

## Learning Goals and Outcomes for Sociology 1101 Introduction to Sociology

*This course satisfies a program requirement for sociology, social work and criminal justice majors and minors. It emphasizes student learning based upon the following course goals and outcomes.*

**Learning Goal 1:** Students understand the four major sociological perspectives (Functionalist, Conflict, Symbolic Interaction, and Feminist thought), their theoretical components and their historical evolution.

**Learning Outcome:** Students can distinguish between macro level and micro level sociological perspectives, can specify the theoretical components of each perspective, and connect each perspective to their historical and contemporary theorists (Assignments -Exams).

**Learning Goal 2:** Students learn the epistemological basis of different types of knowledge, basic social scientific methods and the various approaches to social research questions. Students learn the basis of social scientific data as reported in texts, journal articles and the media.

**Learning Outcome:** Students can define the processes of social scientific research, distinguish between the requirements and limitations of the various methodologies used in the social sciences, and identify various modes of design for data collection. Students can determine the difference between primary and secondary sources, distinguish between reliable and unreliable information, and can interpret data tables, figures and graphs accurately (Assignments-Readings, practices, activities, and exams).

**Learning Goal 3:** Students learn how humans develop social consciousness, thinking skills, self-concepts and moral codes.

**Learning Outcome:** Students can distinguish the basis of different types of societies, can order and sequence the socialization processes and cognitive developments over a life span and can connect evolving institutional participation, roles and moral codes to specific ages and social experiences over a life time (Assignments-Opinion papers, social autobiographies, exams).

**Learning Goal 4:** Students learn and appreciate multicultural differences and similarities.

**Learning Outcome:** Students can associate the different historical experiences, values, norms, and belief systems with specific cultures nationally and globally. (Assignments-Opinion papers, social autobiographies, exams).

**Learning Goal 5:** Students learn the sociological theories that account for deviance, conformity and social control.

**Learning Outcome:** Students can explain how deviance and conformity are socially constructed and distinguish what is, or is not, deviance depending on specific time frames, cultures, locations, historical periods, and reference groups (Assignments-Activities, writing assignments, data collection, and exams).

**Learning Goal 6:** Students understand the basic historical data, sociological processes and concepts, and contemporary issues concerning the social construction of race, ethnicity, gender, social status, economic class, and learn how these change over time.

**Learning Outcome:** Students can explain the sociological significance of social identity groups and the processes that create them; determine the historical and contemporary levels of social conflict and/or cooperation between various social identity groups; identify data that reflects the sociological

consequences of the different modes of inter and intra group interactions for individuals within various social identity groups, and reflects the access of various social identity groups to scarce resources (Assignments-Written assignments, activities, exams).

**Learning Goal 7:** Students become familiar with multiple types of social institutions (family/marriage, education, religion, health, leisure, criminal justice and political systems, and economic systems) and their evolution over time.

**Learning Outcome:** Students can connect specific historical and contemporary demographic data to specific social institutions, explain the major sociological concepts and theories associated with the various institutions, determine the sociological impact on individuals and groups within the various institutions, and relate those institutions to specific types of societies (Assignments-Written assignments, exams).

### **Learning Goals and Outcomes for Sociology 1102 Social Problems**

**Learning Goal 1:** To understand social problems in contemporary American society in the context of the sociological theory, knowledge, concepts and perspectives.

**Learning Outcome:** Students will be able to demonstrate an understanding of the three major theoretical perspectives (Conflict, Functionalism and Symbolic Interaction) employed in the study of social problems.

**Learning Goal 2:** To understand sociological research on social problems that is designed to help alleviate the negative consequences of social problems.

**Learning Outcome:** Students will be able to identify various research designs and their appropriate application to the study of social life.

**Learning Goal 3:** To look at social problems in the context of culture.

**Outcome:** Students will be able to demonstrate an understanding of cross-cultural differences and an understanding of the importance of cultural context. Students will be familiar with the concepts of culture and its components (e.g., norms, values) and to identify and understand differences and commonalities within diverse cultures.

**Learning Goal 4:** Explain how social problems interact and reacts with the larger society and whether the problem is evaluated on the micro, meso or macro perspective and their cause and effect patterns.

**Learning Outcome:** Students will be able to demonstrate an understanding of how social class affects individual life chances. Students will be able to demonstrate an understanding of social structure and how it shapes and influences social interactions.

### **Learning Goals and Outcomes for Sociology 2231 Juvenile Delinquency**

**Learning Goal 1:** Introduce students to the major research on juvenile delinquency.

**Learning Outcome:** The materials in this course will help students to better understand how criminal justice policies are informed by research. Students will be better able to evaluate the claims they read and

hear about delinquency from other sources. Students will be better prepared to work toward the control of delinquency when and if they take Community Networking.

**Learning Goal 2:** Introduce students to the methods that criminologists use to study delinquency.

**Learning Outcome:** Students will be able to compare and analyze the theoretical explanations of the causes, dynamics, and consequences of juvenile delinquency. Students will be able to examine the environmental influences on delinquency, so as to influence the prevention of juvenile delinquency. Students will have an increased understanding of the issues of law enforcement related to juvenile delinquency

**Learning Goal 3:** Get students to apply course materials to their own lives and the larger community.

**Learning Outcome:** Students will be able to analyze criminal behavior and criminal law and understand it in the context of societal relations to criminals. Students will be exposed to illustrations of juvenile delinquency from the delinquent's own perspective. This will give the students a working knowledge of delinquency. Students will begin to explore the relationship between ideology, power and criminal justice. Students will gain a working knowledge of the machinery of justice as they gain an understanding of the criminal justice system and its agents of social control.

