

# REAL Curriculum Program Alignment Proposal

Department or School: Sociology

Date: 10/5/2020

Degree type: BS BA BBA BSN BM BFA BSW Minor Certificate

Program: Sociology

REAL Area Program Designation Sought (check all that apply): R E A L

Dept/School Contact: Joanna Hunter [jhunter35@radford.edu](mailto:jhunter35@radford.edu)

---

## Required Courses (21 credits)

- [SOCY 110 - Introduction to Sociology](#)
- [SOCY 250 - Social Inequality](#)
- [SOCY 360 - Sociological Theory](#)
- [SOCY 365 - Society and the Individual](#)
- [SOCY 380 - Introduction to Social Research Methods](#)
- [SOCY 480 - Survey Research Methods](#)
- [SOCY 497 - Senior Seminar in Sociology](#)

## Sociology Electives (15 credits)

BS/BA Requirements: Courses selected must include four additional 300- or 400-level courses not listed above. One elective must be satisfied by an approved internship or other designated applied sociology course selected in consultation with your advisor.

## B.A. Requirements (6-8 credits)

The Bachelor of Arts degree requires completion of the B.A. language requirements described [Academic Programs General Information](#).

## Electives (31-35 credits)

Students should consult with their academic advisor in selecting elective courses to complete 120 hours required for graduation.

- 
- Any degree program that fulfills a REAL area must include at least 9 unique credit hours for each area covered. At least 3 of these 9 credit hours must be at the 300 level or above
  - A single major degree program may fulfill no more than three REAL areas for any one student, unless all four REAL areas are fulfilled by accreditation or licensure requirements.
  - A single minor or certificate degree program may fulfill no more than two REAL areas.
  - Degree program may cover up to two REAL areas using a single prefix.
  - All courses documenting the coverage of a REAL area must fulfill all learning outcomes and be designated in that area.

- All courses that document fulfillment of a REAL area within a degree program of study are NOT required to be taught by the department/school. However, departments/schools are expected to formally communicate with other departments about reliance on and inclusion of courses in their degree program plans of study. Indicate this through signature of chair or director of the partnering department or school in the areas below.
- Departments or schools that seek to fulfill REAL areas must acknowledge assessment requirements for those areas. Assessment of degree seeking students is required to be conducted yearly by the department or school offering the degree program.
- If departments or schools want to use a menu of courses to fulfill a particular area, please duplicate the sections below for each REAL area and include information for each course included in the menu of options.
- Please save this file for submission as PROGRAM NAME\_ProgramType.docx (Example: Criminal Justice\_BS.docx)

By signing, the department/school acknowledges the above conditions and considerations:

Dept/School Signature	Date:
<p><b>Official Program Description:</b></p> <p>Please paste the entire official program description from the Radford University catalog in the space within this box. Find those here: <a href="https://catalog.radford.edu/">https://catalog.radford.edu/</a></p> <p>Please note that every department/school will have to submit a catalog change proposal for program that asks the Registrar’s Office to insert language about the program coverage of the REAL areas into the official Radford University catalog upon approval.</p> <p><b>Core Curriculum Requirements (30-36 credits)</b></p> <hr/> <p>In <a href="#">College Core B</a>, all majors in programs in the College of Humanities and Behavioral Sciences are r Behavioral Sciences; i.e., CHBS majors cannot fulfill College Core B requirements with a Health and</p> <p><b>Required Courses (21 credits)</b></p> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">SOCY 110 - Introduction to Sociology</a></li> <li>• <a href="#">SOCY 250 - Social Inequality</a></li> <li>• <a href="#">SOCY 360 - Sociological Theory</a></li> <li>• <a href="#">SOCY 365 - Society and the Individual</a></li> <li>• <a href="#">SOCY 380 - Introduction to Social Research Methods</a></li> <li>• <a href="#">SOCY 480 - Survey Research Methods</a></li> <li>• <a href="#">SOCY 497 - Senior Seminar in Sociology</a></li> </ul>	

### Sociology Electives (15 credits)

Courses selected must include four additional 300- or 400-level courses not listed above. One elective must be SA or other designated applied sociology course selected in consultation with your advisor.

### B.A. Requirements (6-8 credits)

The Bachelor of Arts degree requires completion of the B.A. language requirements described [Academic Program](#)

### Electives (31-35 credits)

Students should consult with their academic advisor in selecting elective courses to complete 120 hours required

### Total Credits Needed for Degree 120

### Graduation Requirements

To graduate with a major in Sociology, a student must have a grade point average of 2.0 or higher in all courses taken. Students must complete all required courses in the major curricula listed above with a grade of "C-" or better.

All majors in the department must successfully complete [STAT 200](#). This course is a prerequisite for [SOCY 380](#). It is also a Core Curriculum requirements for College Core B.

### CULTURAL OR BEHAVIORAL ANALYSIS

<p><b>A Area:</b> Course Prefix: SOCY Course Number: 110 Course Title: Introduction to Sociology Credit Hours: 3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 1200</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>A Area:</b> Course Prefix: SOCY Course Number: 250 Course Title: Social Inequality Credit Hours: 3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 140</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>

<p><b>A Area:</b>  Course Prefix: SOCY  Course Number: 360  Course Title: Sociological Theory  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 70</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>A Area:</b>  Course Prefix: SOCY  Course Number: 365  Course Title: Society and the Individual  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 100</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>A Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: <b>SOCY110 Introduction to Sociology</b></b></p>	

<p><b>A Area:</b>  <b>Learning Goal: To examine the context and interactions of culture(s) and/or behavior(s).</b></p>	
<p>Learning Outcome 1: Students describe behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Description of learning outcome assessment plan:  Students in in the major learn to identify social inequalities, social behaviors, and theories that explain those inequalities and behaviors. Students take course exams that include questions about these theories.</p>
<p>Learning Outcome 2: Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Description of learning outcome assessment plan:  Students in the major learn theories that analyze the interactions of individual behaviors and beliefs with the cultures, social institutions and environments they are embedded in. Students take course exams that include questions about these theories.</p>
<p>Additional information for REAL Council consideration:</p>	

Are existing material resources adequate to support this program alignment proposal?

