



"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity."

— Martin Luther King Jr.

North Central Sociologist

Official newsletter of the North Central Sociological Association

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Spring 2014



2014

NCSA ANNUAL MEETING IN INDIANAPOLIS

The annual NCSA meeting was held from April 10-13, 2014, in Cincinnati, OH,

The theme of the meeting was

**Doing Good:
Positive Behavior,
Promising Programs,
Promoting Change**

Many individuals contributed to the success of this meeting, but special acknowledgment goes to the Vice President and Program Chair Rachel Kraus, Vice President Elect Anna Linders, and the Conference Coordinator Joyce Lucke for all their hard work putting together the NCSA program with such a broad range of sessions.

2014 J. Milton Yinger Lifetime Distinguished Career Award

Francis T. Cullen

University of Cincinnati

The J. Milton Yinger Lifetime Distinguished Career Award in Sociology was named for Professor Yinger, whose career exemplified the three factors that are considered in selecting winners of the award: teaching, research, and public sociology. The Committee responsible for reviewing nominations for the J. Milton Yinger Distinguished Career in Sociology Award is pleased to announce that this year's recipient is **Francis T. Cullen**, of the University of Cincinnati.



Frank received his B. A. degree from Bridgewater State College in 1972 and his PhD from Columbia University in 1979. He began his professional career at Western Illinois University in 1976 and moved as Associate Professor of Criminal Justice and Sociology to the University of Cincinnati in 1982. He was appointed Distinguished Research Professor of Criminal Justice and Sociology in 1993.

Frank has a distinguished record in the scholarship with ten scholarly and text editions, eight edited books, and seven books in progress. In addition, he is the author or co-author of over 300 articles and book chapters. What the committee found remarkable is that almost all of these articles and all of the books are co-authored with colleagues and students.

Two points stand out about this record. First, the mentoring of young scholars represented by this effort has made substantial contributions to the growth of Frank's specialty in criminal justice and sociological scholarship. Second, the management task of seeing that work progresses on this scale is monumental.

Frank has been recognized with nineteen service awards or elections to office in professional societies. Frank exemplifies the spirit of the award named in honor of J. Milton Yinger who spent his entire teaching career at Oberlin College. The North Central Sociological Association is proud to honor Frank for his many contributions to Sociology in the North Central region.

FROM THE DESK OF
NCSA PRESIDENT
Matthew T. Lee
University of Akron



I am grateful for the opportunity to serve as President of the North Central Sociological Association. I have been involved in the NCSA in a variety of ways over the years, but as President I have had the good fortune to work more closely with Council and others in the association. This experience has reaffirmed my impression that the NCSA is indeed a special group.

My very positive experiences with the NCSA resonate well with the theme that I have selected for our 2015 conference in Cleveland: “New Visions of Human Flourishing.” NCSA helps so many people flourish, including undergraduate and graduate students, applied sociologists, university and community college faculty, and high school teachers and their students. The NCSA has always been a nurturing place for sociologists of all types to grow so that we may help others grow. Everyone is welcome in this community.

I hope that the conference theme for 2015 will build on the strong

foundation established by the 2014 conference theme of “Doing Good.” I like the idea of “New Visions of Human Flourishing” because I imagine that it will stimulate creative ideas about structural and/or cultural innovation, allow for diverse perspectives, and possibly promote engagement with other disciplines.

As one example of this kind of engagement, I am pleased to announce that Dr. Layli Maparyan, the Katherine Stone Kaufmann '67 Executive Director of the Wellesley Centers for Women, has accepted my invitation to give the Ruth and John Useem Plenary Address at the 2015 NCSA conference. Dr. Maparyan has a deep sociological imagination, enriched by a BA in Philosophy, a PhD in Psychology, and by her experiences in Departments of Women’s Studies and African American Studies.

Dr. Maparyan is best known for her works *The Womanist Reader* (Routledge, 2006) and *The Womanist Idea* (Routledge, 2012). The latter is how I first encountered her scholarship. I was immediately drawn to the perspective that she articulated in that book, especially the idea of “love-based technologies of change” (p. xvi) and the notion that womanism is “a love- and spirit-based worldview and transformational perspective” (p. xix). And as she said in an interview with the *Boston Globe*, “Oftentimes, we look to society and experts to come up with solutions and ignore the so-called little people.”

I believe that this is a very important point to make in the context of our conference theme. I am not at all suggesting that there is no role for the university-trained expert in solving social problems and neither is Dr. Maparyan. What I am suggesting is that the development of new visions of human flourishing should involve a

wide variety of perspectives. There are different kinds of expertise and many sociologists, to their great credit, value the lived experiences of people without formal credentials.