**Learning Goal 4:** Increase the student's commitment to work toward the reduction of delinquency.

**Learning Outcome:** When working on their applied projects, students become active participants in their development of project skills, time management, and presentation skills. Students will develop an analytical understanding of crime and learn how to think critically when evaluating the competing theoretical perspectives on crime that they plan to use. Students will begin to explore the relationship between ideology, power and criminal justice. This course will help students to better formulate their own views on controlling delinquency and will encourage them to act on their views.

### **Learning Goals and Outcomes for Sociology 2248 Social Diversity**

**Learning Goal 1:** Understand the defining characteristics of social diversity according to Sociological principles.

**Learning Outcome:** Students will be able to appreciate the wide-ranging effects of social diversity and contemporary social issues. Students will develop problem-solving strategies as they pertain to race, ethnicity, gender, sexual orientation and social class.

**Learning Goal 2:** Understand the historical and contemporary social concerns and issues surrounding race, ethnicity, social class, gender, sexual orientation, age and social diversity.

**Learning Outcome:** Student will be able to apply perspectives and research to current issues and concerns of social diversity. Students will be able to identify major issues of social diversity within our contemporary society.

**Learning Goal 3:** Students will be able to apply theoretical perspectives and research to currents issues and concerns of social diversity.

**Learning Outcome:** Students will understand the three underlying theoretical theories (Conflict, Functionalism and Symbolic Interactionism) and how they pertain to social diversity. Students will understand the defining characteristics of social diversity according to Sociological principles. Students will appreciate the importance of theories that reinforce definitions and concepts of social diversity.

**Learning Goal 4:** Develop problem-solving strategies as they pertain to race, ethnicity, gender, sexual orientation and social class.

**Learning Outcome:** Students will appreciate the value, scope and historical context of social diversity as it pertains to race, ethnicity, social class and gender. Students will have a better comprehension of the life experiences of ethnic groups. Students will develop writing skills through assignments and activities. Students will develop critical thinking skills through the reading, participation in class discussion and by analyzing videos.

### **Learning Goals and Outcomes for Sociology 2250 Women, Crime and Corrections**

*This course satisfies a requirement for the criminal justice major and an elective for the sociology program. It emphasizes student learning based upon the following course goals/objectives/outcomes.*

**Learning Goal 1:** To analyze theories and research applicable to women's involvement in crime, corrections, and professional roles in the criminal justice system.

**Learning Outcome:** Students will be able to identify theories and research applicable to women in the criminal justice system (exams, class presentations of research, and class discussion).

**Learning Goal 2:** To understand feminism and its relevance for an appreciation of the place of women in the criminal justice system.

**Learning Outcome:** Students will demonstrate knowledge of feminism and feminism theory as sources for understanding female criminals and professional women in the criminal justice system (exams, class discussions, and class presentations of research).

**Learning Goal 3:** To demonstrate the ability to think critically and analytically.

**Learning Outcome:** Students will demonstrate critical and analytical thinking through class assignments (exams, class discussions, and class presentations of research).

A passing grade for each outcome is expected for a student to receive a passing grade.

### **Learning Goals and Outcomes for Sociology 2295 Criminal Justice Internship**

*This course satisfies a requirement for the Criminal Justice major and AA degree. It emphasizes student learning based upon the following course goals/objectives/outcomes.*

**Learning Goal 1:** To have a substantial life experience related to their criminal justice career pursuits; to shadow a criminal justice professional(s) in their daily activities.

**Learning Outcome:** Students will become familiar with the activities and routines of a criminal justice professional (maintain a daily journal of their activities).

**Learning Goal 2:** To think critically about their criminal justice experience.

**Learning Outcome:** Student will record in their daily journal their thoughts about the activities they observe and engage in during their internship experience (maintain a daily journal that includes their thoughts about the activities they observe and experience).

A passing grade for each outcome is expected for a student to receive a passing grade.

### **Learning Goals and Outcomes for Sociology 3301 Classical Social Theory**

*This course satisfies a program requirement for sociology majors. The following learning goals and outcomes are emphasized in this course.*

**Learning Goal 1:** To understand what accounts for the emergence of the academic discipline of sociology.

**Learning Outcome:** Students will be able to identify the philosophical, economic and political developments that lead to the development of classic social theory. (Exam)

**Learning Goal 2:** To understand the role of theory in the social sciences.

**Learning Outcome:** Students will identify the function of theory in the social sciences. (Exam)

**Learning Goal 3:** To understand how the major classical theorists developed the academic discipline of sociology.

**Learning Outcome:** Students will be able to understand how Marx, Weber, Durkheim and Simmel conceived the discipline of sociology. (Exam, Paper)

