



Pedagogy A-Go-Go_ s02e05_BrianAlnutt

📅 Thu, 2/27 7:41AM ⌚ 1:08:34

SUMMARY KEYWORDS

students, history, people, class, classroom, pedagogy, podcast, question, teaching, college, talk, hear, south jersey, left, conversation, professor, trigger warnings, brian, contradictions, gina

SPEAKERS

Gina Turner, Tom O'Connor, Brian Alnutt

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Pedagogy Go Go Go Go

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Hello and welcome to Pedagogy-a-go-go a podcast about college faculty sharing what happens in their classrooms and why. This is season two, Episode Five, guiding our students through our difficult history. And we are your hosts Gina Turner and Tom.

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Holy for concert balls. Gina, welcome back. Thank you. It's good to see you again.

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Yes, it's happy to be happy to be

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it's happy to be bad. It's happy to be back whoever it may be. I have Demi Gorgon in like the back. I have

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a committee it means it means the world

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the Royal

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no spoiler, the last episode of The Good Place so I know that's why no spoiler alert. So We are here today to talk to my officemate

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just come right in there be like I know more than time I know I'm hanging on by a thread. So I know Hey, welcome audience to Pedagogy-a-go-go. We are super excited today to have you here. Our guest today is Brian on that he's professor of history here. I'm going to introduce him a little bit more in a bit. But before I do anything else, I gave you some extra credit to do. And I am a terrible, terrible friends. co host slash Professor because I don't even remember what I gave because it's been like how many months since we recorded an episode right now?

01:38

Well, I crammed yesterday and re listen to the end of our last episode. Oh, yeah, totally. The last Yes. Yes. So to paraphrase you, it was basically following off of Karen and Kate from our last podcast talking about adjusting for In the, in particular, non neurotypical students in the classroom, and specifically, you know, sometimes you think you've got this foolproof plan in the classroom, and you realize, oh, man, this is not going to work in this situation, I gotta regroup, and I gotta figure out a new plan here. So you kind of asked me to think about times in if I have had that experience, which of course happens pretty much every time. But that experience of thinking, you've got something foolproof, it does not work, and what am I going to do instead? So

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I asked the damn good question. I really forgot.

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It was a really good question. And and I am serious, because I feel like that is just the job of teaching is constantly trying to figure out Oh, wow, how am I going to make this work for this group or in this context, or given that, you know, x y&z happened, but I'm going to go with kind of the biggest slap in the face that I ever had professionally in this job, which was When I first started here at NCC and I think I've alluded to this story before, because I never forget it. I don't mean to make light of PTSD. But I think I have flashbacks to my first semester at North Hampton because my students hated me. They absolutely hated me. I got bad evaluations. And I was coming off of teach. I've been teaching for five years at my alma mater, which is a University in New York City. And having been getting good evaluations and having loved teaching and wanting it to be my career. So I was coming off of teaching one or two classes a semester, right while I was finishing my dissertation, and I was also working part time in administrative office and it was kind of like, I already sort of had my dream job, but I knew it wasn't gonna last forever once I graduated. So I found this new job where I was, oh boy, I get to be in the classroom. five classes. Wow, that's a lot of class. And I got in those five classes and I tried to bring to bear what had worked for me at New School for five years. And they hated it. They hated me. They hated the way I presented the material. They hated the tests. They didn't think there was enough homework, which I was like, Why? Because they wanted more opportunities to earn points, and I was giving them it was just a disaster. And and one of my classes hated me so much that they Well, they made me nervous. So because I could tell that it wasn't working. I got nervous. My I know I've talked about this on the podcast before I think I have is that was when I got dinged for they counted how many times I used in a lecture. And then on the evaluations, a group of them all wrote that in the comments of my evaluation. I

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did that the first time we recorded this podcast and I listened to myself and I thought like 123, that's low. That's something We do ourselves in our deepest dark Yeah,

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yeah, it was it was painful. So I had to so I had a wonderful meeting with Dean you know, worrying I was going to get fired I mean I was sobbed my way home and sobbed over winter break about, about this, I'm not gonna lie and it ended up with a meeting with with my wonderful Dean. And, and then, you know, reached out to the students to ask them that for their feedback and it's taken me 11 years and I still feel like I'm constantly tweaking in the face of that and to the point where I almost feel like now I there are too many moving parts, you know, in the class because I'm so

worried and constantly fainting and constantly trying to readjust you know, so it's it is really interesting how, you know, feedback at the, at the right time or at the wrong time, or at a at a pivotal time can really impact you. And so, and it also you know, To wrap up this long winded therapy session, it also made me incredibly sensitive to giving feedback to students and just to any people in life like I am never going to be the person who writes mean comments on the internet. Because I know what it feels like to read those mean comments so so well as the analysis and in this connection, just like lay back in the couch and allow me to do work my friend more of a cognitive behavioral so.

06:28

So like, I, I just want to first just thank you for sharing that. Yeah. Because like, I want every new teacher a new teacher in in like a new environment to perk your heads up. Because as someone who supervises like 150 adjuncts, many of them, you know, come in, many of them come in green. Most of them do not have a secondary Ed background and teaching, you know, they're teaching by the examples that come before them, right. And they they come in with, you know, either with anxieties or with an asset idea of how things work and they come to the end. The first semester, and they've gotten some feedback from me, but then they see those IR cues and they freak out. And like, and sometimes they're like you're described, sometimes it's, it's one or two feet, like, you know, pieces of feedback that just feel really nasty, and personal. And, you know, we have to remember that we can learn from that and that we also can't become overly comfortable in the classroom. Like I talked about this a lot with my women in gender studies class, but I think it's with any class that anyone's teaching, we should always be, as you say, fainting and kind of like jumping around and kind of being on the balls of your feet and your toes. As you try to kind of assess in the moment and through the course of a class like what's working and having to constantly change that because no two classes at the chain, you know, are the same, right? certainly no two demographics of students even across across schools like from and I had the same experience coming from Lehigh teaching there. Now teaching here, right. Very different groups of student, right. different drum. Absolutely,

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yeah, it was a very different population of state. Students and I also was teaching in their adult ed division and sort of new school has sort of an interesting structure that it's too boring to go into. But so I had a lot of adult students returning students, you know, as opposed to, you know, a batches of 18 year olds, I had 18 students in a classroom. So I could we could just sit and have a discussion, as opposed to 36 students in a classroom where it had to be a lot more structured. So yeah, being able to take that step back and look objectively about why the fit wasn't happening either is really an important thing to do. And that's again, where I have to give, give a shout out to my Dean Christine pants because she really helped me to be able to look at specifically what

objectively I might have been experiencing right and that it wasn't just that I was a terrible human being.