I have become convinced about the need for new visions of human flourishing as a result of my own experiences and encounters with issues like the ones described in Peter Buffet’s Op-Ed in the *New York Times* titled, “The Charitable-Industrial Complex” (July 26, 2013). He explains why outside experts have not been effective in solving the pressing problems associated with poverty. In fact, these problems cannot be solved from within existing structures. We need a new vision. Sociologists, collaborating with those whose expertise derives from their first-hand experiences, are well-positioned to help.

People are hungry for new visions of human flourishing, as I have learned by assigning *All About Love: New Visions* (by bell hooks) to undergraduate students. It is a remarkable experience to see young people transformed by a new vision of love and to witness how dramatically it affects their lives. This experience of learning from my students eventually empowered me to abandon some of the educational structures that I thought were required of all university courses and helped me transform my “Sociology of Love” course into something much more experiential and (I hope) liberating: a class I have titled, “Love in Action.” I stumbled onto this new pedagogical approach quite by accident, but I wonder how much more we might transform higher education if we really put our minds to it.

I have recently learned from the lived experiences of teens suffering from addiction that what we all need to flourish (and what they were missing in their lives when they turned

to drugs and alcohol) is a deep sense of meaning, regular opportunities to be of use to other people, heart-to-heart connections with others who genuinely care about them, and the chance to promote flourishing in the world (see www.helpingotherslivesober.org).

This reaffirmed my belief that if we really want to facilitate human flourishing we need to get into deep communion with others who may not share our background or perspective and empower them to work with us to develop and implement sustainable solutions. We can become partners and collaborators, each sharing our unique perspective and expertise for the benefit of all. We can generate “power with” rather than “power over.”

Finally, I would like to close by suggesting that our conversations next year about new visions of human flourishing will likely involve a serious reconsideration of the meaning of terms such as responsibility, sustainability, integrity, empathy, and love (even unlimited love for all others without exception). May our 2015 conference theme move us further away from visions rooted in rituals of exclusion and **towards diverse visions that, even with** their distinctiveness, are ultimately united by Dostoevsky's notion that everyone is responsible to everyone for everything.



New NCSA President Matthew Lee accepts the presidential gavel from out-going NCSA President Lissa Yogan

2014-2015 NCSA Officers and Committee Chairs

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Aida Tomeh Distinguished Service Award

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J. Milton Yinger Distinguished Career Award

Lynn Ritchey
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Local Arrangements (2015)

Robyn White
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Profession, Freedom and Responsibility

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Publication Policy

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Nominations

Lissa Yogan
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Scholarly Achievement Award

Lawrence T. (Larry) Nichols
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Student Paper Awards

Todd Callais
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Note from
2014 Program
Chair
Rachel Kraus
Ball State University



Thank you so much to the over 400 people who participated in this year's meeting. Your presentations, workshops, panels, and

discussions made this conference a huge success.

The purpose of the program theme was to highlight the beneficial aspects of social relationships. Several thematic presentations focused on illuminating positive aspects of the human experience, including social programs that enrich people's lives, helping behavior, engaging in ethical research, fostering spirituality, inspiring hope in our classrooms, holistic health and healing, among many others.

Eric Olin Wright's thought-provoking talk on "real utopias" challenged us to consider ways we can foster communities and relationships that are mutually supportive and rewarding. Lissa Yogan's engaging and spirit-filled presidential address on teaching the positive encouraged us to broaden the way we approach the classroom experience to emphasize rewarding areas of social life and focus on kindness when interacting with our students.

Friday evening screening of the award winning documentary *Happy* taught us what science suggests contributes to our happiness. It is my sincere hope that all conference attendees enjoyed the 2014 annual meeting. Thank you again for your participation.

PRESIDENTIAL ADDRESS
"Doing Good by
Positively Teaching
'The Positive'"

Lissa Yogan

Valparaiso University



The presidential address given by the 2013-2014 President, Lissa J. Yogan focused on both positive pedagogy and positive sociological content. Yogan began by sharing a story familiar to many sociology faculty. In one of her favorite courses, Yogan encountered a student who did well academically and regularly volunteered in class. At the end of the course, the student commented that she had learned so much and appreciated the class BUT... she felt depressed and overwhelmed by all of society's problems and wasn't sure she wanted to continue studying sociology.

