

Mission of the Department of Sociology & Anthropology

The major in Sociology seeks to engage our students creatively in the application of concepts and skills so that they can locate their own place in society, set goals for their lives, and shape their career paths accordingly. We aim to meet this aspiration by grounding our students in the historical and contemporary scholarship of sociology and anthropology to achieve two parallel purposes: (1) to impart knowledge and understanding of socio-cultural processes and structure, and (2) to ensure, by explicitly assigning skills to particular required courses, the development of their abilities in writing, speaking, critical thinking, social scientific research, computer applications, teamwork, leadership, and career identification and development. Our graduates will be socially aware, culturally-sensitive, and committed community members who are well-prepared to pursue graduate study and professional careers in public policy, law, education, urban planning, human services, community development, social work, marketing, management, applied research or social science.

Our role within the School of Humanities & Social Sciences is to impart to students the cultural and social perspectives they will need to examine social issues critically and intelligently. Our program's curriculum ensures that students will develop vital skills such as critical thinking, writing, public speaking, teamwork, leadership, and data analysis using computer technology. We designate each of our core courses to focus on the development of at least one of these skills. The program sees its role within the College as preparing future scholars in sociology and anthropology who will attend top graduate programs in the country or become leaders of their chosen field such as urban planning, community development, and non-profit leadership. Furthermore, the program plays a crucial role in offering many social sciences courses to support the College's general education ("liberal learning") program as well as promoting interdisciplinarity by partnering with programs both in and outside the School of Humanities & Social Science to build programs such as the Public Health minor, the USA Studies minor, the Business and Society minor, and several interdisciplinary concentrations.

Program Goals of the Department of Sociology & Anthropology

Our department's curriculum and learning goals are guided by those established by the American Sociological Association (ASA). We have focused on developing a coherent curriculum that encourages students to explore interdisciplinary connections and promoted community-based learning and research experiences to achieve these goals:

1. The discipline of sociology and its role in contributing to our understanding of social reality, such that the student will be able to: (a) describe how sociology differs from and is similar to other social sciences and to give examples of these differences; (b) describe how sociology contributes to a liberal arts understanding of social reality; and (c) apply the sociological imagination, sociological principles, and concepts to her/his own life.
2. The role of theory in sociology, such that the student will be able to: (a) define theory and describe its role in building sociological knowledge; (b) compare and contrast basic theoretical orientations; (c) show how theories reflect the historical context of the times and cultures in which they were developed; and (d) describe and apply some basic theories or theoretical orientations in at least one area of social reality.
3. The role of evidence and qualitative and quantitative methods in sociology, such that the student will be able to: (a) identify basic methodological approaches and describe the general role of methods in building sociological knowledge; (b) compare and contrast the

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basic methodological approaches for gathering data; (c) design a research study in an area of choice and explain why various decisions were made; and (d) critically assess a published research report and explain how the study could have been improved.

4. The technical skills involved in retrieving information and data from the Internet and using computers appropriately for data analysis. The major should also be able to do (social) scientific technical writing that accurately conveys data findings and to show an understanding and application of principles of ethical practice as a sociologist.
5. Basic concepts in sociology and their fundamental theoretical interrelations, such that the student will be able to define, give examples, and demonstrate the relevance of culture; social change; socialization; stratification; social structure; institutions; and differentiations by race/ethnicity, gender, age, and class.
6. How culture and social structure operate, such that the student will be able to: (a) show how institutions interlink in their effects on each other and on individuals; (b) demonstrate how social change factors such as population or urbanization affect social structures and individuals; (c) demonstrate how culture and social structure vary across time and place and the effect is of such variations; and (d) identify examples of specific policy implications using reasoning about social-structural effects.
7. Reciprocal relationships between individuals and society, such that the student will be able to: (a) explain how the self develops sociologically; (b) demonstrate how societal and structural factors influence individual behavior and the self's development; (c) demonstrate how social interaction and the self influence society and social structure; and (d) distinguish sociological approaches to analyzing the self from psychological, economic, and other approaches.
8. The macro/micro distinction, such that the student will be able to: (a) compare and contrast theories at one level with those at another; (b) summarize some research documenting connections between the two; and (c) develop a list of research or analytical issues that should be pursued to more fully understand the connections between the two.
9. In depth at least two specialty areas within sociology, such that the student will be able to: (a) summarize basic questions and issues in the areas; (b) compare and contrast basic theoretical orientations and middle range theories in the areas; (c) show how sociology helps understand the area; (d) summarize current research in the areas; and (e) develop specific policy implications of research and theories in the areas.
10. The internal diversity of American society and its place in the international context, such that the student will be able to describe: (a) the significance of variations by race, class, gender, and age; and (b) will know how to appropriately generalize or resist generalizations across groups.
11. To think critically, such that the student will be able to: (a) move easily from recall analysis and application to synthesis and evaluation; (b) identify underlying assumptions in particular theoretical orientations or arguments; (c) identify underlying assumptions in particular methodological approaches to an issue; (d) show how patterns of thought and knowledge are directly influenced by political-economic social structures; (e) present opposing viewpoints and alternative hypotheses on various issues; and (f) engage in teamwork where many or different viewpoints are presented.
12. To develop values, such that the student will see: (a) the utility of the sociological perspective as one of several perspectives on social reality; and (b) the importance of reducing the negative effects of social inequality.