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Thank you for doing such an amazing job with an assignment that I forgot

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to do I get double extra cut

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all the extra credit in the World. Like it's just that just instance today. Yeah. So without further ado, I want to bring in our guest Professor of History Brian on that. He's been a professor here at Northampton Community College for 11 years and taught at Kutztown University before that, so he's experience teaching at four year universities, universities as well as, as well as two year community colleges. He's also out in the community teaching, you know, teaching local history he, he presents at the Historical Association of Toby Hannah Township, and as well as I know, he teaches closer to me in Monroe County with the older adult learning center out of East Stroudsburg. So an all around talented professor, he teaches at both of our campuses, so I get to work with him, and you are his office may Yes, indeedy. So, we're so excited to have him here with us today.

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Yes, it should be a great conversation.

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If you had just one or two describe yourself as a teacher was There's no escape.

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Well speaking of ambushes, we should ambush you immediately by saying, welcome Brian. It's a surprise ambush. It's surprisingly kind.

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It's very cocky,

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lead you in with kindness and then we throw the rug out from under you.

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Okay, happy to be here. So welcome to the studio. And so we're going to hit you up with a question that we begin with for everyone, which is why what do you teach here at NCC as a professor of history and and why do you teach? Why do I teach you my history, primarily American history, but I sometimes go overseas and doing Middle East history this semester, which I've done before, most of my stuff's American, that's where my my grad training was. And I teach because I love history. And I think it's important to spread historical knowledge. And one of the things that actually got me interested in this as as an academic, was in my previous life in college, corporate world and just general, I began hearing amazing ignorance among the general public of historical topics complete and completely uninformed, including people during one of the rack various Raqqa crises, saying, Well, I don't know is where's the rack? Is that the same thing as Palestine and? And Saudi like, what's that? Where is that? I don't know, you know, and this is these are you know, apparently well informed people with Not a clue. And I had a sense of real I think mission to try to spread historical knowledge because I think it's necessary to be useful citizen to have knowledge of history and know why we are where we are, because you can understand that until you know, what happened before like how we got here. That's essential grounding for the world we live in today.

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Did you have interest in history even in your other job and Do you mind telling us a little bit about your your previous life, I get my whole

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I always was interested in in history and back in the high school level I went to like a small prep type High School along with Professor Julie Houston By the way, who's my office made it Monroe campus. When we went to the same small High School,

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where was this lower

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down so his goal in the st complaint for the blame there was done for in school in South Jersey. It's a Quaker prep school. We're just taking for Jordan Julie whose

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English English professor,

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professor at Demirel campus. Yeah, she was a few grades ahead of me. So we didn't know each other back then. But just by coincidence, this is one of the most strange things. We ended up as office mates in Monroe campus. And we didn't realize we gone to the same school until we shared the office for a year. And it came up in casual conversation. And we were both like stunned by that. That's crazy. And in any case, it was a very good school and history back then was bundled with social studies. And I was always interested in that. And when I got to college, Muhlenberg College, I select the history as my major because of interest and I didn't plan to be involved in academic history. My plan was to be involved. In believer, not like corporate advertising, communications stuff, but Muhlenberg didn't have a department like that I wanted to go to college, they didn't have that department and I thought history sort of was two birds in one stone, it would bolster my writing skills, which it did communication skills. And secondly, it was matched an interest of mine a strong interest. So I was a history major at university, graduated, went into the sort of company world never quite got quite where I want to be. I was hoping to be involved maybe a marketing or ad agency. And that's very difficult to do. So I didn't achieve that. And actually, I'm sort of glad I didn't, because I realized that industry is very unstable. It's actually not a very comfortable place to spend your career. Anyway, I got did get involved in corporate communications with American Express up in Boston, of all places doing communication with banking clients have an operation they had up there. So I did that for three years. Then I came back here and worked at the Morning Call for about three years. is once again an advertising communication. And I actually I didn't mind the corporate world at all. If anyone's ever seen the movie called office space it was just like that. And I didn't mind. I

14:14

Michael Bolton's entire catalog.

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Oh, yeah, yeah, the, you know, was it lurman if you could put the the TPS reports with the tan

cover, that'd be great. You know, and it is just like that. I did notice though, and this this was disappointing. That's beyond office talk. These relatively intelligent people working there had nothing to talk about except sports. And that was pretty much it. It was either sports or office talk, I'd say 90% sports or the weather weather. Well, the weather Yeah, but but you know, nothing of any depth or sophistication. So two twists and turns. I ended up getting involved and decided to go back into academic history. So returning to my undergrad major, what 20 some years after leaving, graduating, and then I didn't get my degree, my doctorate, which was really satisfying, I will tell you, when I was first entering the program at Lehigh meeting with my guy who became my advisor, they're walking into his office and seeing his books, like his bookshelves. It was like a kid in the candy. Like, I can't believe I'm seeing this, you know, this is what I want to reverse myself when there was that immediate reaction. So I liked the grad school program, and I felt as a sense of mission to to disseminate the word to the rising generation to somebody's history. And that's kind of what I do what I do, and I find it really satisfying.

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Yeah, it's I am as someone who also went out in the corporate world and then came back to school, I love what you say about walking back into academia and just seeing the shelves of books in in what you're interested in. And then I also want to point out that a lot of your research has to do with South Jersey. Right, right. Can you say a little bit more about that?

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Okay, well, I've done some research on jersey, it's my home state. I'm from South Jersey, was born in Philadelphia, which I consistently try and emphasize to my students. Because I especially even role campus I see a lot of Yankees caps on people. And I always ask him, where's the red Phillies caps? Where's my red Phillies caps? I'm from there. And you know I done some some research in the Philadelphia area a little bit on zone South Jersey and just wrote an article about New Jersey civil rights and it's provided a lot of rich stuff for research. So some rich information. There's a lot more to the Mid Atlantic States than people think. And I'm also involved in the Pennsylvania Historical Association which is faculty from across Pennsylvania that do research in Pennsylvania and Delaware Valley is three so a lot to mine their interesting background I'll put up your personal my father now this is my original father. It was a divorce. So my I was raised by a stepfather, but my original dad is from a tribal group in South Jersey, called the nanticoke. When I went up it it is a way call a try racial Native American group and there's quite a few those up and down the East Coast little clusters people that were originally native settlements and the natives died out pretty fast, you know, disease, but whites and blacks married into the settlements, and then they became very cohesive. And that's one of them. So I didn't grow up with them because of the divorce situation, but I know them. And I think it informs some of my teaching, and I do bring it up in class, actually, quite a bit. And because I think it's, it's interesting to have that sort of

perspective, you know, especially on the Mid Atlantic and on American settlement. If anyone's curious, you'll find groups like that, from what islands, right down to the Carolinas, Maryland, up and down the coast, little these little clusters of people, and, you know, they were very cohesive and sort of insular for a while, in today's world and kind of breaking out people are moving across the country. So it's not like it was but but that's kind of part of my background.