Professor Yogan's encounter with the student started a journey to explore what Yogan calls *positive sociology* – a movement that examines the methods by which we teach as well as the sociological content we teach. The journey revealed that teaching cannot be neatly separated into pedagogy and content. The work on happiness, positive psychology, kindness, flipped classrooms, humble inquiry etc. highlighted the interactive nature of content and pedagogy. Yogan illustrated three positive pedagogy tools.

The first is **Ambience**. The ambience in the classroom can easily be manipulated through sound. Many classes begin with attendance taking or the return of papers. An alternative way to begin is to add music. Songs that make people feel happy or convey a positive message can easily be added to the room and used to set a tone that allows the professor to communicate through more than one method. Research shows that music can be used to lessen anxiety, increase positive mood, and stimulate activity.

Action is the second key pedagogical tool. Classes in which the professor is involved and active are ones in which most students report higher levels of satisfaction. Professors model and set expectations for students through their engagement and passion for the material. If professors show their love for the subject and enthusiasm for teaching, students will notice and usually follow. If the professor also creates assignments and in-class activities students will engage and become more actively involved. Creating a positive atmosphere through action leads to a dynamic learning environment in which students thrive.

The final positive pedagogical tool is **Affirmation**. Most individuals work harder and more happily when their work is affirmed. Professors are trained to spot the mistakes, to look critically at work in order to spot flawed writing, flawed logic, absent or missing methods or theory, etc. It is important to help students see how to become better writers and thinkers and part of that process involves pointing out flaws and mistakes. Yet, it is equally important to affirm what students do well. Students will not move forward eagerly and with passion if they feel as if their efforts are likely to be met with more criticism than praise. The pedagogical foundation of ambience, action, and

affirmation creates an environment conducive to learning and hard work – all are important pieces of the puzzle Yogan called: Positive Sociology.

She referenced the work of Martin Seligman, who co-founded the Positive Psychology movement. Seligman asked simply “What is the opposite of the DSM?” The DSM outlines all the diagnostic tools used to assess psychological issues. Seligman wondered what a book outlining all the ways in which people are psychologically healthy might look like.

For Sociology, Yogan worries that Social Problems has come to equal Sociology for in many of our classes the focus is on the problems in society rather than the good that exists. Thus, the question that faces sociology is “What is the opposite of Social Problems?” Do we regularly teach or require sociology majors to study any courses where the content is focused on societal good or societal assets?

Applying this to her own teaching, Yogan does not believe that dichotomous thinking is particularly helpful. She regularly tells students to think in multiple ways; she found herself unconsciously teaching dichotomous thinking around issues of diversity. As a longtime proponent of diversity she taught students that diversity is good for a variety of reasons. However, when a visiting professor talked in her class and stated that homogeneity is helpful in educational settings, it dawned on her that she had never told her students that homogeneity could be good in a variety of ways also. Thus, a style of teaching and a particular content present in courses, such as social stratification, had become symbolic of dichotomous thinking as she worked hard to promote diversity and remained silent or dismissive about homogeneity.

THE RUTH AND JOHN USEEM PLENARY ADDRESS

“Doing Good through Real Utopias”

Erik Olin Wright

University of Wisconsin - Madison



Dr. Erik Olin Wright, University of Wisconsin – Madison, was this year’s keynote speaker. Wright spoke on the topic of “Doing Good Through Real Utopias.”

For Wright, “Real Utopias” are a way thinking about the link between emancipatory ideals and the practical tasks of realizing them in the world. It encompasses three broad ideas.

First, real utopias refers to the utopian moments of life in the world as it is -- the feeling of solidarity and wholeness playing music in an orchestra, the pleasures of simplicity with friends on a long hike, the resolution of a difficult conflict among colleagues through mutual recognition and compromise.

Second, real utopias are a way of approaching practical initiatives for making the world a better place. In contrast to what can be called ameliorative reforms that simply try to reduce harms, real utopias involve building institutions and relations in the world as it is that embody emancipatory elements that prefigure the world as it could be.

Finally, real utopias are a way of thinking about struggles for social

justice. In addition to directly challenging inequality and domination, real utopian struggles work to expand and protect the spaces in which such emancipatory initiatives can flourish.

Wright suggested that utopias are built upon four principles: equality, democracy, community/ solidarity, and sustainability. However, capitalism makes these principles hard to achieve as capitalism flourishes on income inequality, excluding crucial decisions from public deliberation, by emphasizing commodification and competition, and by the imperative of consumerism and endless growth.

In order to illustrate the existence of real utopias, Wright described five areas in which social change is already occurring: 1. production (e.g. building workers cooperatives like the Just Coffee Cooperative), 2. finance (e.g. crowded-sourcing opportunities like Kickstarter), 3. distribution (e.g. open-access intellectual property such as The Linux Foundation), 4. democracy (e.g. participatory budgeting), and 5. community & the environment (e.g. Ecovillages).