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Learning Objectives for the Sociology Major

Approved by LOAC 12.03.12

Critical Thinking: Students will be able to abstract general propositions from textual, observational, and quantitative evidence; identify logical relations among general propositions, and test the applicability of these propositions against new evidence
Assessed in SOC 101, 302, 499

Concepts and Paradigms: Students will be able to explain sociological understanding of culture, social structure, and social processes using the functionalist, conflict and interactionist perspectives in the context of the United States and other societies.
Assessed in SOC 101, 301, 499

Application: Students will be able to connect sociology to their public and private lives-as members of families and organizations and as citizens of local, national, and global communities
Assessed in SOC 101, 301, 499

Social Research Methods: Students will be able to explain causality and to posit interesting and important sociological research questions, analyze quantitative and qualitative data, interpret their findings and effectively communicate their results to appropriate audiences
Assessed in SOC 101, 302, 499

Communication: Students will be able to demonstrate an ability to write and speak logically and cogently, to convey ideas and research findings to large audiences and small groups, to listen to others and respond constructively, and to demonstrate leadership skills and collaboration skills
Assessed in SOC 101, 301, 302, 499

Information Literacy: Students will be able to distinguish between scientifically-grounded observation, logical proposition, anecdote, and opinion.
Assessed in SOC 101, 499

Annual Assessment Plans:

Year	Course Focus	Learning Goals Assessed
2013-14	SOC 301	Intermediate Levels: Concepts and Paradigms Application Written Communication
2014-15	SOC 302	Intermediate Levels: Critical Thinking Social Research Methods Written Communication
2015-16	SOC 499	Advanced Level: All
2016-17	SOC 101	Introductory Level: All
2017-18	SOC 101 SOC 301 SOC 302 SOC 499	All Levels: Oral Communication

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Sociology Major Assessment Plan Matrix

Learning Objectives	Assessed in	Assessment Strategy	Cycle
Critical Thinking: Students will be able to abstract general propositions from textual, observational, and quantitative evidence; identify logical relations among general propositions, and test the applicability of these propositions against new evidence.	101 (Introductory level) 302 (Intermediate level) 499 (Advanced level)	Portfolio analysis of research papers in 302, & 499; syllabus review in 101 Ongoing discussion with regard to rubric development and revision for each level during planned year of assessment.	SOC 101: AY 2016-17 SOC 302: AY 2013-15 SOC 499: AY 2015-16
Concepts and Paradigms: Students will be able to explain sociological understanding of culture, social structure, and social processes using the functionalist, conflict and interactionist perspectives in the context of the United States and other societies.	101 (Introductory level) 301 (Intermediate level) 499 (Advanced level)	Portfolio analysis of conceptual assignments in SOC 101, 301, & 499; Ongoing discussion with regard to rubric development and revision for each level during planned year of assessment.	SOC 101: AY 2016-17 SOC 301: AY 2013-14 SOC 499: AY 2015-16
Application: Students will be able to connect sociology to their public and private lives-as members of families and organizations and as citizens of local, national, and global communities.	101 (Introductory level) 301 (Intermediate level) 499 (Advanced level)	Portfolio analysis of application assignments in SOC 101, 301, & 499; Ongoing discussion with regard to rubric development and revision for each level during planned year of assessment.	SOC 101: AY 2016-17 SOC 301: AY 2013-14 SOC 499: AY 2015-16
Social Research Methods: Students will be able to explain causality and to posit interesting and important sociological research questions, analyze quantitative and qualitative data, interpret their findings and effectively communicate their results to appropriate audiences	101 (Introductory level) 302 (Intermediate level) 499 (Advanced level)	Portfolio analysis of research papers in 302 & 499; syllabus review in 101 Ongoing discussion with regard to rubric development and revision for each level during planned year of assessment.	SOC 101: AY 2016-17 SOC 302: AY 2013-15 SOC 499: AY 2015-16
Communication: Students will be able to demonstrate an ability to write and speak logically and cogently, to convey ideas and research findings to large audiences and small groups, to listen to others and respond constructively, and to demonstrate leadership skills and collaboration skills.	101 (Introductory level) 301/2 (Intermediate level) 499 (Advanced level)	Oral communication skill will be assessed by (1) collecting baseline data in SOC 101; (2) observation of SOC 302 research presentations; and (3) observation of student presentations in SOC 499 capstone. Writing skill will be assessed by (1) collecting baseline data by analyzing written assignment from a random sample of SOC 101 students; (2) analysis of the papers in SOC 301 & 302; (3) analysis of final paper in SOC 499 Ongoing discussion with regard to rubric development and revision for each level during planned year of assessment.	Written Communication SOC 101: AY 2016-17 SOC 301: AY 2013-14 SOC 302: AY 2013-15 SOC 499: AY 2015-16 Oral Communication assessment will be developed and implemented in AY 2017-18
Information Literacy: Students will be able to distinguish between scientifically-grounded observation, logical proposition, anecdote, and opinion.	101 (Introductory level) 499 (Advanced level)	Common assignment to be developed across SOC 101, portfolio analysis in 499 Ongoing discussion with regard to rubric development and revision for each level during planned year of assessment.	SOC 101: AY 2016-17 SOC 499: AY 2015-16