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Is there a particular region of history to that local area that you're interested I know that these literature people love to divide things and get a modern early Yeah,

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I actually haven't done much actual direct study on these communities. Other folks have done I've haven't probed into it. My, my field that I teach is everything from colonial up until current day. I think the area that I've really found a lot of interest in is late 19th century, early 20th century, that turn of the century period. It's interesting, it's a very modernizing time and American and world life. When I say modernizing, I mean, all the technologies we're used to today, electricity, you know, motor, transportation, photography, cinema, all is present. But the thinking the intellectual climates very different. It's not necessarily the most pleasant period of time. You're seeing reformist tendencies that progressives arrive arising with thoughts about improving society, but also a lot of free hard headed social Darwinism. If anyone knows the Horatio Alger book series, you'll make it on your own or basically fall by the wayside. Racial thinking was probably at its at its lowest point. At that point, you know, very, very hard for Rachel ideologies pretty chill

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today, of course.

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Well, I I know, it wasn't what you're describing sounds a little bit lightweight here.

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Yes, really on both sides, the Atlantic racial thinking was incredibly Stark at that time and we'll get more into that later in this discussion but that's something we get into deeply in my American history to class which is reconstruction till the presence and we always discuss that and issues about immigration in this country specifically. You know, which we can get into a bit by bit, but well, it will amaze will go there right now, one thing that pops up is, is immigration, you know, and

nativism and xenophobia. And, you know, I put together a little montage of cartoons that reflect these different ages and I have one that shows up. It's, you know, shows horrendous caricature Irish Catholics crawling up on the American shore and that's from the mid 19th century Irish integration. I have one that shows Uncle Sam glowering at Castle garden in Manhattan, which is right before Ellis Island, European immigrants of the 1890s coming off the boat and these are Eastern Southern Europeans drawn as, you know, dirty crawling beetle Brown with almost caveman features, and labeled with things like Italian vagabonds, you know, Polish hobo, you know, actually carrying these labels on their hats, Uncle Sam flowering them. And I have cartoon showing, you know, with a typical today's anti Mexican cartoon. So a discussion is we have waves of xenophobia in this country, and we came to keep repeating it. And my students actually, I don't need to tell them that when I show them this and discuss it, they volunteer right away. Seems like we're always doing this. Yeah, it does seem like that, you know, this comes in waves like that.

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It's interesting, though, because I was talking about the waves of immigration in one of my classes a couple of years ago, and one of my students who had had identified himself This was before the election and he'd sort of identified himself as As a Trump supporter, really, really smart kid, really engaged student in the class. And then I was talking about the waves of immigration. And he had a name that to me sounded like he was of Italian descent. And I was talking about the waves of Italian immigration, and he left the class. And I To this day, I didn't get a chance to ask him what was going on with that. But

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not just that single class. He actually, like withdrew from the class. Yeah.

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Yeah. Now again, I don't know if it was because of that, but he left the class in the middle of the discussion. And then never

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I think we can make it pretty clear. So yeah, that's probably what tipped him off.

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It was really interesting, though, to see how, you know, there are a lot of people who are very threatened by that idea that that they their ancestors might have been treated in these ways.

Really?

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Go right there we go right there and no one's lovely. stories do

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they hold the mirror up to ourselves right forces asked these questions, and we have to sometimes we're up to the task. And sometimes it's in that case, yeah,

22:05

yeah. And we have to avoid, you know, the problem history called presentism. Where like you take today's values and beliefs and bring them into the past and judge the past that way. And that's one of the challenges because some individuals in the past and some events are very upward, you know, simply are to us, you know, and you're, you're constantly and historians wrestle with this. There's no clear answer. Do you judge these things? By the standards of the time which laying out a wild ethnic accusation against the group would be standard procedure? And you look at that and say, well, that actor individually did that isn't really so quote, bad because it says how it was at that time, or you withhold judgment, for someone who stands out is exceptionally bad, beyond the standard at that time. It's, on the other hand, do you judging by today's standards, and say, Well, you know, that is Simply disgusting. And it should have been known to them. And, you know, we're appalled that that person said that or did that. You know, that's that's the problem with presentism. It is. Yeah,

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it's a great point because it requires the ability to kind of hold contradictions in your head and try to apply nuance to looking at things which sometimes we don't have the space and time to do. Yeah. And, and I know that you and you really enjoy those kinds of conversations. And sometimes I'll, I'll be sitting in my office, and I'll hear some video where people are saying wild. And Brian's going to saying, Oh, yeah, I'm going to show this in class today. So yeah, this kind of brings me to my next question, which is, you know, so you love that lively? You know, bringing up things that are controversial. Can you label yourself with one word that you might use to define yourself as a teacher and why you would use that word?

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Yeah, I actually I can. I can do two or three words. A guide, I think is probably the best one, and

something that actually came from one of my kids When they were in college, I have four kids now post college, the word explain. And what this person said was, I actually, I can I can go there twice because I was told this by a student here also, we love when you explain what was going on to us, you know, and that doesn't mean I, you know, exhort them or you know, direct them in a particular direction. That means I explained things that they really don't understand, help them unravel this. And so I'm a guide and explainer, and I think that really kind of there not being not the most elegant, eloquent terms, but that explains explains what I do and what I think my role is, you know, and in terms of technique, let's go to technique. I actually do a lot of lecturing. That's not really pure lecture because it's more of a conversation. I developed a technique that seems to work very well and develops a good rapport with students. They're coming in cold, they've read the book, but you know, that's this basic knowledge and most of my students have read little history. Knowledge. So I do need to explain there's that word again, you know what's going on, which I will do, but it's not standing there and just throwing things at them. It's a conversation that two way. I might call it people, what do you what do you think? What do you What's this media? You know? And then we'll have a conversation back and forth. So it's it's me presenting info. And then during the entire course of this class, soliciting feedback and discussing with individuals, what do you think about this? Where might this be going? And especially how does this tie into today? You know, one of the points about history is that it builds to today's world, you know, so I'm always making associations between what happened then, and today and it seems like you couldn't we're talking about in some cases like James Monroe, very old, early 19th century stuff, but it actually does connect.