Wright concluded with two questions for the audience to consider; “Could the expansion and deepening of these (and other) real utopia examples ever cumulatively erode the dominance of capitalism?” and “are they doomed to remain on the fringes, in small niches, leaving capitalist power hegemonic?”

For all who wish to continue the conversation about creating real utopias, Wright invited everyone in the audience to **RadFest 2014**, over Memorial Day weekend.

For more information, go to: <http://www.havenscenter.org/vsp/radfest-2013>

2014 Scholarly Achievement Award

Journal Article

“Gender, Class Aspirations, and Emerging Fields of Body Work in Urban India”

Jaita Talukdar

Loyola University New Orleans
and

Annulla Linders

University of Cincinnati



The article award subcommittee of the Scholarly Achievement Award Committee (Peter Blum, Scott Desmond, Larry Nichols) has reached consensus, and we have selected the following article for the 2014 award:

Jaita Talukdar and Annulla Linders, “Gender, Class Aspirations, and Emerging Fields of Body Work in Urban India,” *Qualitative Sociology* (2013) 36: 101-123.

Abstract: This studies “looks into how women reconcile and make use of contradictory cultural signals surrounding their bodies that arise out of a rapidly changing gender and class structure. We draw upon both followers and critics of Bourdieu to show that bodily concerns and undertakings of 48 urban Indian women, and the ways in which they resist and embrace cultural demands

on their bodies, vary by social class locations. The women in the study who were most keenly aware of ‘options’ embedded in thin or fit bodies were the ones who could take advantage of new careers and styles of living that the global economy was bringing to their doorsteps. In contrast, women who saw limited prospects for social mobility were unconvinced of the symbolic value of a thin body and rejected appearance concerns on the ground that it interfered with their mothering responsibilities. We conclude that while the fit body has indeed emerged as an important site of self-making for the modern Indian woman, the degree to which she sees costs and benefits involved in the bodywork of losing weight depends on her class location.”

A copy can be purchased at:
<http://link.springer.com/article/10.1007%2Fs11133-012-9240-6>

Presented a paper at the
NCSA annual meeting?
Completed an interesting study?

**Submit your
manuscript to
Sociological Focus**

Sociological Focus is the official publication of the North Central Sociological Association (NCSA). Published continuously since 1968, the quarterly journal is international in scope, covering a full range of topics of current interest to sociology and related social science disciplines.

You can access the papers online at <http://www.tandfonline.com/toc/usfo20/current>. Consider submitting your most recent research for review to the journal editor, Anna Linders, through the electronic submission system at <http://mc.manuscriptcentral.com/usfo>

Anna Linders, Editor
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2014 Scholarly Achievement Award

Book Award

Paying for the Party: How College Maintains Inequality

Elizabeth A.

Armstrong

University of Michigan

and **Laura T. Hamilton**

University of California at Merced

The book award subcommittee of the Scholarly Achievement Award Committee has selected the following work for the 2014 award: *Paying for the Party: How College Maintains Inequality*, by Elizabeth A. Armstrong and Laura T. Hamilton (Harvard University Press, 2013).

According to the Harvard University Press website, “In an era of skyrocketing tuition and mounting concern over whether college is ‘worth it,’ *Paying for the Party* is an indispensable contribution to the dialogue assessing the state of American higher education.”

“Drawing on findings from a five-year interview study, the authors follow a group of women drawn into a culture of status seeking and sororities. Mapping different pathways available to MU students, the authors demonstrate that the most well-resourced and seductive route is a “party pathway” anchored in the Greek system and facilitated by the administration. This pathway exerts influence over the academic and social experiences of all students, and while it benefits the affluent and well-connected, Armstrong and Hamilton make clear how it seriously disadvantages the majority.”

To obtain a copy, go to:
<http://www.hup.harvard.edu/catalog.php?isbn=9780674049574>



2014 John F. Schnabel Distinguished Contributions to Teaching Award

Mellisa Holtzman

Ball State University

Mellisa Holtzman is the 2014 John F. Schnabel Distinguished Contributions to Teaching Award recipient. Holtzman is an Associate Professor of Sociology at Ball State University in Muncie, Indiana. "A committed and extremely talented teacher" commented one nominator.

