

Pedagogy Series

Issue 2, June 2021

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From the Editors

Dear colleagues,

We are pleased to share the second issue of the *Pedagogy Series*, housed on the ISA's *Social Justice and Democratization Space*. The *Pedagogy Series* aims to support the global exchange of research and reflections on sociology teaching and sociology pedagogy. This issue features theoretical and reflective pieces from sociologists at various points in their career. Some articles (re)imagine teaching practices for the future, while others look back at lessons from past decades.

Our previous issue (January 2021) focused on sociology educators' analyses of the COVID-19 transition to emergency remote education. This current issue begins with a student perspective on this transition. Undergraduate sociology student Richy Srirachanikorn theorizes experiences of diss/connection in COVID's digital classrooms, culminating in *digitized others*. Srirachanikorn calls upon sociology instructors to mediate these othering practices in their approaches to digital education.

In our second paper, Rodney Coates critically discusses universities as a colonial institutions. He interrogates structural racism within academia and outlines specific steps for decolonizing the University. Coates ties these decolonial processes to post-secondary curriculum, pedagogies and methodologies, with an emphasis on the power and contestation of Indigenous counter-narratives. Change, Coates reminds us, is possible, but it will require moving past empty slogans. Instead, we must engage in a radical transformation of the systemic and structural inequities that characterize academic institutions.

Written by Henry Lee Allen, the final article is a reflective piece on the opportunities and constrains, dreams and aspirations, encountered during a 38-year career in teaching sociology across numerous institutions. Allen describes moments of both challenge and joy and concludes by sharing enduring lessons for sociology educators. His message to sociologists is to "Never stop being bold in your teaching, research, and service to all humankind."

We are grateful for your readership.

Sincerely,



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Editors, ISA Pedagogy Series
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