**Learning Goal 4:** To understand the central concepts developed by the theorists to analyze the social world.

**Learning Outcome:** Students will demonstrate an understanding of the major concepts used by Marx, Weber, Durkheim and Simmel for their sociological analysis. (Exam, Paper)

**Learning Goal 5:** To understand the theories of social change devised by the major theorists.

**Learning Outcome:** Students will demonstrate an understanding of the sources and mechanisms of social change as described by Marx, Weber, Durkheim and Simmel. (Exam, Paper)

**Learning Goal 6:** To apply classical theories to contemporary social phenomenon.

**Learning Outcome:** Students will be able to apply concepts or aspects of Marx's, Weber's, Durkheim's, and Simmel's work to contemporary social problems and phenomena. (Exam, Paper)

**Learning Goal 7:** To be able to communicate effectively in writing.

**Learning Outcome:** Students will communicate in writing their understanding of classical theory. (Exams, Paper)

**Learning Goal 8:** To engage in active learning and critical thinking.

**Learning Outcome:** Students will prepare for class by reading the assigned readings and actively participating in class discussion. (Class participation)

### **Learning Goals and Outcomes for Sociology 3308 Sociological Methods**

*This course satisfies a program requirement for sociology majors. It emphasizes mastery of social research reasoning and skills so that we can identify the causes of many of our social problems and evaluate the most useful strategies for resolving them.*

**Learning Goal 1:** To understand the application of the scientific method to answer social science research questions.

**Learning Outcome:** Students will be able to describe and apply the steps of the scientific method: develop research hypotheses, gather data, analyze data, and provide an answer to the research question. (This is demonstrated by in-class and out-of-class activities and measured through exams).

**Learning Goal 2:** To understand the logic of sampling.

**Learning Outcome:** Students will understand the logic of probability sampling, and they will be able to distinguish between the application of data generated through probability and nonprobability sampling (assignments, activities and testing).

**Learning Goal 3:** To understand the logic of these modes of observation: experiments, surveys, interviews, focus groups, field research, and unobtrusive research.

**Learning Outcome:** Students will be able to design a research project using the best mode of observation to answer a specific research question. (group activities, assignments, tests).

**Learning Goal 4:** To develop an understanding of the basic approaches to qualitative and quantitative data analysis.

**Learning Outcome:** Students will experience quantitative data analysis by working in the computer lab to input data in statistical software. They will learn to generate simple frequency distributions and measures of central tendency. They will demonstrate an understanding of the rudiments of qualitative data analysis (class activity, group activities)

**Learning Goal 5:** to develop an understanding and awareness of the ethical standards of social research.

**Learning Outcome:** Students will practice writing informed consents, and they will analyze research designs that violate and those that adhere to the standards of ethical research (group activities, outside assignments, tests).

## Learning Goals and Outcomes for Sociology 3309 Social Statistics

*This course satisfies a program requirement for sociology majors. It introduces students to the principles and practices of statistical analysis using a large data set with variables measuring social, demographic, and political characteristics of a probability sample. Students learn to select the appropriate descriptive and inferential statistical techniques and apply them using equations solved with handheld calculators and performing them through the Statistical Package for the Social Sciences (SPSS), the conventional software program for social sciences. This course emphasizes written and oral communication and presentation of findings.*

**Learning Goal 1:** To identify the appropriate levels of measurement and to select the appropriate descriptive statistics.

**Learning Outcome:** Students learn to identify nominal, ordinal, and interval-ratio variables, and they learn to create variables at these levels (assignments, class activities, tests).

**Learning Goal 2:** To learn to present data in tables and graphs, and to interpret these for the lay person (assignments, activities, tests).

**Learning Outcome:** Students learn to create and present frequency distributions and graphs appropriate for the levels of measurement. They learn how to communicate the findings (assignments, activities, tests).

**Learning Goal 3:** To learn data reduction techniques.

**Learning Outcome:** Students learn to generate by hand and by SPSS the appropriate measures of central tendency (mean, median, mode) and dispersion (Index of Qualitative Variation, Interquartile Range, and Standard Deviation) based on the levels of measurement (assignments, activities, tests).

**Learning Goal 4:** To understand and apply the normal curve to interval and point estimates.

**Learning Outcome:** Students learn the characteristics of the normal curve, and they learn its application to inferential statistical techniques (assignments, activities, and tests).

**Learning Goal 5:** To generate, interpret, and report interval estimates.

**Learning Outcome:** Students learn to create confidence intervals at the 95% and 99% confidence levels, and they learn to communicate these to the public (assignments, activities, tests).

**Learning Goal 6:** To understand and use appropriate hypothesis tests.

**Learning Outcome:** Students learn to calculate, compute, apply and interpret orally and in writing t tests, F tests, Z tests, and chi square tests. (assignments, activities, tests)

**Learning Goal 7:** To understand and apply appropriate measures of association.

**Learning Outcome:** Students learn the logic of relationships and association. They apply and interpret (by hand and in SPSS) PRE measures e.g., lambda, gamma, and Pearson's r (activities, assignments, exams).

## Learning Goals & Outcomes for Sociology 3321 Families in American Society

*This course satisfies an elective course requirement for sociology, social work and criminal justice majors and minors. It emphasizes student learning based upon the following course goals and outcomes.*

**Learning Goal 1:** Students learn to apply each of the four major sociological perspectives (Functionalist, Conflict, Symbolic Interaction, and Feminist thought) and their theoretical components towards their understanding of the current sociological status of American Families.