The committee found Holtzman has an outstanding record of innovative and creative contributions to teaching in the sociology classroom, especially with regard to the Elemental Project. The Elemental Project is a new kind of sexual assault protection program grounded in sociological research that was developed by Holtzman and her colleague, Chad Mennings. This program uses innovative pedagogical strategies to teach students how to recognize and keep themselves safe from sexually threatening situations. It focuses on both stranger and acquaintance assaults, provides both educational and self-defense programming, allows users choices in how to deal with sexual threats and is inclusive, focusing not only on women, but all those who are at higher risk of sexual assault.

Dr. Holtzman also has a good record of publications in the scholarship of teaching and learning (SoTL) in both refereed and non-refereed journals and books. In addition, she has many presentations in SoTL to her credit at both NCSA and ASA. Her record of contributions to the teaching mission of NCSA is similarly solid. She has provided presentations related to teaching at NCSA conferences, been a member of the conference program committee and brings her both undergraduate and graduate students to participate in the conference. Her record of contributions to faculty development in sociology include Elemental teaching training, curriculum development at Ball State, and SoTL and SafeAssign workshops for the Office of Teaching and Learning at Ball State University.

My thanks go to all of you who submitted nominations for this year's award and also to the committee who worked to select this year's honoree.



2014 Aida Tomeh Distinguished Service Award

Katherine R. Rowell

Sinclair Community College

Aida Tomeh Distinguished Service Award Committee for NCSA. The recipient of the award for 2014 is **Katherine R. Rowell** from Sinclair Community College. The recipient of NCSA's Aida Tomeh Award for Distinguished Service for 2014 is Katherine Rowell, Professor of Sociology, at Sinclair Community College. Dr. Rowell's service to NCSA is highlighted by her leadership, energy, and creative investment in many aspects of NCSA. She has served NCSA as president (2009-10), vice president, secretary, and council member at-large -- all elected positions. In addition, she has chaired NCSA's Teaching Section and Publication Policy Committee. From 1996-98, she was Deputy Editor of Sociological Focus. At annual meetings, Kathy has regularly organized sessions, particularly on teaching sociology. Indeed, that is an area in which she has made her mark both at NCSA and nationally, in ASA. In recent years, she has been particularly active in organizing and leading the NCSA Workshop for Teaching Sociology in High School.

Overall, Kathy's involvement and service to NCSA is wide ranging and of high quality. In one letter of nomination, it was noted that "..., Kathy has been a guiding light in the movement to improve teaching in sociology at all levels of effort." Another noted, "The bottom line is that her record of service to the NCSA has been outstanding and enduring. She is one of the stalwart members that keeps things going, sees places where help is needed, and acts.... [She] contributes in substantial and meaningful ways to planning meetings and presentations, and does her share of work behind the scenes" As such, the Aida Tomeh Award is given in recognition of Kathy Rowell's leadership, involvement, and quality service to the NCSA for over two decades. It is with pleasure that this recognition is given to a truly deserving member.

North Central Student Sociology Conference

Gail McGuire, Organizer
Indiana University – South Bend



The North Central Student Sociology Conference (NCSSC) gives undergraduate students the opportunity to present their research and to receive feedback from other students, professors, and professional sociologists. Students also have the opportunity to attend the many research and teaching sessions that are part of the NCSA's annual conference.

This year, we received 60 paper submissions from 64 students from 25 different colleges and universities. The twelve NCSSC sessions include topics such as crime, work, religion, gender, and medicine.

**For more information,
contact Alan McEvoy**
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NCSA Student Section

This year, two conference sessions have been organized by the North Central Sociological Association's Student Section: "Advice Among Students: Choosing a thesis/dissertation topic" and "Advice Among Students: I wish I would have known."

These two sessions exist in the legacy of previous NCSA panels that feature: 1) exclusively graduate and undergraduate student discussants and 2) topical concerns focused on the professional development and academic success of students in sociology. It is reasonable, then, to consider "Advice Among Students" as a session *series*. The nature of this series is inherently conversational. Panelists are not required to present original empirical or theoretical works. The audience is not required to sit quietly until the post-presentation discussion period. The main goal is to have semi-structured dialogue—a fluid Q&A, if you will. Panelists are invited and selected because of their demonstrated success as sociology students and their commitment to servant leadership in the North Central region.

We would like to thank everyone in advance for supporting the NCSA Student Section by visiting one of the "Advice among Students" panel sessions. If you plan to attend one or both of the panels, we would love to hear your feedback on Facebook or via email.

Also, be sure to mark your calendars for an opportunity to meet and greet your fellow regional sociology students at the Welcome Reception hosted by the NCSA Student Section on Friday April 9th from 3:30pm-4:45pm at the Hyatt Regency hotel.