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So in some respects, you you kind of employed both the tactics, which is a contextual understanding of the past, right? So they understand the means in which people might We assume that they thought in the day by what they were surrounded by, right, versus taking that modern lens to it and saying, Are there parallels that we see? Or how might we view this from today's society? Is that the way I want to ask for some, he really did begin to nuance this notion of explaining. And it's interesting, I had a moment of resistance to it, because I immediately went to these kind of dominant explanatory models like this is what happened and why style teaching. And the way that you're describing is not that at all you're offering explanations for it sounds like processes or things that they might not understand. Right, right, in order to lead them to more nuanced conversation. Exactly.

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We're trying to unravel what to them are very tightly wound schemes of facts that, you know, they really don't, aren't able to follow very clearly, unless I explain sort of explain once again, kind of how this all links together, but not dictating causality, or you know, giving one interpretation

because in history really can't do that. You really need to open the doors to the what happened, you know, cause and effect you know, this seems to have led to that, but there's other reasons to Have them kind of trace it themselves, you know, you have to kind of trust the students. And I just mentioned they came becoming rather cold in terms of knowledge, but they're not cold in terms of intelligence, they're able to quickly grab onto ideas and for themselves, like trace this, it's really fun to see that happening, the spark begin to happen. And, and it does almost every class, you know, someone will make the some, you know, was it? Oh, so that's, you know, that's how it works. So that you know, and it's really neat to see that kind of effect take off. So I think it's, it's, it's a lively situation, but it has to do with every everyone has to do is make sure that I locate everyone in the classroom and bring them into the conversation. You've always got your quiet ones or your your backseat ones, you know, and I don't let them get away. So that's like, and if I don't know the names early in the semester, which I don't, I will say and I'll tell them, I'm going to be rude here. I don't know.

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The auctioneer you and

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I'm going to say that I'll tell him I'm going to say hey, you back there because they don't know your names yet and they're fine with that. Then they start chuckling And I will say you, you and the Phillies, that you, what do you think about that? You know, you know, and I'll get some reaction. And so it's bringing everyone in. And then, you know, it's also need having them react to each other. So it's just, it's always a lively sort of unpredictable brute of what's going to happen.

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So one of our questions deals with actually how you teaching, which you really you you've been answering all along. So I'm going to ask you to answer it in a slightly different way, given the conversation. We were speaking a little bit before we began recording about ethnic slurs. Sure, sure. And so and you're touching on activating student voices, some of those quiet or reserved students, when you have like a contentious idea, how do you talk about something that is potentially rife with problems right, while also activating those voices and engaging them in some in sometimes difficult conversation? Yeah, that's that's

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it. That's a that's a it's a tough issue in history. You deal with that all the time. I mean, in American history, you have to any kind of history because you're going to some very unpleasant places, you

know, and I oftentimes tell him when the class is beginning, you know, I'm a very good casual speakers, it's gonna be rough, it's gonna be we're gonna see some mayhem here, you're ready for that this is gonna prepare for some rough stuff here. And if there is a class that's going to have some rough content, I'll say, it's gonna be some tough stuff here. It's not a trigger warning, I'm not gonna say, you know, you it's not, I don't come at them with that sense of delicacy. I think I respect them by being kind of casual about it. And but letting know something's coming, you know, and ideas, for instance, Thomas Jefferson's racial ideas, you know, some of us know, they're pretty hardcore, you know, you know, we haven't read the documents. He wrote notes in the state of Virginia, which contain all kinds of racial insults, you know, he just simply do about about African Americans. And then we have them discuss what you know, what do we think about that? How do we evaluate that? And I also bring in his, you know, his his writings about liberty and revolutionary radicalism, which he very much is a part of, in other words among the UN is a times don't say Founding Fathers because I know if you know that that was an advertising slogan, and Warren Harding's presidential campaign, one of his speech writers came up with that. Okay, I'll talk to them, they say revolutionaries, that sounds better to me, say among these revolutionaries, you know, Jeffers is one of the most radical in terms of liberty and he has writings, for instance, about the French Revolution. I'm going to paraphrase, you know, the level of violence, may it be, if necessary, so high that only one, Adam and Eve are left, I should prefer that as long as they are free. Now, that's a revolutionary, you know, and we present this together, and I kind of have them sort of evaluate, you know, and I'll hold up whatever bill is with Jefferson picture on it. Should he be on this bill, given what we've just understood about him? And students have different opinions on that which the nicely there's no right or wrong? I've had students say, in several occasions, definitely African American students. Is this okay? If I say this, you know, yeah, he's natural. In my view, that's nothing but an asshole. I don't want to see him. Don't want to Hear him? And I'll say, well, that's fine. That's totally fine in our context, and understand exactly why you feel that way. Part of why it's fine is because of his revolutionary insistence that we have the liberty to say this. In many countries if you said that about an even democracies about the founding revolutionary, oh, my God, this, you've talked about the president, Let's have a talk with you. They need to be taken out and taken to the the president of college and have a conversation. How can you say this about our founding, you know, in many countries, that's very much the case here. It's not because paradoxically, his insistence on this free range of thought and liberty, although obviously the contradiction is the slaves you out. So it's, it's a complex and contradict is full of contradictions. Yeah, simple, deep contradictions. And you have to have the students face up to that. You know, we look at issues of, of politics of, of racial thinking, I do have them read Abraham Lincoln's. I don't know if you're familiar with this. speeches he gave in Illinois in 1858. You know, against Stephen Douglas, a Democrat, and Douglass flatly racist, this hardcore, uses the N word left and right. Lincoln is countering him and saying we must stop slavery from spreading glucans very emphatic about that same time, he says, You know, I don't believe the races are equal. I want blacks to marry whites, I want them able to hold office, blah, blah, blah. I mean, and so we discussed that and say, like, what are the differences between these two positions to us? They

both sound pretty hardcore racist, but there are differences in what they're saying about the future of the country. Let's unpack that sit up. Yeah.

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So you've talked about how, you know, some of your students are just like, Thomas Jefferson's in Nashville, and they're getting very exercised about it. And but you also make the point that you don't give a trigger warning when you're going to start talking about difficult material. I

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do say casually. rusta

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Yeah, yeah, no, I know. Right, which I appreciate that a lot. But have you had students actually I have kind of a two pronged question. Have you had students come to you later and say, you know, this was really difficult for me to hear or this was really, you know, do we have to use this? This kind of okay, so So do you feel like it all kind of happens because you've created this sort of space where people can be very casual about when they talk about I think

33:19

so I have I have good antenna, I mean, I'm not going to give you a formula, but in my years of doing the site for a good antenna, and how to monitor classroom controversies about things like that, and work with us about politics or other issues, like you know, racial issues, things like that. I've never had a real outburst of real just like, I've had it beginning to go there, and particularly about party politics. several occasions, I've had classes with students who were very emotionally anti republican before Trump was president. And since he's president for emotionally anti Trump, and some of these are older students who took taken every Possible occasion to make a speech about the evil Mr. Trump, right? I can see other students who are some of them I know, are republicans getting agitated. And I will say to the outspoken ones, I understand, you know, we have these feelings and opinions here. But we have to respect the fact that people in the class have other other feelings and we have to respect that and and present our case in a way that respects other people's views. So that's how

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you defuse. That's how

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it always seemed always, I've never had that a failure in that in that respect. I'm trying to think of other she's account in terms of that. I difficult to think about all the different controversies that have arisen, but there have been quite a few. Yeah, and everyone. I see it and I don't squelch anyone. I allow them to present their cases, but I keep it civil. Allow people time, we're fair time for others, and everyone seems to leave satisfied.