**Learning Outcome:** Students can distinguish between macro level and micro level sociological perspectives as applied to Families, can specify how the theoretical components of each perspective impact their understanding of Families, and connect historical and contemporary theorists to their work on American Families (Assignments -Readings, Exams).

**Learning Goal 2:** Students learn the epistemological basis of different types of knowledge, basic social scientific methods and the various approaches to social research questions concerning Families. Students learn the basis of current social scientific data reported in texts, journal articles and the media concerning Families in America.

**Learning Outcome:** Students can define the processes of social scientific research, distinguish between the requirements and limitations of the various methodologies used in the study of Families, and can identify various modes of design and sources for data collection about American Families. Students can determine the difference between primary and secondary sources, distinguish between reliable and unreliable information, can interpret data tables, figures and graphs accurately and can format their work in accordance with American Sociological Association guidelines (Assignments-Readings, classroom activities, research papers and exams).

**Learning Goal 3:** Students learn how the various family structures impact social consciousness, thinking skills, self-concepts and moral codes.

**Learning Outcome:** Students can distinguish the basis of different types of family structures, can explain the socialization processes in those family structures and can connect evolving institutional participation, roles and moral codes to specific types of families (Assignments-readings, opinion papers, social autobiographies, exams).

**Learning Goal 4:** Students learn and appreciate multicultural differences and similarities in how families are formed and function in American society. Students learn how the sociological theories that account for deviance, conformity and social control further their understanding of the different types of families in America. Students understand the basic historical data, sociological processes and concepts, and contemporary issues concerning how the social construction of race, ethnicity, gender, social status, and economic class impact American Families.

**Learning Outcome:** Students can associate the different historical experiences, values, norms, and belief systems within specific family formations nationally depending on specific time frames, cultures, locations, historical periods, and reference groups. Students can explain the sociological significance of social identity groups and the processes that create them; determine the historical and contemporary levels

of social conflict and/or cooperation between various social identity groups; identify data that reflects the sociological consequences of the different modes of inter and intra group interactions for individuals and families within various social identity groups, and reflects the access of various social identity groups to scarce resources (Assignments-readings, classroom activities, opinion papers, social autobiographies, exams).

**Learning Goal 5:** Students become familiar with how other types of social institutions (education, religion, health, leisure, criminal justice, political systems, and economic systems) interact with American families as a social institution. Students develop an understanding of the evolution nature of the institutional interaction and how it changes over time.

**Learning Outcome:** Students can connect specific historical and contemporary demographic data to specific social institutions, explain the major sociological concepts and theories associated with the various institutions, determine the sociological impact on individuals and families within the various institutions, and relate those institutions to specific types of American Families (Assignments-Readings, research papers, exams).

### **Learning Goals & Outcomes for Sociology 3330 Sociology of Health and Illness**

*This course is an elective course for sociology majors. The following learning goals and outcomes are emphasized in this course.*

**Learning Goal 1:** To understand classical and contemporary perspectives in medical sociology.

**Learning Outcome:** Students will demonstrate an understanding of some of the major theories in medical sociology. (Exam, Paper)

**Learning Goal 2:** To understand how the experience of health and illness is shaped by social and cultural contexts.

**Learning Outcome:** Students will demonstrate an understanding of the social and cultural influences on the experience of health and illness. (Exam, Paper)

**Learning Goal 3:** To understand how physical ailments are perceived differently by patients, medicine and society.

**Learning Outcome:** Students will demonstrate an understanding of how physical ailments are perceived by the patient, by biomedicine and by society. (Exam, Paper)

**Learning Goal 4:** To understand the assumptions and practices of modern biomedicine.

**Learning Outcome:** Students will be able to understand the current practices and underlying assumptions in modern biomedicine. (Exam)

**Learning Goal 5:** To understand the limitations of modern biomedicine and the use of new treatment approaches.

**Learning Outcome:** Students will understand where and why modern biomedicine has failed and how alternative treatment approaches work.

**Learning Goal 6:** To be able to communicate effectively in writing.

**Learning Outcome:** Students will communicate in writing their understanding of sociological concepts of health and illness. (Exams, Paper)

**Learning Goal 7:** To engage in active learning and critical thinking.

**Learning Outcome:** Students will prepare for class by reading the assigned readings and actively participating in class discussion. (Class participation)

### **Learning Goals & Outcomes for Sociology 3335 Population and Environment**

*This course satisfies an elective course requirement for sociology, social work and criminal justice majors and minors. It emphasizes student learning based upon the following course goals and outcomes.*

**Learning Goal 1:** Students learn the Demographic Perspective (how population structures, processes, distributions and characteristics interact with the environment) and current global population trends. Students become familiar with the historical and contemporary theorists within population studies.

**Learning Outcome:** Students can distinguish between macro level and micro level sociological perspectives as applied to population and environmental studies, can specify how the theoretical components of each perspective impact their understanding of the interaction between populations and the environment, can connect specific historical and contemporary theorists to their work on population and locate population data in both time and geographically (**Assignments** -Readings, papers, and exams).

