

## CAS GE to LE Core Application

### Preparer(s)

Bonstead-Bruns, Melissa J.

### Section I. CAS GE to LE Core Application Cover Sheet

Department/Program: Sociology

Effective year and term for implementation of action: [2015]Fall

### Current Course Information

Prefix: SOC	Number: 101	Credits: 3
Catalog Title: Introduction to Sociology		

### Section II. Application for Inclusion in the Liberal Education Core

A. This course addresses the following Liberal Education Core Learning Outcome(s) (check all that apply):

Knowledge	<input type="checkbox"/> K1	<input checked="" type="checkbox"/> K2	<input type="checkbox"/> K3	<input type="checkbox"/> K4
Skills	<input type="checkbox"/> S1	<input type="checkbox"/> S2	<input type="checkbox"/> S3	
Responsibility	<input checked="" type="checkbox"/> R1	<input type="checkbox"/> R2	<input type="checkbox"/> R3	
Integration	<input type="checkbox"/> I1			

### B. Provide the requested information for each identified learning outcome.

**Knowledge 2 (K2):** Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.

1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.

The whole of this course is based on the notion of introducing students to the discipline of sociology. Considerable time is devoted to exploring the "sociological perspective" and how it differs from other perspectives, particularly in terms of the methods and theories used by sociologists to explore social phenomena. Instructors cover theoretical perspectives both from an historical vantage point (e.g. by examining social conflict theory, structural functionalist theory, and symbolic interactionist theory) and a contemporary vantage point (e.g. by examining feminist theory, critical race theory, and world systems theory). Students are also introduced to basic social science methodology by examining the use of surveys, experiments, field research, and other unobtrusive methods along with the application of these methods in real world research. 100% of the course is focused on K2 elements.

2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.

This course is taught by multiple instructors each semester who all approach the topic from a slightly different vantage point. However, all instructors use a college-level textbook and employ various active-learning strategies along with more traditional methodologies such as lecturing and assigning written work. Students will be provided material on this outcome through their course texts, course films, lectures, in-class activities, assignments, papers/projects, and exams.

3. Identify and provide a rationale for the presence of all prerequisites.

[There are no prerequisites.]

4. Describe the student work for the identified outcome that will be collected, assessed and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.

Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.

Student exams and written assignments (such as the ones attached) will be the primary student work used to assess this outcome. The sample exam questions in the attached documents illustrate some ways that each of the elements in the rubric can be assessed. The questions included cover knowledge of theory (both its elements and application) (Element A), understanding of the sociological perspective and how it is applied to explain individual behavior and social institutions (Element A), and knowledge of the basic methods of sociological research along with their application (Element B).

5. Provide additional information on the learning experience such as:

- Sample readings
- Topical outline and timetable
- Learning outcomes
- A brief description of the experience (300 words maximum)

Sample readings (ex.):

Sociology: Exploring the Architecture of Everyday Life, by David M. Newman

Society: The Basics, by John J. Macionis

Down to Earth Sociology, by James M. Henslin

Topical outline:

I. Introduction to the Discipline

## Weeks One and Two

### Introduction

The Sociological Perspective and Sociological Imagination

Social Structure and Its Impact on Our Lives

Theoretical Perspectives

## Weeks Three and Four

The Construction of Reality

Sociological Methods and Critical Thought

## II. The Construction of Self and Society

### Week Five

Culture, Cultural Relativity, and Ethnocentrism

### Weeks Six and Seven

Socialization (includes materials on variations in socialization patterns by gender, race, and class)

Construction of Self

Presentation of Self and Impression Management

## III. Social Structure, Institutions, and Everyday Life

### Weeks Nine and Ten

Deviance and Social Control

### Week Eleven

Institutions (such as Family, Education, Religion, Government, etc.)

### Weeks Twelve – Fourteen

Inequality (Race, Class, Gender, Sexuality, etc.)

### Week 15

Social Change

### Course learning outcomes:

- identify and describe sociological perspective and the sociological imagination;
- demonstrate the application of the sociological perspective as a way of understanding broader social issues;
- describe the application of sociological research methods to broader social issues;
- practice critical thought.