As always you can find more information about the student section by visiting us online at:

http://www.ncsanet.org/?page_id=54

We are looking for students interested in joining in the Student Section. Please send an inquiry email to:

Student Section Chair

Alan Grigsby

University of Cincinnati

ncsastudentsectionchair@gmail.com

Please also join the NCSA Student Forum on Facebook at

www.facebook.com/NCSAForum

2014 STUDENT PAPER COMPETITION WINNERS

The NCSA sponsors a student paper competition for both graduate and undergraduate students. At the Awards Ceremony, the Student Awards Committee Chair, Todd Callais, University of Cincinnati – Blue Ash, announced the recipients

Undergraduate Division

1st place: Robert Fritchman

Central Michigan University

"Parental Education Influence on College Graduates' Subsequent Occupational Prestige: Does Social Class and Race Make a Difference?"

Advisor: Dr. Elbert P. Almazan



2nd place: Abigail Madsen

Saint Mary's College

"Lost Between Two Cultures: Construction of Ethnic Identity in Korean Adoptees Adopted Into American Families"

Advisor: Dr. Mary Ann Kanieski



3rd place: Colleen Costello

Westminster College

"Gender and Sexual Harassment: How Hegemonic Masculinity and Intersectionality Shape Perceptions"

Advisor: Dr. Kristenne Robison



Graduate Division

1st place: Daniel Rudel and Natasha Yurk

Indiana University

"Responsibility or Liability? Student Loan Debt and Time Use in College"

Advisor: Brian Powell



2nd place: Samuel Kye

Indiana University-Bloomington

"Emerging Ethnoburbs: White Flight and Segregation in Suburban Ethnic Neighborhoods"

Advisor: Brian Powell



3rd place: Elizabeth A. Martinez

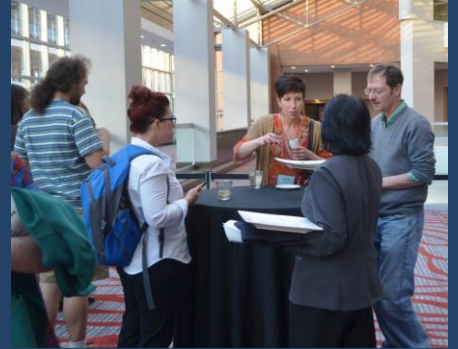
Indiana University-Bloomington

"Diminishing Returns: Latino Educational Outcomes Across Generations"

Advisor: Brian Powell



NETWORKING AT NCSA



2014 John F. Schnabel Distinguished Contributions to Teaching Address

“Sociology’s Special Pedagogical Challenge”

Jay R. Howard
Butler University



In his book *Creating Significant Learning Experiences* (Jossey Bass, 2003), L. Dee Fink contends that every discipline (and perhaps every course) has a “special pedagogical challenge” in making meaningful and important learning experiences for both students and the instructor. For example, in teaching statistics “fear of math” is the special pedagogical challenge which must be overcome in order for students to be able to learn. If we accept Fink’s claim, we need to ask what is the special pedagogical challenge for teaching sociology? What is it about our discipline that presents a challenge in creating meaningful and important learning experiences for our students? I believe that in teaching sociology we set out to accomplish three goals. First, we want to introduce students to some sociological concepts, theories, and perspectives. While we are far from a consensus on just what content ought to be prioritized, we do agree that we want to introduce sociological content. Second, we want to contribute to the development of certain skills which I call

general education outcomes. Sociologists, like faculty in many other disciplines, want to develop critical thinking skills, quantitative literacy (everything from reading a table to basic statistics), and qualitative literacy (e.g., understanding the difference between an anecdote and qualitative research). Finally, we strive to develop skills that are unique (or largely unique) to sociology. For example, we want to develop students’ ability to role-take. We want them to be able to “walk a mile in someone else’s shoes” and be able to see the world from the perspective of someone different from themselves. We want students to recognize both the existence of and the impact of micro, meso, and macro level influences on behavior.