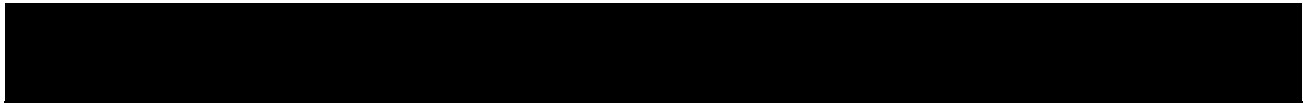
Yes  No If not, what additional material resources would be needed?

Are existing space resources adequate to support this program alignment proposal?

Yes  No If not, what additional space resources would be needed?

Are existing human resources adequate to support this program alignment proposal?

Yes  No If not, what additional human resources would be needed?



Department Curriculum Committee Recommendation:	Signature:	Date:
Chair/Dean on Behalf of Dept/School:	Signature:	Date:
College Curriculum Committee Approval:	Signature:	Date:
Dean/AVP Approval:	Signature:	Date:
REAL Council Recommendation:	Signature:	Date:
Faculty Senate Curriculum Committee Recommendation:	Signature:	Date:
Faculty Senate Approval:	Signature:	Date:
Provost Approval:	Signature:	Date:

# REAL Detailed Assessment Plan Proposal

## (REAL Programs)

### Program Details

Department or School: Sociology Date: October 10, 2020

Degree type:  Major  Minor  Certificate

Program: Sociology B.A.

REAL Area Program Designation Sought (check all that apply):  R  E  A  L

Dept/School Assessment Contact: Joanna Hunter jhunte35@radford.edu

### Course and Learning Goal and Outcomes Documentation

#### General Information

- An assessment plan must be submitted for each major/minor/certificate program
- The assessment plan must be fully developed
- Offering departments may collect REAL data at the course level or program level
- REAL-area assessment must be conducted and reported annually

## CULTURAL OR BEHAVIORAL ANALYSIS (A)

### Outcome 1: Students describe behaviors, beliefs, cultures, social institutions, and/or environments

<p><b>Measure 1</b> (There must be at least two measures for each of the REAL outcomes)</p> <p><b>Type of measure</b> <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect (At least one of the two measures must be direct)</p>	<p><b>Description of the measure</b> (the description must be specific and describe how it is related to the learning outcome. It also should be articulated as a single, distinct measure – do NOT combine multiple measures with “and” or “or”)</p> <p>Students will learn about social inequality and theories about its resolution in SOCY250. Their understanding of the concept of social inequality is assessed through a reflection paper assignment.</p>
<p><b>Where and when will the measure be assessed?</b></p>	<p><b>Provide the context of where and when the measure will be assessed</b> (e.g., senior-year capstone course; second semester field experience)</p> <p>SOCY250 (Social inequality) is a sophomore level class required of all SOCY majors.</p>

<p><b>Population being measured</b>  <input checked="" type="checkbox"/> All Program Students  <input type="checkbox"/> Sample          (Describe the sampling plan to the right)</p>	<p><b>If sampling, please describe the sampling plan</b> (e.g., random sampling, sampling of course sections)</p> <p>All students in SOCY250 will take part in the measurement.</p>
<p><b>Criteria and targets for success</b></p>	<p>The REAL Council is responsible for establishing the benchmarks (targets) for students achieving competencies in the REAL Curriculum. The benchmark (target) for the REAL areas is 75%: At least 75% of students should achieve “Competent” or “Highly Competent” in each REAL area.</p> <p>Offering departments decide criteria or standards for determining whether students have successfully achieved learning outcomes for courses (including Foundational and Cornerstone courses), majors, minors, and certificates. For this measure describe the criteria for each of the following levels based on the targets set by the REAL Council (see examples on last page):</p> <p><b>Highly Competent</b> <i>Students who obtain at least 90% of the possible points on the applicable test items in SOCY250 will be considered highly competent.</i></p> <p><b>Competent</b> <i>Students who obtain between 75% and 89% of the possible points on the applicable test items in SOCY250 will be considered competent.</i></p> <p><b>Below Competent</b> <i>Students who obtain less than 74% of the possible points on the applicable test items in SOCY250 will be considered below competent.</i></p>
<p><b>Relevant Documentation</b></p>	<p><b>Please attach documentation related to this measure</b> (e.g., exam questions, rubrics, survey questions)</p> <p>Please see reflection paper assignment attached.</p>
<p><b>Measure 2</b>          (There must be at least two measures for each of the REAL outcomes)</p> <p><b>Type of measure</b>  <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect          (At least one of the two measures must be direct)</p>	<p><b>Description of the measure</b> (the description must be specific and describe how it is related to the learning outcome. It also should be articulated as a single, distinct measure – do NOT combine multiple measures with “and” or “or”)</p> <p>Students will learn about theories of individual behavior in a social context in SOCY365. Their understanding of those theories will be measured through a paper assignment.</p>
<p><b>Where and when will the measure be assessed?</b></p>	<p><b>Provide the context of where and when the measure will be assessed</b> (e.g., senior-year capstone course; second semester field experience)</p>