34:57

just hypothetically, like so have you been had moments when students have said racist things within the class. Yeah. So and so how do you handle that?

35:04

Well, you were I think I told you about this once this, this is probably the worst example you're ever going to hear. And it was innocent. The intention I know is innocent. But this is about the worst thing you're going to hear. I had a African American History Black History class with about maybe half and half white and black students. One student who I know I know this person at the time, very well intentioned and not malicious. asked the most uninformed question you could imagine which was isn't it true that black men have much bigger penises in a very innocent and heat way It wasn't like a dig I use this time very naive. This connected to history Exactly. Well, well it is because we're talking about racism and and caricature and you know, we're discussing that and, and there was a hubbub which I quickly come down. There was a hubbub but not not as add him up. I heard that murmuring Okay, okay, okay, okay, I was able to use these hand gestures. Okay? I answered this question in a very calm way. I did not get in any way agitated with it, even though I didn't expect that, to me. That was way out of left field. But here it came. I was very calm myself and answer this question, which No, it's not true, you know, and he was satisfied with that. And you would expect the afro American students to be really offended, actually, because I think of my demeanor. And because of the way I incident because I said, I know this isn't I know that first. It's not meant that nobody was agitated or upset, you know, I mean, there was murmuring but nobody got angry. So it worked out well. And I've had about other situations. Well, not here. I taught it quits town before here. I did have a female students ask in a world war two class. Is isn't it true that the Jews brought all that on themselves by showing off all that money, you know, and it well? How about No, you know, and once again, I didn't tell Gipson I didn't come at her with like a angry response. You can't do that with a student, I was obviously not satisfied what she was saying I used facial language and body language to show it was very seriously not happy with that. But I come at heart, I just simply said, You know, I, that is not all the case, you know, explained research he could have done the show that I can have after class said, you can look at this and that to see how untrue that is. But I was able to because once again, I'm jumping on it right away, making sure that those who are offended by that didn't get carried away with their

offense that was able to get that issue addressed in the class carried on.

37:41

I we had a former colleague, she hasn't been at the college in a number of years now. But I always remember what she said when someone said something that sort of egregious. And again, especially as you point out, oftentimes it's not. I mean, that one's rough. That's young student. That's rough to hear. But at the same time, it's not necessarily malicious. It's just really based on a lack of understanding. Yeah, yeah. And her I've always thought of it this I kind of use it but she said she goes Colombo on him? She would say something like, she sort of scratch her head and go, ha. Why? Why would you? Why do you think that? Something like that she would kind of get them to unpack it. Yeah, similar to what you're saying by not having your own internal emotional reaction to it, or or for that matter visible. I mean, you're probably having an internal emotional reaction, but not a visible

38:36

image. You can get above it in the sense by saying, you know, a lot of people do feel that what are the processes by which they've come to believe that let's interrogate them and connect them maybe to those characters of races? I think that's actually that gets exactly what I did.

38:49

That was years ago, but that's the way I went to try to answer the question, inform her better and and guide the class to a better understanding of that, I'm sure I'm guessing she was the most blatant about it. But I'm betting in a class of that was a 90 person class. Several other people were thinking, Oh, sure. Sure you answer them all at the same time. Yeah,

39:11

you know, that's the benefit of something like that coming out in the classroom is because then it can be talked about openly and become a teachable moment. Exactly. Yeah. Um, the other thing that that made me think

39:23

about

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was has has totally escaped.

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Well, I'll jump in because it made me actually it reminded I had a very similar experience when I myself was a student as an undergraduate at the College in New Jersey, many moons ago. So let me tie that into a question we like to ask our guests is, is there a was there a moment or experience that you had when you yourself was a student? Yeah, that was formative and kind of constructing who you become as a teacher.

39:51

Yeah, absolutely. And it's funny because I don't model myself on him. But Ed Baldrige history professor at Eulenberg college when I was an undergrad was extremely non Well and very funny, he was an older man, deep and knowledge and his classes were run in a very irreverent way. The information was there solid info serious, often us but always with humor. And and one of the things he would always do was, and we recognize this very early on any historical figure who died, you know, we talked about the person's life, but they always die in a pool of blood, a beaten, broken man. This is among other all these isms, you know, with this little grin, he would have, you know, and I think what I got from him was, first of all sense of the depth of historical information out there that really was inviting. And secondly, you can treat it in a casual irreverent way, and it's better that way, you know, and have fun with it. Have fun with it, I think is what I got. And I don't behave exactly as he did, but really not at all. You'd never see resemblance, but the idea of having fun with history. I think I got from him and it really informed my my career

40:57

and I think it also makes it come alive in the same way it kind of makes me think of an article I was just reading about how we always think about I was talking about period movies right and and how so much of the acting in period movies they all have to have that fake British accent

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and they're all very and and but no we're talking about

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what they're basing it a lot on the fact that photographs of the time people had to stand very still

and not smile. So our perception is that everybody stood very still and didn't smile, right. So I love I love that idea of that. Yeah. irreverence ever, ever irreverence has always been a part of, of human interaction. And so to bring it to,

41:40

like, as a historian yourself? Do you actually like historical dramas either like literary or film? is there is there a favorite movie that you have, like, representing a particular point in history that, that you're drawn to as a historian either because it represents something you're vastly interested in or did something very, very right or very, very wrong?

