching*, edited by Paul Kapper. Goldsmid and Wilson found that 500 to 600 articles on the teaching of sociology were published between 1895 (the year the *American Journal of Sociology* [AJS] was first published) and 1976 (p. 7). The authors also documented that during the same period, 191 articles on teaching were published in the *AJS*, *Sociology and Social Research*, *Social Forces*, and the *American Sociological Review* (ASR). However, only 3 of those articles appeared between 1966 and 1976 (p. 19).

What about more recently? A check of the tables of contents for the *AJS*, *Social Forces*, and the *ASR* from 1977 to 2008 for articles about teaching and learning in sociology reveals that while

there were a considerable number of articles related to the sociology of education, there was almost nothing about teaching and learning in sociology. *AJS* had no articles related to the topic. *ASR* had two articles related to teaching, both of which were analyses of sociology textbooks. Lynch and Bogen (1997) examined how sociology textbooks cover, or more accurately don't cover, recent developments in the sociology of scientific knowledge. Ferree and Hall (1996) examined the treatment of race, class, and gender stratification in sociology textbooks. *Social Forces* had a single article on the topic of teaching and learning in sociology, Maxine Atkinson's (2001) Southern Sociological Society presidential address, "The Scholarship of Teaching and Learning." This raises the question of whether works on teaching and learning in sociology have been "ghettoized" in recent years into a single journal, *Teaching Sociology*.

The journal *Teaching Sociology* was first published in 1973 by Sage Publications. It was initially coedited by Murray Straus (University of New Hampshire) and Richard Gelles (University of Rhode Island). A significant milestone was the purchase of the journal by the ASA from Sage in 1985 (Rosich 2005). William D'Antonio called it "the culmination of a fifteen year period of activity designed to make teaching a central part of Association activities" (Rosich 2005:22). Ted Wagenaar became the first editor of *Teaching Sociology* as an ASA journal. Under the leadership of numerous editors, *Teaching Sociology* has, of course, become one of the premier disciplinary teaching journals and is the source for peer-reviewed publications related to teaching and learning in sociology.

Teaching related publications through the ASA's TRC also took off under Hower's leadership. By 1990, the TRC had published more than 75 products written by and for sociologists to help one another as teachers (Rosich 2005). A quick check of the ASA's Web site in 2009 revealed that 47 publications in e-book form, 60 syllabi sets, 16 teaching techniques publications, and 31 curriculum development and departmental management publications were available through the ASA bookstore. Building upon past successes, Margaret Vitullo, director of the Academic and Professional Affairs Program at the ASA, is currently leading a Department Resources Group effort to expand the range of materials available through the TRC, to peer review them to ensure high quality, and to make them available to ASA members through an online digital library.

It is clear the teaching and learning movement in sociology generally and within the ASA in particular has a long history of concern with the quality of teaching at both the undergraduate, graduate, and secondary school levels. There is a long history of representation on the annual meeting program, particularly through the Section on Teaching and Learning in Sociology and also through teaching workshops, which have been institutionalized as a part of the annual meeting structure. There have been significant achievements in publishing both research on teaching and learning in *Teaching Sociology*, if not in other disciplinary journals, and as well as sharing of best practices for teaching sociology.

The Future: Where To from Here?

The question that now faces the teaching and learning movement is, Where does it go from here? How should members go about furthering the teaching and learning movement in sociology? What are the appropriate next steps? I'd like to offer a few, mostly simple, suggestions as a starting point

for conversation. Some involve continuing what is already being done well. Other suggestions could break new ground for the teaching and learning movement in sociology.

Building on Past Success

First, we need to be careful that we don't let our commitment to what we are already doing well decline. Reaffirming commitments to supporting the efforts of the Section on Teaching and Learning in Sociology is a good first step. Members should participate in section activities and encourage colleagues to join. As former section chair Diane Pike insists, "If you teach, you belong." Members can also encourage graduate students and newer faculty members to attend the section's preconference "Teachers Are Made, Not Born," a wonderful innovation by the section. To continue the success of the past, the movement must intentionally seek to grow the next generation of scholars who will continue to value teaching and learning in sociology.

Sociologists who value teaching and learning need to support the teaching workshops at the annual meeting both through attendance and willingness to serve as presenters. It needs to be made clear to the ASA Council that such sessions are an important and valued part of the program. As noted above, the number of such sessions and the percentage of the annual meeting program they make up have increased, thanks in large part to the efforts of Carla Howery and the members of the section.