**Learning Goal 2:** Students learn the basic social scientific methods used to obtain demographic data and the various approaches to social research questions concerning that data. Students learn the basis of current demographic data and sources as reported in texts, journal articles and the media concerning the interaction between human populations and their environmental impact.

**Learning Outcome:** Students can define the processes of social scientific research, distinguish between the requirements and limitations of the various methodologies used in the study of population and the environment, and can identify various modes of design and sources for data collection about population and the environment. Students can determine the difference between primary and secondary sources, distinguish between reliable and unreliable information, can interpret data tables, figures and graphs accurately and can format their work in accordance with American Sociological Association guidelines (**Assignments**-Readings, classroom activities, research papers and exams).

**Learning Goal 3:** Students learn how the various population processes (the health and mortality transition, the fertility transition and the migration transition) have changed over human history and how changes in the types of societies (hunter/gather, horticulture/pastoral, agrarian, industrial and service) impact those processes and the environment.

**Learning Outcome:** Students can distinguish the basis of different types of societies, can explain the population processes in those various social structures and can connect evolving population processes to environmental impacts (**Assignments**-Readings, papers, exams).

**Learning Goal 4:** Students learn how population structure and characteristics (the age transition, the urban transition and the family / household transition) have changed over time and how larger social forces (scientific knowledge and technologies) are impacting population structure and characteristics.

**Learning Outcome:** Students can associate the specific changes in population structures and characteristics to different historical levels of scientific knowledge and specific technologies (Assignments-Readings, classroom activities, research papers, exams).

**Learning Goal 5:** Students become familiar with how other types of social institutions (education, religion, healthcare, political systems, and economic systems) interact with population processes, structures, and characteristics. Students develop an understanding of the evolution nature of our environmental knowledge, how the various institutional interactions affect that knowledge, and how those interactions change over time.

**Learning Outcome:** Students can connect specific historical and contemporary demographic data to changes in specific social institutions, scientific knowledge and types of technologies. Students can explain the major sociological concepts and theories associated with the various institutional interactions, determine the level of our knowledge concerning the environmental impact of these changes and relate how institutional interactions affects both population and environmental policies (Assignments-Readings, research papers, exams).

### **Learning Goals and Outcomes for Sociology 3366 The Community**

*This course satisfies an elective course requirement for sociology, social work and criminal justice majors and minors. It emphasizes student learning based upon the following course goals and outcomes.*

**Learning Goal 1:** Students learn to apply each of the four major sociological perspectives (Functionalist, Conflict, Symbolic Interaction, and Feminist thought) and their theoretical components towards their understanding of historical and current sociological studies of community.

**Learning Outcome:** Students can distinguish between macro level and micro level sociological perspectives as applied to community studies, can specify how the theoretical components of each perspective impact their understanding of communities, and connect historical and contemporary theorists to their work on conceptions of community (Assignments -Readings, exams).

**Learning Goal 2:** Students learn the epistemological basis of different types of knowledge, basic social scientific methods and the various approaches to social research questions concerning community.

**Learning Outcome:** Students can define the processes of social scientific research, distinguish between the requirements and limitations of the various methodologies used in the study of communities, and can identify various modes of design and sources for data collection about various communities. Students can determine the difference between primary and secondary sources, distinguish between reliable and unreliable information, can interpret data tables, figures and graphs accurately and can format their work in accordance with American Sociological Association guidelines (Assignments-readings, classroom activities, research papers and exams).

**Learning Goal 3:** Students learn how community studies developed over time, the multiplicity of community definitions, and the importance of community self-concepts.

**Learning Outcome:** Students can distinguish the basis of different types of communities, can order and sequence the historical development of community definitions and can differentiate between the various types of community studies (Assignments-readings, papers, exams).

**Learning Goal 4:** Students learn and appreciate multicultural differences and similarities in community structures. Students learn how the sociological theories that account for deviance, conformity and social control impact various communities in different ways. Students understand the basic historical data, sociological processes and concepts, and contemporary issues concerning the social construction of race, ethnicity, gender, social status, economic class, and learn how these impact different communities in different ways over time.

**Learning Outcome:** Students can explain the sociological significance to community formation, maintenance and stability of different historical experiences, values, norms, and belief systems. Students can explain how deviance and conformity are socially constructed and distinguish what is, or is not, deviance depending on specific time frames, cultures, locations, historical periods, and reference groups. Students can specific community types both locally and nationally based on various social identity groups and the processes that create them, determine the historical and contemporary levels of social conflict and/or cooperation between various social identity groups within various types of community, identify data that reflects the sociological consequences of the different modes of inter and intra group interactions for individuals and various social identity groups with community structures, and determine the access of various social identity groups to scarce resources within specified communities (Assignments-Readings, class activities, opinion papers, social autobiographies, research papers, exams).

**Learning Goal 5:** Students become familiar with how other types of social institutions (family, education, religion, health, leisure, criminal justice, political systems, and economic systems) interact with various communities as social institutions. Students develop an understanding of the evolution nature of the institutional interaction within multiple types of communities and how it changes over time.

