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Teaching Notes [Introduction]

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TEACHING NOTES

Brief articles on teaching interventions are found in this section. Here clinical sociologists who teach - in classrooms, field offices and/or training workshops - discuss their techniques. The two pieces included in this issue are by Brian Sherman of Oglethorpe University in Atlanta and Thomas Rice from Denison University.

Brian Sherman came to Oglethorpe five years ago from Richmond College, which was part of the City University of New York. His interests are culture, networks, social change, art and community. He is a percussionist in a jazz band and also an active member of the Voting Rights Act Study Group of the Southern Regional Council. As a member of the Study Group, he has been collecting information indicating that Blacks are discriminated against at every level of the political process in Georgia. He recently presented this information to a U.S. House Judiciary subcommittee.

Thomas Rice has been at Denison since 1973 except for the year he spent at the University of Ireland doing research on returning Irish immigration. He is interested in economic democracy, the process of stratification and third world relations. Recently he has been writing about what he considers to be British atrocities in Northern Ireland. As part of the ASA Teaching Resources group, Rice has been a consultant to sociology departments on matters of curriculum and faculty development.

Sherman and Rice challenge passivity in the college classroom in different ways. Sherman describes his use of "scores" or "happenings" and Rice outlines his guidelines for students who have been asked to formulate "core questions." Both authors are interested in hearing your reactions to their pieces and would like to hear from those who have used these techniques - or some variation - in their own teaching.

SCORES: UNCONVENTIONAL HAPPENINGS FOR TEACHING SOCIOLOGY¹

Brian Sherman
Oglethorpe University

I have tried a number of different unconventional methods of teaching sociological analysis to undergraduates. One involves creating a series of events which are outside the realm of what students generally anticipate will