But the skill that is, arguably, the most challenging task to develop in sociology courses is the development of a sociological imagination. I believe those first few steps in developing students’ sociological imaginations is sociology’s special pedagogical challenge. In teaching the sociological imagination, we challenge students to recognize that some people are born into structural positions of privilege and others in positions of disadvantage. We ask them to recognize that there are some “problems” which are beyond their individual control. In doing so, we cause them to question the assumption that “life is fair”. This is a very uncomfortable realization for students who have long held dear the notion that if they work hard enough, if they are smart enough, if they refuse to give up, they can achieve at the same level as the children of the most wealthy. While this sometimes may be true, and students will quickly point to success stories like that of Bill Gates, they certainly will have to work much harder and overcome many more obstacles than the children of the wealthy and powerful. Typically this disruption of their fundamental conception of the world is not easily surrendered. And it needs to

be replaced not with despair or that nothing ever changes, but with some sense of hope that society is a human creation every bit as much as humans are a social creation. Therefore, change for the better is at least a possibility. When students begin to develop their sociological imaginations, then learning the varied and diverse content of sociology is much easier for them. Figuring out how to foster those initial steps in development of a sociological imagination is, I contend, sociology’s special pedagogical challenge.

Faces at NCSA 2014



START PLANNING FOR THE 2015 CONFERENCE

Conference Theme: New Visions of Human Flourishing

North Central Sociological Association
April 9 – 12, 2015, Cleveland, Ohio

LOCATION: **Cleveland Hyatt Arcade**

1. The NCSA requests that individuals limit their participation to no more than three appearances on the program to accommodate as many participants as possible.
2. There are several different ways you can participate in the conference.

Individual Papers/Presentations - Research

- If you want to present a portion of a research project you are working on then submit it as an individual research paper. The program committee will organize the individual submissions into coherent panels.
- All you need when you submit is a title and a brief abstract (no more than 150 words).
- Please note the topic that best fits your paper (see list below). If your paper does not fit any of the general research topics, you can choose the “other research” option.
- For questions and more information please contact Robert Carrothers at r-carrothers@onu.edu

Individual Papers/Presentations - Teaching

- If you want to give a presentation on a particular teaching-related topic then submit it as an individual teaching paper. The program committee will organize the individual presentations into coherent panels.
- All you need when you submit is a title and a brief abstract (no more than 150 words).
- Please note the topic that best fits your presentation. If your paper does not fit any of the general teaching topics, you can choose the “other teaching” option.
- For questions and more information please contact Jacqueline Bergdahl at jacqueline.bergdahl@wright.edu

Complete Panels - Research

- We accept complete panels on any research topic. These panels should have between 3 and 5 participants who present papers on similar topics. All participants must have agreed to participate before the organizer submits the panel.

- All you need when you submit is the title of the panel, the title of the individual presentations, and brief abstracts (no more than 150 words).
- For questions and more information please contact Robert Carrothers at r-carrothers@onu.edu

Complete Panels - Teaching

- We accept complete panels on any teaching-related topic. These panels should have between 3 and 5 participants who do presentations on similar topics. All participants must have agreed to participate before the organizer submits the panel.
- All you need when you submit is the title of the panel, the title of the individual presentations, and brief abstracts (no more than 150 words).
- For questions and more information contact Jacqueline Bergdahl at jacqueline.bergdahl@wright.edu

Undergraduate Student Conference (NCSSC)

- The North Central Sociological Association welcomes the participation of undergraduate students. For the last several years, undergraduate students have been able to present their work in a conference within the conference. The undergraduate conference is called the North Central Sociology Student Conference (NCSSC). Next year this conference will be organized by Alan McEvoy. Please contact him at amcevoy@nmu.edu for questions and more information.

All other submissions (e.g., workshops, author-meets-critic sessions)

Please contact Anna Linders at annulla.linders@uc.edu

Questions or Concerns

General program issues:	Anna Linders at annulla.linders@uc.edu
Research sessions:	Robert Carrothers at r-carrothers@onu.edu
Teaching sessions:	Jacqueline Bergdahl, jacqueline.bergdahl@wright.edu
Undergraduate papers:	Alan McEvoy at amcevoy@nmu.edu
Hotel and conference arrangements:	Joyce Lucke, nca@paragonme.net
For detailed conference information:	www.ncsanet.org

NCSA will send frequent meeting reminders and updates to everyone submitting a paper, session, workshop, or panel, via email. **PLEASE ADD THE FOLLOWING EMAIL ADDRESSES TO YOUR SAFE SENDERS LIST TO ENSURE YOU RECEIVE IMPORTANT EMAILS:** nca@paragonme.net and annulla.linders@uc.edu