**Learning Outcome:** Students can connect specific historical and contemporary demographic data to specific social institutions within specific types of communities, explain the major sociological concepts and theories associated with the various institutions within specific types of communities, and determine the sociological impact on various types of communities of different types of institutional interactions (Assignments-Readings, research papers, exams).

### **Learning Goals and Outcomes for Sociology 3368 Sociology of Religion**

*This course satisfies an elective course requirement for sociology, social work and criminal justice majors and minors. It emphasizes student learning based upon the following course goals and outcomes.*

**Learning Goal 1:** Students learn to apply each of the four major sociological perspectives (Functionalist, Conflict, Symbolic Interaction, and Feminist thought) and their theoretical components towards their understanding of historical and current sociological studies of religion.

**Learning Outcome:** Students can distinguish between macro level and micro level sociological perspectives as applied to sociological studies of religion as a social institution, can specify how the theoretical components of each perspective impact their understanding of the role and functions of

religion, and connect historical and contemporary theorists to their work on the sociology of religion (Assignments -Readings, exams).

**Learning Goal 2:** Students learn the epistemological basis of different types of knowledge, basic social scientific methods and the various approaches to social research questions concerning community.

**Learning Outcome:** Students can define the processes of social scientific research, distinguish between the requirements and limitations of the various methodologies used in the study of religion, and can identify various modes of design and sources for data collection about various religions. Students can determine the difference between primary and secondary sources, distinguish between reliable and unreliable information, can interpret data tables, figures and graphs accurately and can format their work in accordance with American Sociological Association guidelines (Assignments-Readings, classroom activities, research papers and exams).

**Learning Goal 3:** Students learn how religious belief systems developed over time, the various ways sociologists have defined religion as a social institution over time, and understand the importance of religious self-concepts.

**Learning Outcome:** Students can distinguish the basis of different types of religions, can order and sequence the historical development of sociological definitions of religion and can differentiate between the various types of studies of religion (Assignments-Readings, papers, exams).

**Learning Goal 4:** Students learn and appreciate multicultural differences and similarities in religious structures. Students learn how the sociological theories that account for deviance, conformity and social control are related to various religious beliefs in different cultures. Students understand how the basic historical data, sociological processes and concepts, and contemporary issues concerning the social construction of race, ethnicity, gender, social status, and economic class are related to religious roles and functions in society, and learn how these impact different societies in different ways over time.

**Learning Outcome:** Students can explain the sociological significance of various religion's formation and roles within different historical experiences and determine its impact on values, norms, and political systems. Students can explain how deviance and conformity are socially constructed and distinguish what is, or is not, deviance depending on specific time frames, cultures, locations, historical periods, and reference groups. Students can specify how specific religious beliefs, (locally, nationally, and globally) function in creating various social identity groups and the processes that create them, determine the historical and contemporary levels of social conflict and/or cooperation between various social identity groups within various types of religions, identify data that reflects the sociological consequences of the different modes of inter and intra group interactions for individuals and various social identity groups with religious structures, and determine the access of various religious social identity groups to scarce resources within specified communities (Assignments-Readings, class activities, opinion papers, social autobiographies, research papers, exams).

**Learning Goal 5:** Students become familiar with how other types of social institutions (family, community, education, health, leisure, criminal justice, political systems, and economic systems) interact with various religions as social institutions. Students develop an understanding of the evolution and nature of the institutional interaction within multiple types of religions and how it changes over time.

**Learning Outcome:** Students can connect specific historical and contemporary demographic data to specific social institutions within specific types of religions, explain the major sociological concepts and theories associated with the various institutions within specific types of religious communities, and determine the sociological impact on various types of religious structures and communities of different types of institutional interactions (Assignments-Readings, research papers, exams).

### **Learning Goals and Outcomes for Sociology SOC 4402 Proseminar**

This course is an elective course for sociology majors. The following learning goals and outcomes are emphasized in this course.

**Learning Goal 1:** To gain an understanding of the profession of sociology.

**Learning Outcome:** Students will develop an understanding of the characteristics and history of professions, and in particular the academic profession of sociology. Students will understand what it takes and what it means to work as a sociologist. (Paper, reading assignments, class participation)

**Learning Goal 2:** To know the logistics of graduate studies.

**Learning Outcome:** Students will know about the logistics of graduate course scheduling, graduate course requirements, comprehensive exams, forming a thesis committee and writing and defending a thesis. (Paper, assignment)

**Learning Goal 3:** To gain skills in writing academic papers, giving scholarly presentations, and pursuing funding opportunities.

**Learning Outcome:** Students will demonstrate basic skills in writing professional papers, giving scholarly presentations, identifying funding sources and knowing how a grant proposal should be written. (Assignment, paper)

**Learning Goal 4:** To gain an understanding about teaching styles, formats, and logistics.

**Learning Outcome:** Students will demonstrate an understanding of how to put together a lecture, identify appropriate formats, and present lecture material in an effective way. (Assignment, paper)

**Learning Goal 5:** To gain skills in writing CVs and letters of introduction and applying for jobs.

**Learning Outcome:** Students will demonstrate the ability to compose a thorough CV, write a compelling letter of introduction, and pursue job opportunities effectively. (Papers)

**Learning Goal 6:** To be able to communicate effectively in speech and writing.

**Learning Outcome:** Students will communicate in oral presentations and writing their understanding of sociological concepts (Assignment, Paper)

**Learning Goal 7:** To engage in active learning and critical thinking.

**Learning Outcome:** Students will prepare for class by reading the assigned readings and actively participating in class discussions. (Class participation)

## **Learning Goals and Outcomes for Sociology 4403 Contemporary Sociological Theory**

*This course satisfies a program requirement for sociology majors. It emphasizes student learning based upon the following course goals/objectives/outcomes.*

**Learning Goal 1:** To survey and appraise sociological theories since 1945 – including but not restricted to functionalism, materialism, critical theory, symbolic interactionism, structuralism, postmodernism, feminism, and globalization.