It is important that sociologists continue to share their best teaching materials through ASA syllabi sets and teaching techniques publications. Likewise, the development of the digital library of teaching materials will be a significant step for the movement. These teaching publications are often the first introduction of graduate students and new faculty members to the teaching and learning movement in sociology. Through these publications, young scholars discover there is an entire social network of sociologists who focus on teaching and learning. Similarly, members need to support Kathleen S. Lowney, the new editor of *Teaching Sociology*, by volunteering to do the hard work of a reviewer or editorial board member. Section members can also share best practices for teaching and learning through the *Teaching Matters* newsletter. The newsletter can play an important role in growing the section by including teaching and learning content that is valuable for faculty at all types of higher education institutions which could draw in new members.

Sociologists need to use their research skills to study our own classrooms. Karp and Yoels (1976) pointed out in the mid-1970s that we seem to apply our sociological lenses to virtually all environments except our backyard: the college classroom. We need to examine how the classroom context promotes or inhibits learning and for which students. How can a classroom environment be structured to facilitate the learning of sociology more effectively? Kathleen McKinney's (2007) book, Maxine Atkinson's (2001) Southern Sociological Society presidential address, and the work of numerous others have helped grow SOTL in sociology. Atkinson, Buck, and Hunt (2009) made a compelling argument that scholars should develop the sociology of the college classroom through "the application of sociological theory and/or concepts to understand social phenomena that take place at the level of the classroom" (p. 233). By making the sociology of the classroom a subfield of SOTL, the classroom can become a site where research and teaching meet as well as where sociological theory meets pedagogical praxis. Through such efforts it might even be possible to

convince editors and reviewers at *AJS*, *ASR*, and *Social Forces* that such research is appropriate for inclusion in their journals. SOTL researchers should involve students in their research. It is possible to take graduate or undergraduate students in research methods courses and conduct SOTL research with them while they learn about research methods, the results of which we have published with graduate and undergraduate students as coauthors (in addition to Atkinson et al. 2009, see, e.g., Howard, Zoeller, and Pratt 2006; Howard, James, and Taylor 2002).

Breaking New Ground

Perhaps all of the above suggestions are self-evident. Sociologists who want teaching and learning to be valued need to keep investing time and energy to ensure that the past innovations and initiatives continue to be successful. That is one significant way to honor Carla Howery's legacy.

But it is also necessary to consider how to break new ground. One area where the teaching and learning movement needs to do a better job is in voting its collective interest in order to get a few leaders of the teaching and learning movement elected to key ASA offices and committees. A number of individuals have stepped up and run for office in the past, but success has been limited to say the least. If the ASA is to continue to prioritize teaching and learning, strong representation from the movement on the ASA Council is necessary.

The members of the movement need to be careful not to "put all its eggs in the ASA basket." The teaching and learning movement in sociology needs to extend beyond the ASA. It must permeate regional and state associations as well. As members of the respective regional and state associations, members must work to provide leadership with regard to teaching and learning, for example, volunteering to serve on a regional association's teaching committee. If the association doesn't have a teaching committee, one could volunteer to create a group that will help organize teaching and learning sessions at the regional association's annual meeting. If there is no award for teaching and learning in a regional or state association, propose to create one and volunteer to chair the selection committee. The award winners could then be profiled in a manner similar to the practice with the winners of the Mauksch Award and the NCSA's John F. Schnabel Distinguished Contributions to Teaching Award (who presents an address at the following year's annual meeting that is published in the association's journal, *Sociological Focus*). If a regional association is not doing anything to help prepare graduate students to teach, members could volunteer to organize sessions directed at preparing graduate students for their future faculty roles, especially with regard to teaching. One day those graduate students will be colleagues; therefore, we have an obligation to assist them as they prepare for that role. It is unreasonable to expect faculty at PhD-granting institutions to do all the work of preparing future faculty members. Members need to take a lesson from Carla Howery and dedicate themselves to seeing that these efforts become institutionalized in regional and state sociology associations. That will require time and dedication.

In addition to investing energy in regional and state associations, the movement must seek to further teaching and learning on college and university campuses. How are colleges and universities doing when it comes to facilitating student learning? According to much of the evidence, not very well. Roughly 6 out of every 10 students who begin college do not complete either a two-year or four-year degree within six years of entry (Tinto and Pusser 2006). The

shockingly low six-year graduation rate at most schools is a “dirty little secret” in higher education that we’d generally rather avoid discussing in public. Pascarella and Terenzini (1991) concluded that most learning was attributable to aptitude differences among students, and only a trivial portion was due to differences in the quality of the college or program. The easy thing to do is to blame students or administrators for this state of affairs. But that doesn’t address the issue. Sociologists need to find ways to change our campuses so that teaching and learning is prioritized and valued. It will take time and effort!