41:59

Well, didn't it Didn't expect that when most historical dramas have, you know, they're good. They're interesting. Like, for instance, Lincoln, Spielberg's Lincoln for about was at five, six years ago, slow paced movie, but I liked it presenting the issues of the day. And the characterization was really quite good really Daniel Day Lewis as you know, British actor as this American prairie icon with that accent, you know, yeah. You know, it was really a lot of errors in it. I can think of one big one which was at a peace conference between Lincoln and the Confederates, and Virginia which did happen, and the movie presented that as the Confederates asking, How soon can we get back in the Union so we can vote down the 13th Amendment, which is exactly what not happened now at the meeting broke down because the Confederates insisted we will never rejoin your miserable country. Doris Kearns Goodwin

42:45

was weeping. Yeah, that wasn't that based on her team of rivals, I think I think it was Yeah,

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but but the deep air oh my god in most historical dramas have errors of that kind, but you can still enjoy them because they make things in the past come alive like friends. I will sometimes show Gangs of New York part of it in class, the big fight scene. And it's not accurate because I typically weren't massive hundred person riots like that. But it does show the issues and how the gangs dressed, which is top hats and francy. And it does show the issues of Native American Protestants really against Irish immigrants, you know, and the issues are presented there. So even if it's not that accurate, it shows the issues in a stark way and students enjoy seeing that video just like movies with Daniel Day, Lewis. That's true.

43:31

I did remember what I was going to ask you, but but and then I even wrote it down. But I also did want to say about the film, Lincoln, I had read that that voice that Daniel Day, Lewis uses was based on descriptions of Lincoln. Yeah. Was that that was Troy

43:51

nasal voice with Perry twing accent Yeah, I'm glad that that was accurate, as best as we can know. I do sometimes play a clip. There's clips of that. Theodore Roosevelt making speeches. He was obviously in the recording area. And just like with Lincoln, people always thought Lincoln's voice in early movies was always deep and solemn. And of course, it wasn't. People think Roosevelt's voice is going to be rough and tough like that. Like it's not. He's an educated Ivy League guy when he speaks his voice is like an Ivy League gentlemen exactly like that. And it always surprises my students. I'll say, I didn't think he was gonna say like that. No. And in because our are our sort of preconceptions, or accurate Yeah,

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I think of the Hindenburg. Oh, the humanity and the, you know, if you hear the recording, it's very high pitched. But apparently, his voice wasn't high pitched at all. It was just the recording.

44:37

recording. Great, you know? Okay, not surprised.

44:41

So what I wanted to ask you, you kind of just touched on. Exactly, which is I know how many how many times by this point, which is kind of what you're touching on in the sense that we have these understandings of history that changes we get more information, right. And it brings to mind the series that the New York New York Times did in honor of, you know, 400 years of a history of slavery, where there is really this new interpretation of, of what the Civil War was about and and the impact of slavery on the country. Just use one example. Yeah. So do you talk to your students about that kind of historiography? Oh, yeah.

45:24

Yeah. We have to Yeah. rotations key. One of the big ones. The one the real landmark ones is reconstruction. Yeah, because that was a real valuable. We can structure the courses after the

Civil War in the south trying to remake something society, it fails in the wake of white democratic resistance. And for a long time interpretation was north and south very conservative. Well, it's good that it failed because they put and they'll use offensive terms now incompetent negros and Yankee, carpetbaggers and positions of irresponsibility until the good citizens of the South to control that. That was the interpretation up until the 30s and web Dubois famous black sociologists wrote a book called Black reconstruction that was much more accurate. And since then historians of all racial groups have really repainted reconstruction. But it shows how the social biases of the time impacted because the writing of the late 19th, early 20th century was based upon hardcore racism. You know, of course, it failed because in the assumptions would have been non whites can't govern themselves. Since the civil rights movement, we sort of have a very different interpretation. You look at it, and you see how it changes. And so I show my students, that's one of the other issues to the Old West, understandings of reasons for warfare thing, that things of that kind so it's during our free historiography is a plays a role. Yeah, it plays a role. If they're if they were taking more advanced courses, like four year school or grad school, of course, you get more deeply into it. At this level, you have to bring it in, and it does inform the process and shown that this isn't a series of hardcore, settled interpretations, you know, it's always going to be changing.

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Do you feel like that surprises them or do you feel like that That means

47:00

it does satisfies them because they want to see it more hardcore and concrete. Yeah. And so it makes dissatisfaction when you say that this is this is goeey and and yeah

47:10

they don't people don't like that uncertainty again and yeah, exactly that ambiguity and contradictions.

47:18

I'm whipping up my imaginary Wonder Woman lasso lasso of truth now right because this is Wonder Woman for all you geeks out there and lassoing you Brian and pulling you out of the classroom and the teaching experience. Okay, I want to ask a question more broadly about higher education. Sure, feel free to get in trouble. Now. The lasso of truth is around you guys. How many years have you been here at NCC

47:37

11 years, 11 years at NCC you're at Kutztown

47:39

before that or years before that.

47:41

So

47:42

you've been an educator for a long time and a four year institution now to community college. Yeah, if you could change one thing about higher ed, anything. Magic Wand?

47:52

What would it be? The well the big thing obviously is out of our purview. It's the cost. I think many students are very much aware of what this is all about. And I hear talk about it sometimes. And we have to think in our classrooms about the anxiety, frankly, and some of them are experiencing knowing how much this is all costing them, that loans are adding up, etc. If there was one way we could possibly address the cost issue, because it's really out of control. I mean, I think you know, higher rate costs have gone up many, many times the rate of inflation, so that's one issue. Other than that, I'd like to preparation be a little bit better. I think what we get in our classrooms shows what's happening in the K 12 system. And I don't know about other disciplines I know in history, they're coming in very unprepared, they're getting the minimal minimal in civics or history. So it's frightening to think how many high school grads are not going to go to college and are going to live their lives in the world, knowing how little they know and make makes it difficult to be a real citizen.

48:52

You know,

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I'll throw this out to everyone. Do we have a sense of towards the secondary and you know, primary education and experience like, why why why do we think that's happening? I mean, what

are we seeing at that level? You know, is it I mean, we could be, we could look to No Child Left Behind. We could look randomization and testing. Yeah. But there has been a shift some of those places like sociologically and culturally on the way we're raising children. There's a new book out I Jen about the way we're raising, which generally focused them more on career and money and less again, right away from intellectual curiosity. Right. And so that might be mirrored and teachers,

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but this came up on in an earlier conversation, I think it was the one that we had, or you weren't here unfortunately, Tom but with Kelly and, and Kate curry. This this idea of not only no child left behind and all of these standardized tests and sort of teaching toward these tests, and teaching them as as Kate put it so beautifully. She felt this with her kids and when she taught in the public schools in in primary education They want questions like What color is the red wagon? Right? So again, it speaks to this idea of they want questions that have a black or white or red right answer right as opposed to open ended questions and and thinking about things in a in a in a less clear more gray.