### 6. Considering existing department/program resources, please provide answers to the following:

How many sections of the experience will be offered in the fall semester? 10-12

How many sections of the experience will be offered in the spring semester? 8-10

What will be the average size for each section of the experience? 60

### Responsibility 1 (R1): Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

- Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.  
The concepts of cultural relativity, ethnocentrism, privilege, power, discrimination, and prejudice are integral to the course and are touched on both directly through specific units and indirectly as part of other units, throughout the course. For example, the diversity of social groups is explored in the units on culture and socialization. In these units students learn how the lived experience (socialization) of members of different groups vary and also about the social construction of what it means to the broader culture to be a member of a given group or category. The unit on social inequality examines the implications of these social constructs in terms of the distribution of resources and how dominant assumptions play a role in the social construction of both individual and group identities. The unit on deviance is one of several areas where privilege is explored, particularly as related to the social construction of what is considered deviant and what is not. Similarly, the unit on institutions demonstrate how socially constructed notions of race, class, gender, and sexuality become imbedded in the system and serve to perpetuate prejudice and discrimination while maintaining the privilege already present in the system. Approximately 30%-40% of the course will address the elements stated in the R1 rubric.
- Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.  
[There are multiple instructors assigned to teach SOC 101 but each covers the units given above and each requires assignments or activities similar to the ones provided here.] Students will meet this outcome through their course texts, course films, and lectures that explore each of the elements in the rubric. Instructors will also use in-class activities, assignments, and papers/projects such as the activities attached (which are explained in #4).
- Identify and provide a rationale for the presence of all prerequisites.  
[No prerequisites.]
- Describe the student work for the identified outcome that will be collected, assessed and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.

Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.

Student exams and written assignments (such as the ones attached) will be the primary student work used to assess this outcome. The three assignments that are attached are not used by all instructors who teach this course but are representative of the types of assignments used by all. For example, the attached

assignment "Cultural Analysis," is designed to assist students in exploring group differences by examining one of a number of subcultures that they may understand (e.g. gamers, skaters, hipsters, millennials, etc.). Students explore the subtle differences in culture across these groups by examining unique aspects of the group's language, norms, rituals, and values. By doing this assignment, students understand how the groups we are a part of can shape our view of the world and the way we interact in it (Element A).

The assignment that follows the showing of portions of the "People Like Us" video requires students to think about their place in the larger class structure and analyze the impact that position has had on their own personal identities. They are asked to think critically about the assumptions others have for their particular class position and whether or not these assumptions and expectations benefit or hinder their success (Element B).

The assignment on white privilege allows students to explore systems of privilege and the impact of dominant assumptions on both individual identities and social institutions by observing several videos on white privilege and connecting them to classroom discussions on the myth of meritocracy and the roles of both achievement and ascription in determining individual success (Element C).

5. Provide additional information on the learning experience such as:

- Sample readings
- Topical outline and timetable
- Learning outcomes
- A brief description of the experience (300 words maximum)

See above.

6. Considering existing department/program resources, please provide answers to the following:

How many sections of the experience will be offered in the fall semester? 10-12

How many sections of the experience will be offered in the spring semester? 8-10

What will be the average size for each section of the experience? 60

#### Attachments

LE.CulturalActivity.docx	12/11/2014 2:16 PM	Sociology
LE.Exam questions.docx	12/9/2014 12:54 PM	Sociology
LE.People Like Us Essay.doc	12/9/2014 12:17 PM	Sociology
LE.Privilege.docx	12/9/2014 12:17 PM	Sociology

#### General Notes and Comments:

This course is regularly taught by 8 different faculty members so the specific details will vary slightly across sections. We have met, discussed, and agreed that anyone who teaches this course will meet these two outcomes.

#### Date of Department/Program Approval (Include all department/program names and approval dates as appropriate):

9/19/2013 approved by Sociology department faculty

#### College Curriculum Committee or Equivalent Action:

1/29/2015  Approved  Denied

#### University Liberal Education Committee Action:

Approved  Denied