	SOCY365 (Society and the Individual) is a junior-level class required of all majors.
<b>Population being measured</b> <input checked="" type="checkbox"/> All Program Students <input type="checkbox"/> Sample (Describe the sampling plan to the right)	<b>If sampling, please describe the sampling plan</b> (e.g., random sampling, sampling of course sections)  All students in SOCY365 will take part in the measurement.
<b>Criteria and targets for success</b>	<p>The REAL Council is responsible for establishing the benchmarks (targets) for students achieving competencies in the REAL Curriculum. The benchmark (target) for the REAL areas is 75%: At least 75% of students should achieve “Competent” or “Highly Competent” in each REAL area.</p> <p>Offering departments decide criteria or standards for determining whether students have successfully achieved learning outcomes for courses (including Foundational and Cornerstone courses), majors, minors, and certificates. For this measure describe the criteria for each of the following levels based on the targets set by the REAL Council (see examples on last page):</p> <p><b>Highly Competent</b> <i>Students who obtain at least 90% of the possible points on the paper assignment in SOCY365 will be considered highly competent.</i></p> <p><b>Competent</b> <i>Students who obtain between 75% and 89% of the possible points on the paper assignment in SOCY365 will be considered competent.</i></p> <p><b>Below Competent</b> <i>Students who obtain less than 74% of the possible points on the paper assignment in SOCY365 will be considered below competent.</i></p>
<b>Relevant Documentation</b>	<b>Please attach documentation related to this measure</b> (e.g., exam questions, rubrics, survey questions)  Please see paper assignment and rubric attached.
<b>Outcome 2: Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments</b> :	
<b>Measure 1</b> (There must be at least two measures for each of the REAL outcomes)  <b>Type of measure</b> <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect (At least one of the two measures must be direct)	<b>Description of the measure</b> (the description must be specific and describe how it is related to the learning outcome. It also should be articulated as a single, distinct measure – do NOT combine multiple measures with “and” or “or”)  <i>Students in SOCY360 learn about sociological theories which explain the interactions of behaviors, beliefs, cultures, social institutions and environments. Their understanding of those theories will be measured through test questions.</i>



<p><b>Where and when will the measure be assessed?</b></p>	<p><b>Provide the context of where and when the measure will be assessed</b> (e.g., senior-year capstone course; second semester field experience)</p> <p>SOCY360 is a junior/senior level course required of all majors in the program.</p>
<p><b>Population being measured</b>  <input checked="" type="checkbox"/> All Program Students  <input type="checkbox"/> Sample          (Describe the sampling plan to the right)</p>	<p><b>If sampling, please describe the sampling plan</b> (e.g., random sampling, sampling of course sections)</p> <p><i>All students in SOCY360 will take part in the measurement.</i></p>
<p><b>Criteria and targets for success</b></p>	<p>The REAL Council is responsible for establishing the benchmarks (targets) for students achieving competencies in the REAL areas, Foundation, and Cornerstone courses. Offering departments decide criteria or standards for determining whether students have successfully achieved learning outcomes for courses (including Foundational and Cornerstone courses), majors, minors, and certificates. For this measure describe the criteria for each of the following levels based on the targets set by the REAL Council (see examples on last page):</p> <p><b>Highly Competent</b> <i>Students who obtain at least 90% of the possible points on the applicable test items in SOCY360 will be considered highly competent.</i></p> <p><b>Competent</b> <i>Students who obtain between 75% and 89% of the possible points on the applicable test items in SOCY360 will be considered competent.</i></p> <p><b>Below Competent</b> <i>Students who obtain less than 74% of the possible points on the applicable test items in SOCY360 will be considered below competent.</i></p>
<p><b>Relevant Documentation</b></p>	<p><b>Please attach documentation related to this measure</b> (e.g., exam questions, rubrics, survey questions)</p> <p>Please see essay questions attached.</p>
<p><b>Measure 2</b>          (There must be at least two measures for each of the REAL outcomes)</p> <p><b>Type of measure</b>  <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect          (At least one of the two measures must be direct)</p>	<p><b>Description of the measure</b> (the description must be specific and describe how it is related to the learning outcome. It also should be articulated as a single, distinct measure – do NOT combine multiple measures with “and” or “or”)</p> <p><i>Students in SOCY365 learn about the micro, meso, and macro levels of analysis. Their knowledge of these levels of analysis are measured through test questions.</i></p>

<p><b>Where and when will the measure be assessed?</b></p>	<p><b>Provide the context of where and when the measure will be assessed</b> (e.g., senior-year capstone course; second semester field experience)</p> <p><i>SOCY365 (Society and the Individual) is a junior-level course required of all majors in the program.</i></p>
<p><b>Population being measured</b></p> <p><input checked="" type="checkbox"/> All Program Students</p> <p><input type="checkbox"/> Sample</p> <p>(Describe the sampling plan to the right)</p>	<p><b>If sampling, please describe the sampling plan</b> (e.g., random sampling, sampling of course sections)</p> <p>All students enrolled in SOCY365 will take part in this assessment.</p>
<p><b>Criteria and targets for success</b></p>	<p>The REAL Council is responsible for establishing the benchmarks (targets) for students achieving competencies in the REAL areas, Foundation, and Cornerstone courses. Offering departments decide criteria or standards for determining whether students have successfully achieved learning outcomes for courses (including Foundational and Cornerstone courses), majors, minors, and certificates. For this measure describe the criteria for each of the following levels based on the targets set by the REAL Council (see examples on last page):</p> <p><b>Highly Competent</b> <i>Students who obtain at least 90% of the possible points on the applicable test items in SOCY365 will be considered highly competent.</i></p> <p><b>Competent</b> <i>Students who obtain between 75% and 89% of the possible points on the applicable test items in SOCY365 will be considered competent.</i></p> <p><b>Below Competent</b> <i>Students who obtain less than 74% of the possible points on the applicable test items in SOCY365 will be considered below competent.</i></p>
<p><b>Relevant Documentation</b></p>	<p><b>Please attach documentation related to this measure</b> (e.g., exam questions, rubrics, survey questions)</p> <p>Please see set of 10 test questions attached.</p>
<p><b>Department Action Plan</b></p>	
<p><b>Action Plan</b></p>	<p>Action plans detail the departmental process for reviewing and acting on REAL assessment data results. This is a full departmental process – i.e. should not just be the assessment coordinator’s responsibility – for determining what the assessment data means and what to do moving forward. Departments should be meeting at the beginning of each academic year to discuss and interpret the findings of the previous year’s assessment and strategize ways to make improvements, if necessary. Please describe the process your department will use to review the assessment data and also include the process you will take if students do not achieve the learning outcome targets.</p> <p><i>All full time faculty in the Sociology program will meet during a departmental retreat prior to the start of each Fall semester. During that retreat, they will review results of the previous academic year and/or assessment cycle. Based on that</i></p>