How can sociologists concerned with teaching and learning rise to the challenge on college and university campuses? One step is to serve on annual review and promotion and tenure committees to ensure that teaching and learning are appropriately valued in these important contexts. There is also hard work to be done in assessing learning so that higher education can respond to external agents who may want to limit funding or academic freedom. Faculty members will be much better off creating appropriate assessments themselves rather than waiting for someone to impose an assessment system on higher education from the outside. We need to take seriously John Tagg’s (2003) challenge in his book *The Learning Paradigm College* and seek to change the culture of campuses from a teaching paradigm, focused on what faculty members do, to a learning paradigm that focuses on student development. Tagg argued that based on their prior educational experiences, students bring with them a set of attitudes and behaviors that virtually insulate them from learning. Who is better positioned with the necessary research skills than sociologists to help us understand this culture and bring about change? How do we go about changing students’ definitions of the classroom from a passive environment to an active one? How do we create a shift from surface learning to deep learning? We will need an interdisciplinary approach and to learn from the successes and failures of other disciplines in promoting learning and addressing a student subculture that sometimes resists learning.

Conclusion

As we seek to develop the next generation of sociologists who are invested in teaching and learning, sociologists should emulate the example of people like Hans Mauksch and Carla Howery by seeking to level hierarchies and, when hierarchies are not leveled, to choose to look down the institutional prestige ladder rather than up. Who can be befriended, mentored, or assisted? Who is attending sessions on teaching and learning who appears to not yet be connected to this network of scholars? I noted above how Jeanne Ballantine drew me into the teaching and learning movement before I knew there was movement. I also remember Keith Roberts offering me informal advice for a new assistant professor at NCSA meetings. I recall Nancy Greenwood making me feel very welcome and giving me helpful, substantive feedback on my research the first time I presented in a session sponsored by what was then the Section on Undergraduate Education. Part of the reason Jeanne, Keith, Nancy, and others took an interest in me is due to the fact that they are just good people. But I also suspect that, in part, they were being intentional about drawing me (and others) into this social movement. It is easy to interact with those we know from years of service together in support of teaching and learning. But for the sake of the movement’s future, we also need to invite the newcomers to lunch or take the time to speak with them before and after conference sessions.

If we want to honor Carla Howery's career, tireless service, and memory, let's commit ourselves to paying it forward. In his Society for the Study of Social Problems presidential address, Howard Becker (1967) asked us to consider the question, Whose side are we on? I believe we need to declare ourselves on the side of students by ensuring that teaching and learning continued to be valued in sociology.

Article Notes

Jay R. Howard is professor of sociology and head of the Division of Liberal Arts at Indiana University–Purdue University Columbus. He is a fellow of the Mack Center at Indiana University for Inquiry on Teaching and Learning. He is also an elected member of the Bartholomew Consolidated School Corporation Board of Trustees.

Notes

- Reviewers for this manuscript were, in alphabetical order, Maxine Atkinson and Bernice A. Pescosolido.
- The ASA also added advancing programs to support sociological practice as a third major objective in the 1980s (Rosich 2005:2).

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Table 1. Early Efforts Timeline (1905 to 1960)

Date	Event
1905	American Sociological Society (ASS) created
1906	First annual meeting of ASS
1909	First session on teaching of sociology at annual meeting
1909	Creation of Committee of Ten to investigate and standardize fundamentals course
1910	Committee of Ten reports its findings
1912	Committee on Investigation and Research appointed
1913	Committee on Sociology in the Training of Teachers appointed
1919	Committee on Teaching of Sociology in Grade and High Schools
1920	Arthur J. Todd publishes "The Teaching of Sociology" in <i>College Teaching</i> , edited by Paul Kapper
1921	Formation of sections begins; primary responsibility organizing session at annual meeting
1930	Section on Teaching of Sociology included in annual program
1943	Committee on Sociology in the Secondary Schools created
1954	Recommended session at annual meeting on teaching sociology in colleges and high schools
1959	ASS becomes American Sociological Association

Sources: Goldsmid and Wilson (1980), Rhoades (1981), and Rosich (2005).