**Learning Outcome:** Students will demonstrate an understanding of modern sociological theory and thought (essay exams and class discussions).

**Learning Goal 2:** To review an example of conflicting theories and their respective arguments – sociobiology vs. environmentalism.

**Learning Outcome:** Students will demonstrate an understanding of working theories in competition with each other (essay exams and class discussions).

**Learning Goal 3:** To demonstrate the ability to think critically and analytically.

**Learning Outcome:** Students will discuss theoretical materials critically and demonstrate an understanding to fundamental theoretical concepts (essay exams and class discussions).

A passing grade for each outcome is expected for a student to receive a passing grade.

## **Learning Goals and Outcomes for Sociology 4408 Advanced Social Statistics**

**Learning Goal 1:** Students review descriptive and inferential statistical techniques taught in Sociology 3309.

**Learning Outcome:** Students generate appropriate statistics relative to levels of measurement for descriptive and inferential statistics. They generate these using the software, Social Statistics for the Social Sciences (SPSS). They learn to display the statistics in American Sociological Association (ASA) formatted tables, and they can provide oral and written interpretations (assignments and exams).

**Learning Goal 2:** Students learn conventional data transformation skills available in SPSS.

**Learning Outcome:** Students learn to transform nominal or ordinal variables by “dummying”; they learn to create summated scales justified with appropriate reliability measures (Cronbach’s alpha coefficient); they learn when and how to apply factor analysis to multicollinear independent variables.

**Learning Goal 3:** Students learn the assumptions and the practices of ordinary least squares multiple regression, logistic regression, and, in some instances, path analysis.

**Learning Outcome:** Students master the practices to test the basic assumptions of interval/ratio level variables for multivariate analysis including tests for outliers, linearity, normality, collinearity, homoscedasticity and so forth (assignments and exams).

**Learning Goal 4:** Students learn to read the statistical output for ordinary least squares multiple regression and logistic regression.

**Learning Outcome:** Students can read and write a meaningful interpretation of SPSS output for basic multivariate practices. They can read and interpret journal articles that use these procedures (assignments and exams).

### **Learning Goals and Outcomes for Sociology 4431 Criminology**

*This course satisfies an elective for the sociology program and the criminal justice major. It emphasizes student learning based upon the following course goals/objectives/outcomes.*

**Learning Goal 1:** The study of the theories of criminology.

**Learning Outcome:** Students will do readings on the various theories in criminology to understand why people commit crimes (exams, class discussion and term paper).

**Learning Goal 2:** To examine the myths surrounding American crime leading to a more accurate understanding of criminal behavior in society.

**Learning Outcome:** Students will be able to identify the myths surrounding American crime and more accurately understand crime in the society (exams, class discussion and term paper).

**Learning Goal 3:** To demonstrate the ability to think critically and analytically.

**Learning Outcome:** Students will demonstrate critical and analytical thinking through class assignments (exams, class discussions, and term paper).

A passing grade for each outcome is expected for a student to receive a passing grade.

### **Learning Goals and Outcomes for Sociology 4436(formerly 491) Elite Deviance and Crime**

*This course satisfies the elective requirements for sociology and criminal justice. It emphasizes student learning based upon the following course goals/objectives/outcomes.*

**Learning Goal 1:** To identify the American corporate and social elite (1% of the population).

**Learning Outcome:** Student will be able to identify those indicators that identify the American elite (essay exams and class discussions).

**Learning Goal 2:** To study the history and development of the American elite.

**Learning Outcome:** Students will demonstrate and understanding of the history and development of the American elite (essay exams and class discussions).

**Learning Goal 3:** To study a variety of elite crime.

**Learning Outcome:** Students will select and write a paper describing a particular elite crime (term paper).

**Learning Goal 4:** Demonstrate the ability to think critically and analytically.

**Learning Outcome:** Students will demonstrate critical and analytical thinking through class assignments (essay exams, term paper, and class discussions).

A passing grade for each outcome is expected for a student to receive a passing grade.

### **Learning Goals & Outcomes for Sociology 4462 Power, Class, and Prestige**

*This course satisfies a program requirement for sociology majors. The following learning goals and outcomes are emphasized in this course.*

**Learning Goal 1:** To understand the basic concepts, facts and processes of social stratification.

**Learning Outcome:** Students will demonstrate an understanding of sociological concepts of social inequality, the processes involved in the maintenance and change of social hierarchies, and the trends and current numbers regarding social inequality in the US. (Exam, Assignments)

**Learning Goal 2:** To understand the concept of social class.

**Learning Outcome:** Students will understand the systematic unequal distribution of socio-economic resources, social status, life chances, and access to power for different groups of people in the US. (Exam, Assignments)

**Learning Goal 3:** To know about the American class structure.

**Learning Outcome:** Students will identify the different classes and characteristics of each social class in the US. (Exam, Assignments)

**Learning Goal 4:** To understand how race, ethnicity, gender and social class intersect.

**Learning Outcome:** Students will demonstrate an understanding of the role of race/ethnicity and gender in regard to social inequality. Students will understand how different racial/ethnic groups and men and women differ in regard to socio-economic resources, social status, life chances, and access to power.