	<i>review, that faculty will discuss any applicable changes to the action plan for meeting the stated goals. This will be carried out in conjunction with assessment with the accrediting body for the Program in Applied and Public Sociology, who require a similar assessment plan. New or revised action plans adopted by the department will become a part of the academic program assessment plan to ensure the results are monitored and collected.</i>
--	--

## Example Criteria for Success

### 1. Example One – Rubric used to score a written assignment

**Highly Competent** – To score highly competent a student must score “Excellent” on the writing assignment rubric.

**Competent** – To score competent a student must score “Acceptable” on the writing assignment rubric.

**Below Competent** – To score below competent a student must score “Unacceptable” on the writing assignment rubric.

### 2. Example Two – Exam questions used to measure student knowledge of a subject

**Highly Competent** – To score highly competent a student must correctly answer at least 90% of the exam questions.

**Competent** – To score competent a student must correctly answer between 70% and 89% of the exam questions.

**Below Competent** – To score below competent a student must correctly answer less than 69% of the exam questions.

### 3. Example Three – Survey question used to measure a student’s perceived knowledge of a subject

**Highly Competent** – To score highly competent a student must indicate that “after completing this course, I feel highly confident in my knowledge of \_\_\_\_.”

**Competent** – To score competent, a student must indicate that “after completing this course, I feel confident in my knowledge of \_\_\_\_.”

**Below Competent** – To score below competent a student must indicate that “after completing this course, I do not feel confident in my knowledge of \_\_\_\_.”

SOCY 360: Sociological Theory  
Fall 2020  
Dr. Lyman

Midterm Exam

Instructions: You MUST complete Essay A. You MUST complete Essay B or C. You MUST complete Essay D or E.

**REQUIRED**

- A) Biography is important in the development of sociological theory. Explain why this is. Then, for at least four of our theorists discussed so far, make a direct connection between something from their biography and the theories that they produced.

**REQUIRED: B OR C**

- A) Both Harriett Martineau and Janet Saltzman Chafetz identified women's equal participation in the work force as a way to decrease, or even eliminate, women's oppression in society.
1. First, summarize their theories. How do they come to this same conclusion?
  2. Using these theories, what actions can we take to reduce women's oppression? Give examples.

OR

- B) What are characteristics of Spencer's militaristic and industrial societies? Using these, make the argument that we in the US are regressing from an industrial to militaristic society. Why is this happening?

**REQUIRED: D OR E**

- C) Explain Marx's forms of alienation and Simmel's tragedy of culture. Draw parallels between the two. In your answer, define the kinds of alienation, subjective and objective culture, and the tragedy of culture.

OR

- D) Both Durkheim and Weber wrote extensively about the role of religion the development of society. Both conclude that in more developed (industrialized) societies, religion becomes less important in the social world and how it functions. For each of these theorists, why is this so? Why is religion no longer the anchor institution? What replaces it?

EXTRA CREDIT – short answer question

What is Weber's principle argument in the Protestant Ethic and Spirit of Capitalism?

## Final Exam

SOCY 360: Sociological Theory  
Spring 2020  
Dr. Lyman

**DUE SATURDAY, MAY 9<sup>th</sup>, 11:59 PM**

This is the final exam for this class. There are four, required questions that are in the same format as you have gotten for assignment questions. The difference here is that you are making bridges between our theorists, rather than just giving answers about single theorists.

This is open book and open notes, so your answers can and should be detailed. Define terms, give examples (you have the readings, videos, discussions, prior assignments that you can draw from), and be clear in your explanations. Give credit where credit is due (cite properly!). You may not consult with your classmates while taking this exam.

On exams, when students ask how long they should be, my blanket answer is "however long it takes to give a good answer." Be thorough, but also be concise.

Please let me know if you have any questions!

- 1) W.E.B. Du Bois and Patricia Hill Collins looked at the role of identity and culture in the oppression of Black Americans.
  - a) For each of these, how can culture be oppressive to Black individuals and the community as a whole?
  - b) Specifically how, then, did/do they think that can culture be used to improve the lives and outcomes of Black Americans?
- 2) Both William Julius Wilson and Cornell West explain how the progression of capitalism causes inequalities between Black and non-Black communities.
  - a) How do they say that capitalism causes these inequalities?
  - b) What are their solutions? How are they different?
- 3) Frederick Douglass and W.E.B. Du Bois wrote about double or dual consciousness. Patricia Hill Collins wrote about intersectionality.
  - a) Define and compare these two concepts (double consciousness and intersectionality). How are they the same? And different?

- b) Why does Collins use intersectionality, not double consciousness, in her work?
  
- 4) West turns to religion (spirituality, morality) as an institution of healing and prosperity for the Black community. What are the commonalities between West and Durkheim in how they view these as important to the survival and success of a society?

1. How can macrosociological perspectives be used to study individual-level, or micro-level, interactions?
  - a. Differences in our macrosociological conditions are irrelevant to the way we react to life events.
  - b. Life events that affect us the most are never caused by societal conditions.
  - c. **Macrosociological conditions may cause some individual-level conditions to exist in the first place.**
  - d. Macrosociological perspectives cannot be used to study individual-level interactions.
  