Table 2. Innovation and Change Timeline (1960 to 1980)

Date	Event
1964	Sociological Resources for Secondary Schools funded with National Science Foundation (NSF) support; in the early 1970s produces textbook, readers, and other instructional materials
1965	American Sociological Association (ASA) Council expresses "continuing concern with nature and quality of sociological instruction on the high school, college and graduate levels and strongly recommended that the 1966 Council take action to improve quality of teaching in the field of sociology" (Rhoades 1981:54)
1966	Committee on Teaching of Undergraduate Sociology appointed
1966	ASA Council advises Committee on Classifications to take into account the "substantial contributions in teaching of sociology as a primary responsibility" in determining a member's status
1968	President-elect Ralph Turner identifies involvement in efforts to improve the quality of teaching in sociology at all levels as one of 10 basic, long-term issues confronting the ASA
1969	Committee appointed to explore means by which members who are primarily teachers can best achieve full participation in the ASA
1971	Sociological Resources for Secondary Schools project ends
1973	NSF sponsors six summer institutes for secondary school teachers in sociology using materials produced by the Sociological Resources for Secondary Schools project
1973	Section on Undergraduate Education established
1973	<i>Teaching Sociology</i> first published by Sage, with Murray Straus (University of New Hampshire) and Richard Gelles (University of Rhode Island) as coeditors
1974	ASA Projects on Teaching Undergraduate Sociology launched with Hans O. Mauksch as director, funded by Fund for the Improvement of Postsecondary Education
1976	Teaching Development Project supported by Lilly Endowment grant
1976	Teaching Development Project begins teaching workshop programs and established Teaching Resources Center (TRC) at Oberlin College
1976	ASA Professional Development Program publishes <i>Preparing for Teaching: Suggestions for Graduate Students of Sociology</i> , authored by William Ewens
1977	Teaching Development Project develops Teaching Resources Group
1978	ASA Council transfers TRC to Executive Office
1979	ASA Council forms Standing Committee on Teaching, calls for incorporation of teacher training in graduate programs in sociology, creates ASA award for contributions to the teaching and learning of sociology
1979	Teaching Development Project holds plenary conference on teaching undergraduate sociology
1980	Everett K. Wilson is the first recipient of Award for Contributions to the Teaching and Learning of Sociology
1980	ASA Council approves establishment of ASA Teaching Services Program with a teaching resources center, a teaching workshop program, departmental visitation program, an endowment fund for teaching, and a teaching grant development fund
1980	Goldsmid and Wilson's <i>Passing on Sociology</i> published
1980	Goldsmid and Wilson note that "since 1895 [when the <i>American Journal of Sociology</i> was first published], 191 articles on teaching have appeared in <i>The American Journal of Sociology</i> , <i>Sociology and Social Research</i> , <i>Social Forces</i> , and <i>The American Sociological Review</i> ; only three of them appeared after 1965" (p. 19)

Sources: Goldsmid and Wilson (1980), Rhoades (1981), and Rosich (2005).

Table 3. Institutionalizing Gains Timeline (1981 to 2009)

Date	Event
1981	Carla Howerly becomes director of American Sociological Association (ASA) Teaching Services Program
1982	William Form notes the divide between those who insist the ASA should focus exclusively on "academic concerns" and others who think more emphasis should be given to teaching
1985	ASA Council moves the Teaching Resources Group (TRG) to a campus location with a field coordinator appointed for three-year terms: William Ewens (Michigan State University, 1985 to 1988), J. Michael Brooks (Texas Christian University, 1988 to 1991), Jeanne Ballantine (Wright State University, 1991 to 1994)
1985	ASA purchases <i>Teaching Sociology</i> from Sage Publications
1985	ASA participates in conference on the improvement of undergraduate education
1985	Teaching Endowment Fund established
1986	ASA begins publication of <i>Teaching Sociology</i> , with Theodore Wagenaar (Miami University) as first editor
1986	Professional Development Program established
1990	Teaching Resources Center has produced more than 75 titles
1990	Liberal Learning and the Sociology Major published
1991	Taskforce on Sociology in the Elementary and Secondary Schools converted to a standing committee
1993	APAP established; continues Teaching Services Program practice of publishing syllabi sets and other materials
1995	Carla Howerly becomes director of APAP
1995	TRG becomes Department Resources Group
1998	ASA restructures committees, eliminating numerous standing committees, including Teaching and Committee on Sociology in the Elementary and Secondary Schools, with the possibility of replacing them with task forces limited to two years
2000	ASA establishes collaborative relationship with Carnegie Academy for the Scholarship of Teachings and Learning
2000	Conference on scholarship of teaching and learning in sociology held at James Madison University
2000	ASA participates in Preparing Future Faculty project
2001	Maxine Atkinson's Southern Sociological Society presidential address on the scholarship of teaching and learning published in <i>Social Forces</i>
2001	ASA Council creates Task Forces on Undergraduate Sociology Curriculum and Advanced Placement Course in Sociology

Sources: Goldsmid and Wilson (1980), Rhoades (1981), and Rosich (2005).