50:19

There's also a political, which I was unaware of how severe it is but k 12. And under great pressure not to address political controversies because I think politicians have a role in school boards have a role. I was just surprised really surprised. I hate to indict a school district. I'm going to go after one. One of my students couple couple classical in my Civil War class, they were told specifically in discussing the Civil War, slavery was not a factor and they must not bring up slavery as a factor because it might be and they raised wasn't given but I'm guessing because it might cause controversy. And I understand some Southern districts are like that and but to have a Pennsylvania School District that topic and I'm guessing for the sake of not upsetting someone who might not want to think about that.

51:06

I want to I want to just quickly ask you return to UC, a historical. I mean, you brought up costs and education. Yeah, I think about this constantly, how do we defray costs? How do we get more students and provide better education to the students? And that's historical. I mean, it's just like the history of education is really about denying those most in need. And, you know, it's the masses.

51:26

What's happened basically is that you know, before world war two colleges were very much elite, you know, I mean, we had we did have state colleges land grant, but and they were addressing some lower and feel but it wasn't ever as wide as it was after world war two after world war two with GI Bill expands education wildly, and it's more affordable and everyone wants to go to the pool of students is increased. And as time goes on, you know, the job market begins to demand college degrees for more and more positions that never used to require them. And then, for a host of reasons, no one seems to be able to put their things On last 2030 years, the cost goes to the roof of higher education much higher than it was back in the 70s or 80s. And that's where we find ourselves. So now, colleges locations are required for more and more careers, and they're becoming more and more out of reach that democracy that we saw in the 70s, or 80s of cost has evaporated. So it's a paradox.

52:24

It's, it's ties back to what you said about citizenship. I, I really appreciated that point you made about, you know, a lack of knowledge about history, you know, and and really being able to think about history, which is this, you know, being able to think critically about not just facts, but the interpretation of facts. Do you think that this is also in line with the political situation not to get into a discussion of politics? We don't have nearly enough. Yeah, but but I do wonder if maybe the political situation we're in now is kinda of a combination of or is, is due to a combination of factors that is also leading to this sort of elitist elitism and ballooning of cost of of universities and a lack of resources to public education. Like, I mean, I know this is a huge question, but it definitely is it made me think that there must be connections and you're the historian and

53:29

it's that's beyond my wheelhouse. I will. I will say, though, I will say, I did see before the 2016 elections in the years leading up to it a high level of political disconnection. Yeah, among my students, I would ask who's going to vote? Three out of 20? Yeah. And that in those years, no interest in a feel of disconnect. And I ask why do you feel so disconnected? Doesn't matter what I think their politicians will do what they're going to do. I'm not part of the process. It was almost like they're living in some sort of authoritarian regime. They just yielded to whatever the government's going and they didn't care and they felt personally Since that last election, which was very contentious, I've seen the level of political interest really go through the roof. So now I think paradoxically, the 2016 elections actually increased political interests among always, especially younger folks. Interesting.

54:16

538 You heard it here first. Okay. So getting getting the youth vote out, yeah. exciting to hear.

Yeah, let me know your students are voting complex?

54:26

Well, I wouldn't say the majority but a lot more than before. Yeah, a lot more than before. Now, I do maintain a non partisan classroom, you know, I, I tell them if I'm pushed, I am a Democrat. I'll tell everyone here. But I make very clear and I'm very, I say this over and over. That doesn't mean you have to be and I have students of all particular types, and I will say this is nonpartisan. I'll bring up issues like that, in fact, you know, very little, you know, look at it from different directions, but allow them to draw their own conclusions. I have seen professors including at some very prestigious institutions, I was actually watching them, watching them teach who didn't do that, who were very much indoctrinating in their particular views and sort of pushing them. I'm very energetic at not doing that, you know? Well, yeah,

55:10

yeah. It's kind of the opposite of what we're talking about, which is to get them to think for themselves. Exactly. So yeah. So end to end to have that open forum for everyone to be able to share views, and then get those views examined by people who have differing views, right. Exactly. Yeah. Well, yeah, I hate to say that we're reaching the end of our time, but we do have one really important question left for you, Brian, which is if you would share with us a non guilty pleasure. In other words, is there something that you enjoy that you'd like to share with us that maybe people here at NCC don't know about you?

55:46

He's railroad fan, my students know that because I always talk about for some irrational reasons. I've been a lifelong train buff since I was very small. And I have trading books. I look at railroad videos. I don't know if I've ever done you the office with you, but I've done it at Monroe camp.

56:02

Yes, you have

56:04

my kids will hear this from from the computer at home. Ding ding ding Oh, he's doing it again. You know so that's one hobby I habits. Do you own a conductors hat? No, I do not. No, no. That comes with retirement. That's a hobby.

56:22

I will leave this interview envisioning you two ways just because you brought up marketing I just stuck in a fedora and put you in madman for a while through this interview. Yeah, and now on show and now there's a train was still going.

56:34

I think we also talked about the movie The station agent here.

56:36

Oh, that was a great, great. Yeah, that was really good. Yeah, there are in every way, man. So many different ways. That was a great, great.

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Yeah. And it's set in South Jersey. Is it North Jersey?

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along the syscall Hannah railroad.

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Oh, I know what that is. Oh, it was a really really good movie in so many ways. Yeah, very small cast, but very brave.

56:57

Yeah. Peter Dinklage, Bobby con

57:00

why someone would park his hotdog wagon by essentially abandoned trains and expect any business but we will

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find the flaw in the man.

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Well, thank you so much, Brian. Thanks, great conversation a different one than the one we usually have every day in our office was a

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total play. And

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go, go

57:28

Go, go, go.

57:32

All right. Well, that was a fantastic conversation with Brian. I got to see facets of Ryan that I don't normally get to see just as colleagues in the in our shared office

57:41

it is I kind of expected you know, nothing else in a way of his he's, you know, he's held some, some academic panels and stuff at the college. I remember what he did on multiracial identity, which was absolutely outstanding, where he brought guests in and just led this this wonderful in depth, complicated conversation that was open to to staff and faculty and Students so he does so much for this college. But I think there was a couple things I was really taken with that I just kind of want to like highlight, the first of which that really resonated with me was his particular approach to history, which had a couple different historical balances right from from contextualizing the past as it might, as we assume it to have been understood then, and placing in the context of socio economic standards, cultural beliefs, beliefs about race, certainly, and the inherent racism of the time. But racism itself is a temporal construct in the sense that it moves and changes through time. And then he opens that up to really informed conversations as we look back from a more modern paradigm and into the past.