2. Individuals' attitudes are \_\_\_\_\_ predictors of their behavior.
  - a. very strong
  - b. **relatively weak**
  - c. perfect
  - d. somewhat strong
  
3. "Agency" is the term sociologists use to refer to the:
  - a. **capacity of individuals to resist broader social forces and act in a self-directed manner**
  - b. conflict that exists between the individual and society
  - c. flow of resources within and across social relationships
  - d. social mechanisms that make society stable and prevent social change
  
4. Social norms tell us what is good or bad but have little effect on behavior.
  - a. True
  - b. **False**
  
5. Discrimination that occurs at the macro level as the result of the way social institutions (e.g., education, the criminal justice system, and the political system) within society operate is called:
  - a. **institutional discrimination**
  - b. cultural unfairness
  - c. functional differentiation
  - d. systemic prejudice
  
6. Social influence occurs when:
  - a. people act in a manner that is consistent with prevailing social norms
  - b. people's behaviors are shaped by others
  - c. someone in a position of power physically forces another person to act in a particular way
  - d. stable patterns of behavior that result from societal laws
  - e. **all of the above**
  
7. Status hierarchies are generally developed through \_\_\_\_\_ processes.
  - a. **unconscious**
  - b. legitimated
  - c. conscious
  - d. deliberative



8. Why do unmarried people tend to have higher levels of psychological distress than their married counterparts?
- a. **On average, unmarried individuals have lower levels of social support than married people.**
  - b. On average, unmarried individuals have lower levels of self-complexity than married people.
  - c. On average, unmarried individuals have lower levels of self-esteem and mastery than married people.
  - d. all of the above
9. Social support:
- a. **reduces psychological distress when people are exposed to stressors**
  - b. explains much of the effect of social class on psychological distress
  - c. is not as relevant to the stress process as researchers originally suspected
  - d. levels vary day by day for most people
10. Which of the following levels of analysis is NOT part of the social structure and personality perspective?
- a. macro
  - b. **miso**
  - c. meso
  - d. micro

**SOCY365 – Dr. Hunter**  
**Application Paper 2**

*Your finished paper should be 4-5 pages long and at least 1000 words in length. Your paper should be submitted in 12 point Times New Roman Font, double spaced, and with 1 inch standard margins on all sides. You should cite your sources (if applicable) in APA or ASA format. Failure to adhere to these basic stylistic requirements will result in a lower grade. Grading criteria are detailed on the reverse of this page.*

Most of us think we behave very consistently from situation to situation. However, what most of us think is cross-situational consistency is really temporal consistency; behaving much the same in the same situation on different occasions. Therefore, for many of us there is some variation in our behavior from situation to situation. This assignment gives you an opportunity to monitor how much your behavior changes from situation to situation.

To complete the assignment, make a list of five different traits that you think are most characteristic of your personality (e.g., humorous, sensitive, etc.). Then keep a descriptive log of your behavior in *five* different situations you are in a period of several days. In your log, you should keep track of how you behaved across along each trait you included in your list. Next, consider the situations you found yourself in and the other people you encountered in those situations. How did you perceive the people you with whom you interacted? What attitudes did you have going in to a situation? In your paper, discuss the situations and how you behaved in those situations. Is your behavior consistent across situations? Did your underlying belief about the kind of person you are influence your attitude about any given situation or person you interacted with?

A good way to create this log would be to create a table following a template like the one below. The traits and contexts provided are simply examples; you should use your own traits and contexts that are relevant to you.

		Trait				
		Funny	Smart	Outgoing	Nurturing	Sarcastic
Context	In Class		X			
	At Work			X	X	
	At Home Alone		X			
	With Friends	X		X		X
	With Boy/Girlfriend	X			X	X

*Note: Try to pick situations where most of your traits have the "opportunity" to be expressed! For example, if you say you are loud, obnoxious, and deceitful, don't choose situations where there is no chance for any of these to occur, such as studying alone in your room, because you will come to the obvious conclusion that your traits are inconsistent across situations!*

**Grading Criteria**

<b>CATEGORY</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Content 50%</b>	--Purpose is clear. --Includes only relevant information. --Employs adept logical thinking. --Arrives at a satisfactory conclusion. --Sources (if any) are reputable and used appropriately.	--Purpose tends to be clear. --Tends to include relevant information. --Tends to employ sound logical thinking. --Sources (if any) tend to be reputable and used appropriately.	--Purpose tends not to be clear. --Tends to include irrelevant information. --Logic tends to be faulty. --Sources (if any) tend not to be reputable or used appropriately.
<b>Organization 20%</b>	--Employs an appropriate organizational strategy. --Presents material in a logical order.	--Has an organizational strategy, but it may not be the one best suited to the material or it may be employed somewhat inconsistently. --Seemingly presents some material out of logical order, but not enough to distract the reader from the essay's overall message.	--Does not seem to employ an organizational strategy. --Seemingly presents some material well enough out of logical order that it distracts the reader from the essay's overall message
<b>Writing Style 20%</b>	--Precise, vivid, and striking vocabulary and phrases. --Sentences are clear and graceful.	--Precise vocabulary and phrases. --Sentences are clear.	--Somewhat limited or otherwise problematic vocabulary and phrases. --Problems with clarity.
<b>Conventions 10%</b>	--Very few minor deviations from Standard Written English (SWE). --Page formatting matches assignment.	--Some deviations from SWE: deviations that tend not to distract readers from content. --Page formatting matches assignment for the most part.	--Deviations from SWE distract readers from content. --Page formatting deviates from assignment a great deal, distracts reader from content.