S U B M I S S I O N G U I D E L I N E S

1. You must be a NCSA member and register for the conference to be on the program.
2. The NCSA requests that individuals limit their participation to no more than **three** appearances on the program to accommodate as many participants as possible.
3. For research or teaching papers, roundtables, or posters, submit the information online at <http://tinyurl.com/2014IndyNCSA>. Please enter the author's first and last name, institutional affiliation, most frequently checked email, and abstract up to 150 words. Please note the topic that best fits your paper. If you do not feel your paper fits any of the general research or teaching topics, please note the "other research" or "other teaching" option on the form. We do not collect finished papers, so papers or posters in progress may be submitted.
4. For workshops and panels, please submit the information online at <http://tinyurl.com/2014IndyNCSA>. Please include a brief description of the workshop or panel. For all members of your workshop or panel, please enter participants' first and last names, institutional affiliations, and most frequently checked emails.
5. To organize a **closed** research or teaching session, recruit between three and five papers before November 1, 2014. For closed research sessions, email Robert Carrothers at r-carrothers@onu.edu. For closed teaching sessions, email Jacqueline Bergdahl at jacqueline.bergdahl@wright.edu.
6. For undergraduate papers, please email your name, title of paper, school affiliation, abstract up to 150 words, and email address to Alan McEvoy, the Chair of the undergraduate student conference, at amcevoy@nmu.edu. Please see the North Central Sociology Student Conference Call for Papers for additional information.
7. Please consult the following resources for questions or concerns:
General program issues: Anna Linders, annulla.linders@uc.edu
All research sessions: Robert Carrothers r-carrothers@onu.edu
All teaching sessions: Jacqueline Bergdahl jacqueline.bergdahl@wright.edu
All undergraduate papers: Alan McEvoy amcevoy@nmu.edu
Hotel and conference arrangements: Joyce Lucke nca@paragonme.net
For detailed conference information: www.ncsanet.org
8. NCSA will send meeting reminders and updates to everyone submitting a paper, session, workshop, panel, or poster via email. **PLEASE ADD THE FOLLOWING EMAIL ADDRESSES TO YOUR SAFE SENDERS LIST TO ENSURE YOU RECEIVE IMPORTANT EMAILS:** nca@paragonme.net and annulla.linders@uc.edu

General Topics for Research and Teaching Papers NCSA 2015 in Cleveland

Research Topics	Teaching Topics
Aging and the Life Course	Active Learning/Student Centered Learning
Altruism, Morality, and Social Solidarity	Assessment of Learning
Animals and Society	Books that Help us Teach
Body and Embodiment	Capstone Projects – Best Practices
Children and Youth	Choosing Textbooks and other Course Materials
Collective Behavior and Social Movements	Community College Instruction
Community and Urban Sociology	Community Engagement and the Classroom
Community Based/Participatory Research	Curriculum Design
Consumers and Consumption	Ethics and the Classroom
Courts, Prisons, and the Legal System	Evaluation of students and teachers
Crime, Deviance, and Delinquency	Great Ideas for Teaching
Culture	Group work – Benefits and Challenges
Disability and Society	Issues and Challenges in Teaching
Economy, Class, and Social Inequality	Mentoring issues
Education	Online Teaching
Environmental Sociology	Organizing Undergraduates for Clubs
Family	Retention Strategies
Food	Service and Project-based Learning
Gender	Solving Teaching Problems
Global and Transnational Sociology	Student Writing
Health and Medical Sociology	Swapping Teaching Ideas
Historical & Comparative Sociology	Teaching Awards: How to Assemble a Strong Nomination
History of Sociology	Teaching at Different Kinds of Institutions
Human Flourishing (conference theme)	Teaching Difficult Topics
Immigration	Teaching Diversity Related Topics
International and Global Development	Teaching with Diverse Populations
Intersection of Race, Class, and Gender	Teaching Large Classes
Law & Society	Teaching Online Classes
Sports and Leisure	Teaching Portfolios
LGBTQ Studies	Teaching Poster Session
Media Studies	Teaching Sociology through Film/Media/News
Masculinities	Technology in the Classroom
Peace, War and Social Conflict	Undergraduate Research
Political Sociology	Teaching topics: Criminology
Popular Culture	Teaching topics: Research Methods and/or Statistics
Population Issues	Teaching topics: Theory
Poverty	Teaching topics: Other
Qualitative Methods	Other teaching topics
Quantitative Methods	
Race and Ethnicity	
Religion	
Research Poster Session	
Rural Sociology	
Scholarship of Teaching & Learning	
Science, Knowledge, and Technology	
Sexualities	
Social Problems	
Theory Work and Occupation	

Sociologists at NCSA 2014



NCSA Public Relations Coordinator

After almost 10 years, this is my last issue as the editor of the *North Central Sociologist*. It has been a good run. Many thanks to all the people who have contribute to this publication over the years including my assistant newsletter editors, the many people who contributed articles, and the support of the many wonderful people at NCSA.

Susan Alexander at salexand@saintmarys.edu