58:41

Yeah, it's, it's a, it strikes me as it is such a dynamic field which I don't think that even I think about

very often you know, in terms of history, how, how our perspectives are always changing based on you know, just new, new new mores new new ways of thinking about what is and isn't normal and, and all of those things. I also really like his approach to creating this kind of almost a reverence space in the classroom, you know, and he says he doesn't give trigger warnings, but I mean, I'm not gonna put words in his mouth, but I feel like in a way, his sort of ability to bring humor and irreverence lightens up even very difficult material. And so his ability to say, we're going to talk about some tough stuff today is is the same as maybe a more serious Professor saying, today we're going to talk about difficult subject right, you know, that, that that that is that is bringing his personality to bear but it still becomes a safe space. Yeah, for lack of a better word.

59:45

It was. It was a lovely actual way to think about trigger warnings because I think a lot about them. I taught Roxane Gay recently who kind of writes a very powerful essay kind of complicating the idea of trigger warnings, the identifying that there are spaces where we should have them. But there also might be spaces where we should not. And have we over sensitized ourselves in our classrooms like when we're not teaching Huckleberry Finn, because we're worried about the presence of the N word in that novel. And we stopped teaching an important piece of American literature, there might be a problem. And I think that he Brian's approach to that is excellent, which is a broad, we're going to hit some difficult material, he's built a safe space. I imagine that if a student felt uncomfortable The space is such that that student could leave and he spoke about that in terms I think this might have been off the show when he spoke about his veteran students and stuff and who've suffered with PTSD. And they spoke about hey, you know, there there might be some, you know, some violent some combat style violence in this clip if you want to absent yourself from the space.

60:42

Yeah, I mean, like, like he was talking in other contexts, it's all about sort of that ability to bring nuance into the space and and to allow for there aren't going to be right or wrong ways of of handling it. It's just gonna be The best way in the moment that you handle something and handle handling controversial material in the classroom. And another thing I really appreciated that Brian mentioned was the idea of you know, he I mean, he expressed a little frustration about the fact that our students are underprepared, which is something we've heard from our other other folks who've been on the podcast with us. And when

61:21

we say our students, I want to be specific. I don't think we're actually just speaking about students at this community college. I think in general, we're seeing nationally under underprepared

students entering college,

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right, and that and the fact that that really does them a disservice in terms of them being able to participate as citizens in our democracy in our social life. Right, that, that it's it's kind of doing our whole society a disservice if we're not preparing them with with a knowledge base, right. So, so yeah, it was really great

61:54

conversation. It was amazing. But is that

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is that a Naka Our podcast door.

62:02

Who could that be? Tom is really excited about these sound effects. He's

62:07

got a special guest.

62:10

Mr. Kelly Allen.

62:12

I don't know how special but

62:18

fire are sorry, Jenny.

62:21

What bracy

62:22

What brings you here today? Mr. Kelly Allen.

62:25

I want to find out what's in that Tumblr.

62:31

Nobody knows won't hurt him.

62:33

Well, um, I just want to say it's great to be back in the studio with you all in just starting another exciting semester of Pedagogy-a-go-go. But as showrunner like I'm always trying to think ahead, like you know, what direction are we moving in and I know that one of the things that we have in store for us this summer is is the episode where the four of us get together and Just talk about, you know, like where we've been. And I don't know if you all recall, but one of the tasks that I've kind of given myself is to kind of see what thread is going through our episodes that we could use as like, as a thematic starting point for, for that episode. But then something interesting happened over winter break. Now, I'm not saying that we're going to not do that because we're totally I haven't been taken notes for nothing. But something interesting happened over winter break, and it occurred within an email exchange that we had been having. And and I know this is a podcast so our listeners can see that I'm looking at Gina here that definitely not looking at me. Why would you say anywho? No, but Gina, you brought up in one of the emails that you had started listening to to Jeff's podcast. Yeah, and let me see if I can bring Yeah, my little device.

64:02

Jeff's podcast. highly enough. So yeah, but go on, Kelly.

64:08

Well, it's it's funny that you just shared that with us. Because, as we all know, like you are kind of our master of transitions and that transitions perfectly into what it is that I'm about to say. But before I do, do you mind if I read what you wrote? Oh, sure. Okay. So. So what you say in this email is, I have been catching up on Jeff's podcast, the neuro transmission over the break. Firstly,

Jeff, you are a wonderful interviewer. And these are so engaging. I confess I hadn't listened in a while and then you have in parentheses, my podcasts listening tends to be escapist. And then pop culture music and disturbing crimes. Narrator And I'm kicking myself some great material to use for teaching. So thank you and well done. So this got me thinking Now I know Gina that we run into each other in the hallways quite often and we share like music, TV shows and whatnot. But like when looking at ourselves here at pedigo Pedagogy-a-go-go we really don't talk with each other about the podcasts that we listened to. So we were, you know, here comes the English professor me like we're engaged in a genre. And I'm really curious to know like, what influences like you might be consuming that kind of tell you like how to perform here as we are creating our own podcast. So I'm asking a favor so it's not homework and it's not extra credit, but I'm just asking a favor that during our summer episode, if you all could share with with us and our listenership to podcasts that you really enjoy listening to and why and I'm not looking for like your favorite It's when we get into like this like subjective like judgment thing, but just like, what are you listening to? And why? Because like when you shared in that email that you listened to podcasts for escapist purposes, like for me when I listened to podcast, it's to, like, I'm doing it for it for education. So,

66:22

so, I am now going to give you your extra credit, Tom, and because I am so struck with this idea of how discipline has changed over time, I, I'm interested in how you talk about how perspectives have changed in your discipline, you know, so you're teaching women in gender studies, right? So clearly, you know, there's obviously the waves of feminism but there's there's other critical theory in that area that I know you're really interesting to hear how you address the ways thinking has changed over time. In this discipline, and, and you know, and then maybe I will share a little bit about how I address that in psychology because there is, for example, there's the whole replication, you know, disaster that's been happening in recent years in psychology that we've had to address in the classroom. So that is your extra credit.

67:18

Alright, that's a great, that's a great assignment. Is it dangerous? Because I mean, I could probably wax poetic for about 40 minutes on that

67:24

so well, you have three.

67:25

Right. That's the challenge there.

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I got it.

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brevity is the soul of win.

67:33

All right. Well, thank you,

67:34

Tom.

67:45

Hey, thanks for listening to Pedagogy-a-go-go recorded in the Center for Teaching Learning and Technology at North Hampton Community College in Bethlehem, Pennsylvania. Our podcast daydreamer slash show runner is Kelly Allen and Pedagogy-a-go-go is produced by Jeff Armstrong. If you've Got any questions, please send them to Pedagogy-a-go-go at gmail.com. Our social media handle is at Pedagogy-a-go-go. And you can stop by our website at www.Pedagogy-a-go-go.com for copies of podcast transcripts, guests assignments and other useful tidbits. Keep in mind there are no hyphens or Dotson any of the above web addresses until next time, this is Gina and Tom saying Take care and teach well