## Reflection 1: Social Location and Social Inequality

### SUMMARY

In this reflection, you will analyze how your social location impacts your perspectives about social inequality. *Social location* refers to the groups to which people belong because of their place or position in history and society. All people have a social location that is defined by characteristics such as their geographic location, race, ethnicity, gender, social class/socioeconomic status, family structure, religion, sexual orientation, age, and mental and physical abilities. One’s social location confers a certain set of social roles and rules, power, and privilege (or lack of) – factors that heavily influence our identity and how we see the world (credit: <http://web2.uvcs.uvic.ca/courses/csafety/mod2/glossary.htm#Q>).

There are four parts to this assignment, described below. You do not need to cite anyone or any other sources – this writing assignment is based on your thoughts and biography. Your paper should be 3-4 double-spaced pages in length; however, feel free to write more if you are so inclined. See additional formatting requirements below. Please compose your paper as a Word document (.doc or .docx) and submit via the link found in the Assignments page of the course’s D2L site.

### DIRECTIONS

#### PART I

Using the following questions to guide your thinking, broadly define “social inequality” *in your own words* and comment on your tolerance for inequality.

- How would you *define* social inequality? What “is” it? That is, *what would be included in a measure of social inequality?*
- What is the most challenging part of forming *your own* definition?
- What do you *think about* social inequality? That is, from your perspective, at what point is there too much or too little inequality? Does your thinking align more with the conservative thesis or radical antithesis categorization?

## PART II

Describe your social location by providing detailed responses to the following questions. Write this in narrative, biographic form using full sentences and paragraphs. **Do NOT compose a simple list of responses to the bullet points below.** Rather, **tell the story of you** and your social location. This content will be kept confidential and only seen by the professor.

Note: If you wish to make claims about the characteristics of people from your hometown (ex. “most people in my hometown are over 65 years old”) or if you are unsure about some of the prompts that require comparisons (ex. are the majority of people of the same racial group as you?), it may be helpful to click here and access data about your hometown to ensure your claims are factual - <https://www.census.gov/quickfacts/fact/table/US/PST045218>.

- Where were you born? (city, state, country)
- Where do you consider home (if different from above)?
- What is your race(s)? If you identify with multiple races, is there a particular one you identify with most?
- In the city/town/country where you grew up, were the majority of people who lived there of the same racial group as you?
- What is your ethnicity or genealogical background?
- In the city/town/country where you grew up, were the majority of people who lived there of the same ethnic group as you?
- What is your gender(s)? If you identify with varying gender expressions, is there a particular one you identify with most?
- In the city/town/country where you grew up, were the majority of people who lived there of the same gender or gender expression group as you?
- Did your parents/guardians graduate from high school?
- Did your parents/guardians graduate from college?
- How would you describe your parents’/guardians’ employment position during your childhood?
- How would you characterize your family’s financial position? Have you lived with or without financial concerns?
- In the city/town/country where you grew up, were the majority of people who lived there in the same financial position as you?
- Do you have siblings?
- Were you adopted?
- Were you raised by a father and mother who both lived in the same house?
- What is your religious faith, if you have one?
- In the city/town/country where you grew up, were the majority of people who lived there of the same religious group as you?

- Are there any other such questions that you would consider adding to help describe your social location either in physical place or in personal characteristic? For example, if you were tasked with determining another person's social location, what else, if anything, would you want to know?

[Type here]

# REAL Curriculum Program Alignment Proposal

Department or School: Sociology

Date: 10/5/2020

Degree type: BS BA BBA BSN BM BFA BSW Minor Certificate

Program: Sociology

REAL Area Program Designation Sought (check all that apply): R E A L

Dept/School Contact: Joanna Hunter [jhunter35@radford.edu](mailto:jhunter35@radford.edu)

---

## Required Courses (21 credits)

- [SOCY 110 - Introduction to Sociology](#)
- [SOCY 250 - Social Inequality](#)
- [SOCY 360 - Sociological Theory](#)
- [SOCY 365 - Society and the Individual](#)
- [SOCY 380 - Introduction to Social Research Methods](#)
- [SOCY 480 - Survey Research Methods](#)
- [SOCY 497 - Senior Seminar in Sociology](#)

## Sociology Electives (15 credits)

---

BS/BA Requirements: Courses selected must include four additional 300- or 400-level courses not listed above. One elective must be satisfied by an approved internship or other designated applied sociology course selected in consultation with your advisor.

## B.S. Requirements (6-8 credits)

---

Sociology majors pursuing the Bachelor of Science degree must complete six to eight semester hours chosen from the following: Any class (if not used to meet a Core Curriculum requirement) in ANSC, APST, BIOL, CHEM, COMS, ECON, GEOL, GEOS (courses designated T only), INST, MATH, PHYS, SOWK, STAT, WGST, or 300-400 level course in: ENGL, HIST, PHIL, POSC, PSYC, RELN. Electives (31-35 credits)

---

Students should consult with their academic advisor in selecting elective courses to complete 120 hours required for graduation.

---

- 
- Any degree program that fulfills a REAL area must include at least 9 unique credit hours for each area covered. At least 3 of these 9 credit hours must be at the 300 level or above
  - A single major degree program may fulfill no more than three REAL areas for any one student, unless all four REAL areas are fulfilled by accreditation or licensure requirements.
  - A single minor or certificate degree program may fulfill no more than two REAL areas.