**Learning Goal 5:** To know about the different approaches in social policy to alleviate social inequality.

**Learning Outcome:** Students will know how social policies can alleviate social inequality, and what different policies aim to accomplish.

**Learning Goal 6:** To be able to communicate effectively in writing.

**Learning Outcome:** Students will communicate in writing their understanding of social inequality. (Exams, Assignment)

**Learning Goal 7:** To engage in active learning and critical thinking.

**Learning Outcome:** Students will prepare for class by reading the assigned readings and actively participating in class discussions. (Assignments, Class participation)

## **Learning Goals and Outcomes for Sociology 4467 Community Networking Assessment**

**Learning Goal 1:** To teach students the Community-Based Learning Model and have the students apply the model to a community agency.

**Learning Outcome:** Students will experience university-community collaboration. Students will become familiar with agency philosophy, mission, purpose and culture. Students will be in a position to develop ideas, make suggestions and create action plans to assist the agency in meeting its goals.

**Learning Goal 2:** To assist students in their ability to connect sociological concepts and theory to their educational and social experiences by cultivating the habit of seeking knowledge.

**Learning Outcome:** Students will be exposed to differential association theory and modeling positive definitions of behavior at their service-learning sites. Students will be exposed to symbolic interaction theory and may become the generalized reference group from whom service-learning clients take their role for appropriate behavior. Students will be exposed to social bond theory and seek to establish bonds with the service-learning clients through program activities, investment of time and energy and observation and compliance of conventional rules of society. Improvement in student writing and understanding of sociological concepts.

**Learning Goal 3:** Students will be exposed to an experiential learning focus which emphasizes academically based activities that integrates course work with service learning.

**Learning Outcome:** Students have the choice of experiencing sociology of education or community sociology or criminal justice in the context of collaborative service learning projects with community agencies and organization. Students will collaborate with agencies to develop team-based projects that merge applied reality-based learning with self-reflection. Students will experience a purposefully structured learning experience that combines community engagement with preparation and reflection and allows students to apply their classroom knowledge to real world situations. Students will learn how to help solve real life problems, to make real life contributions to the community and to help create lasting differences that help to build up and add to the community, i.e. civic engagement. Students will complete three service-learning hours a week in a community agency where they can sharpen their skills and apply their sociological knowledge.

**Learning Goal 4:** To produce a Visual Ethnography project

**Learning Outcome:** Students will produce a DVD that could be part of their portfolio. Students will learn teamwork, project skills, organization skills, communication skills, time management skills, leadership skills, operationalization of ideas, presentation skills and will be active participants in their learning. Meaning of the service-learning experience is co-created by all involved in the project and this permits the voice of the community, as well as the students own voice to be expressed. Journal Writing will help to build confidence, gain perspective, determine what works for the iMovie and in the end, lead to a highly polished iMovie. Additionally, journaling leads to depth, flexibility and value to the service-learning experience

**Learning Goal 5:** Expose students to a Service-Learning Pedagogy

**Learning Outcome:** Through the service-learning projects, students will receive a real-world, challenging learning experience that will promote the integration of theory and practice. Students will examine ethics and potential conflicts associated with the service-learning experience. Students and

agency clients will bond as each interacts with the other to build a strong multi-faceted tie. Students learn how to operationalize concepts. Students learn how to thinking strategically. Students learn how to structure their thought process to consider others.

### **Learning Goals and Outcomes for Sociology 4482 Sociology Internship**

This course in an elective course for sociology majors. The course emphasizes the following learning goals and outcomes:

**Learning Goal 1:** To gain an understanding about teaching styles, formats, and logistics.

**Learning Outcome:** Students will demonstrate an understanding of how to put together a lecture or study group, identify appropriate formats, and present lecture or study group material in an effective way. (Assignments)

**Learning Goal 2:** To be able to communicate effectively in speech and writing.

**Learning Outcome:** Students will communicate in oral presentations, meetings with students, and writing their understanding of sociological course material (Assignments)

**Learning Goal 3:** To engage in active learning and critical thinking.

**Learning Outcome:** Students will prepare for class by reading the assigned readings and leading group work or class discussions. (Assignments)

### **Learning Goals and Outcomes for Sociology 4483 Independent Problems in Sociology**

**Learning Goal 1:** To engage in active learning, critical thinking, and independent academic work.

**Learning Outcome:** Students will read the assigned readings and work independently on data analysis, applied work, and/or papers in content areas not offered in other courses. (Assignments, papers)

**Learning Goal 2:** To be able to communicate effectively in writing.

**Learning Outcome:** Students will communicate in writing their understanding of sociological issues and concepts. (Assignments, papers)