[Type here]

- Degree program may cover up to two REAL areas using a single prefix.
- All courses documenting the coverage of a REAL area must fulfill all learning outcomes and be designated in that area.
- All courses that document fulfillment of a REAL area within a degree program of study are NOT required to be taught by the department/school. However, departments/schools are expected to formally communicate with other departments about reliance on and inclusion of courses in their degree program plans of study. Indicate this through signature of chair or director of the partnering department or school in the areas below.
- Departments or schools that seek to fulfill REAL areas must acknowledge assessment requirements for those areas. Assessment of degree seeking students is required to be conducted yearly by the department or school offering the degree program.
- If departments or schools want to use a menu of courses to fulfill a particular area, please duplicate the sections below for each REAL area and include information for each course included in the menu of options.
- Please save this file for submission as PROGRAM NAME\_ProgramType.docx (Example: Criminal Justice\_BS.docx)

By signing, the department/school acknowledges the above conditions and considerations:

Dept/School Signature	Date:
<p><b>Official Program Description:</b></p> <p>Please paste the entire official program description from the Radford University catalog in the space within this box. Find those here: <a href="https://catalog.radford.edu/">https://catalog.radford.edu/</a></p> <p>Please note that every department/school will have to submit a catalog change proposal for program that asks the Registrar’s Office to insert language about the program coverage of the REAL areas into the official Radford University catalog upon approval.</p> <p><b>Core Curriculum Requirements (30-36 credits)</b></p> <hr/> <p>In <a href="#">College Core B</a>, all majors in programs in the College of Humanities and Behavioral Sciences are r Behavioral Sciences; i.e., CHBS majors cannot fulfill College Core B requirements with a Health and</p> <p><b>Required Courses (21 credits)</b></p> <hr/> <ul style="list-style-type: none"><li>• <a href="#">SOCY 110 - Introduction to Sociology</a></li><li>• <a href="#">SOCY 250 - Social Inequality</a></li><li>• <a href="#">SOCY 360 - Sociological Theory</a></li><li>• <a href="#">SOCY 365 - Society and the Individual</a></li></ul>	



[Type here]

- [SOCY 380 - Introduction to Social Research Methods](#)
- [SOCY 480 - Survey Research Methods](#)
- [SOCY 497 - Senior Seminar in Sociology](#)

### Sociology Electives (15 credits)

Courses selected must include four additional 300- or 400-level courses not listed above. One elective must be SA or other designated applied sociology course selected in consultation with your advisor.

### B.A. Requirements (6-8 credits)

The Bachelor of Arts degree requires completion of the B.A. language requirements described [Academic Program](#)

### Electives (31-35 credits)

Students should consult with their academic advisor in selecting elective courses to complete 120 hours required

### Total Credits Needed for Degree 120

### Graduation Requirements

To graduate with a major in Sociology, a student must have a grade point average of 2.0 or higher in all courses taken and must complete all required courses in the major curricula listed above with a grade of "C-" or better.

All majors in the department must successfully complete [STAT 200](#). This course is a prerequisite for [SOCY 380](#). It is also a Core Curriculum requirements for College Core B.

### CULTURAL OR BEHAVIORAL ANALYSIS

<p><b>A Area:</b> Course Prefix: SOCY Course Number: 110 Course Title: Introduction to Sociology Credit Hours: 3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 1200</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>A Area:</b> Course Prefix: SOCY Course Number: 250 Course Title: Social Inequality</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p>

[Type here]

<p>Credit Hours: 3          New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No          Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No            Projected student enrollment per academic year: 140</p>	<p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)            Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other            Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>A Area:</b>          Course Prefix: SOCY          Course Number: 360          Course Title: Sociological Theory          Credit Hours: 3          New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No          Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No            Projected student enrollment per academic year: 70</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective          Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No          If no, collaborating dept/school must also complete the remaining elements, and must sign below.            Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)            Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other            Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>A Area:</b>          Course Prefix: SOCY          Course Number: 365          Course Title: Society and the Individual          Credit Hours: 3          New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No          Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No            Projected student enrollment per academic year: 100</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective          Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No          If no, collaborating dept/school must also complete the remaining elements, and must sign below.            Course Rotation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)            Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other            Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>A Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: <b>SOCY110 Introduction to Sociology</b></b></p>	

<p><b>A Area:</b>          Learning Goal: To examine the context and interactions of culture(s) and/or behavior(s).</p>	
<p>Learning Outcome 1: Students describe behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Description of learning outcome assessment plan:          Students in the major learn to identify social inequalities, social behaviors, and theories that explain those inequalities and behaviors. Students take course exams that include questions about these theories.</p>
<p>Learning Outcome 2: Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Description of learning outcome assessment plan:          Students in the major learn theories that analyze the interactions of individual behaviors and beliefs with the cultures, social institutions and environments they are embedded in. Students take course exams that include questions about these theories.</p>
<p>Additional information for REAL Council consideration:</p>	

Are existing material resources adequate to support this program alignment proposal?  
 Yes  No If not, what additional material resources would be needed?

[Type here]

---

Are existing space resources adequate to support this program alignment proposal?

Yes  No If not, what additional space resources would be needed?

Are existing human resources adequate to support this program alignment proposal?

Yes  No If not, what additional human resources would be needed?

Department Curriculum Committee Recommendation:	Signature:	Date:
Chair/Dean on Behalf of Dept/School:	Signature:	Date:
College Curriculum Committee Approval:	Signature:	Date:
Dean/AVP Approval:	Signature:	Date:
REAL Council Recommendation:	Signature:	Date:
Faculty Senate Curriculum Committee Recommendation:	Signature:	Date:
Faculty Senate Approval:	Signature:	Date:
Provost Approval:	Signature:	Date:

[Type here]

# REAL Detailed Assessment Plan Proposal

## (REAL Programs)

### Program Details

Department or School: Sociology Date: October 10, 2020

Degree type:  Major  Minor  Certificate

Program: Sociology B.A.

REAL Area Program Designation Sought (check all that apply):  R  E  A  L

Dept/School Assessment Contact: Joanna Hunter [jhunte35@radford.edu](mailto:jhunte35@radford.edu)

### Course and Learning Goal and Outcomes Documentation

#### General Information

- An assessment plan must be submitted for each major/minor/certificate program
- The assessment plan must be fully developed
- Offering departments may collect REAL data at the course level or program level
- REAL-area assessment must be conducted and reported annually

## CULTURAL OR BEHAVIORAL ANALYSIS (A)

### Outcome 1: Students describe behaviors, beliefs, cultures, social institutions, and/or environments

<b>Measure 1</b> (There must be at least two measures for each of the REAL outcomes)	<b>Description of the measure</b> (the description must be specific and describe how it is related to the learning outcome. It also should be articulated as a single, distinct measure – do NOT combine multiple measures with “and” or “or”)
<b>Type of measure</b> <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect (At least one of the two measures must be direct)	Students will learn about social inequality and theories about its resolution in SOCY250. Their understanding of the concept of social inequality is assessed through a reflection paper assignment.
<b>Where and when will the measure be assessed?</b>	<b>Provide the context of where and when the measure will be assessed</b> (e.g., senior-year capstone course; second semester field experience)  SOCY250 (Social inequality) is a sophomore level class required of all SOCY majors.

[Type here]

<p><b>Population being measured</b> <input checked="" type="checkbox"/> All Program Students <input type="checkbox"/> Sample (Describe the sampling plan to the right)</p>	<p><b>If sampling, please describe the sampling plan</b> (e.g., random sampling, sampling of course sections)</p> <p>All students in SOCY250 will take part in the measurement.</p>
<p><b>Criteria and targets for success</b></p>	<p>The REAL Council is responsible for establishing the benchmarks (targets) for students achieving competencies in the REAL Curriculum. The benchmark (target) for the REAL areas is 75%: At least 75% of students should achieve “Competent” or “Highly Competent” in each REAL area.</p> <p>Offering departments decide criteria or standards for determining whether students have successfully achieved learning outcomes for courses (including Foundational and Cornerstone courses), majors, minors, and certificates. For this measure describe the criteria for each of the following levels based on the targets set by the REAL Council (see examples on last page):</p> <p><b>Highly Competent</b> <i>Students who obtain at least 90% of the possible points on the reflection paper assignment in SOCY250 will be considered highly competent.</i></p> <p><b>Competent</b> <i>Students who obtain between 75% and 89% of the possible points on the reflection paper assignment in SOCY250 will be considered competent.</i></p> <p><b>Below Competent</b> <i>Students who obtain less than 74% of the possible points on the reflection paper assignment in SOCY250 will be considered below competent.</i></p>
<p><b>Relevant Documentation</b></p>	<p><b>Please attach documentation related to this measure</b> (e.g., exam questions, rubrics, survey questions)</p> <p>Please see reflection paper assignment attached.</p>
<p><b>Measure 2</b> (There must be at least two measures for each of the REAL outcomes)</p> <p><b>Type of measure</b> <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect (At least one of the two measures must be direct)</p>	<p><b>Description of the measure</b> (the description must be specific and describe how it is related to the learning outcome. It also should be articulated as a single, distinct measure – do NOT combine multiple measures with “and” or “or”)</p> <p>Students will learn about theories of individual behavior in a social context in SOCY365. Their understanding of those theories will be measured through a paper assignment.</p>

[Type here]

<p>Where and when will the measure be assessed?</p>	<p>Provide the context of where and when the measure will be assessed (e.g., senior-year capstone course; second semester field experience)</p> <p>SOCY365 (Society and the Individual) is a junior-level class required of all majors.</p>
<p>Population being measured</p> <p><input checked="" type="checkbox"/> All Program Students  <input type="checkbox"/> Sample          (Describe the sampling plan to the right)</p>	<p>If sampling, please describe the sampling plan (e.g., random sampling, sampling of course sections)</p> <p>All students in SOCY365 will take part in the measurement.</p>
<p>Criteria and targets for success</p>	<p>The REAL Council is responsible for establishing the benchmarks (targets) for students achieving competencies in the REAL Curriculum. The benchmark (target) for the REAL areas is 75%: At least 75% of students should achieve “Competent” or “Highly Competent” in each REAL area.</p> <p>Offering departments decide criteria or standards for determining whether students have successfully achieved learning outcomes for courses (including Foundational and Cornerstone courses), majors, minors, and certificates. For this measure describe the criteria for each of the following levels based on the targets set by the REAL Council (see examples on last page):</p> <p><b>Highly Competent</b> <i>Students who obtain at least 90% of the possible points on the paper assignment in SOCY365 will be considered highly competent.</i></p> <p><b>Competent</b> <i>Students who obtain between 75% and 89% of the possible points on the paper assignment in SOCY365 will be considered competent.</i></p> <p><b>Below Competent</b> <i>Students who obtain less than 74% of the possible points on the paper assignment in SOCY365 will be considered below competent.</i></p>
<p>Relevant Documentation</p>	<p>Please attach documentation related to this measure (e.g., exam questions, rubrics, survey questions)</p> <p>Please see paper assignment and rubric attached.</p>
<p><b>Outcome 2: Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments</b></p>	
<p><u>Measure 1</u>          (There must be at least two measures for each of the REAL outcomes)</p>	<p><b>Description of the measure</b> (the description must be specific and describe how it is related to the learning outcome. It also should be articulated as a single, distinct measure – do NOT combine multiple measures with “and” or “or”)</p>

[Type here]

<p><b>Type of measure</b>  <input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect          (At least one of the two measures must be direct)</p>	<p><i>Students in SOCY360 learn about sociological theories which explain the interactions of behaviors, beliefs, cultures, social institutions and environments. Their understanding of those theories will be measured through test questions.</i></p>
<p><b>Where and when will the measure be assessed?</b></p>	<p><b>Provide the context of where and when the measure will be assessed</b> (e.g., senior-year capstone course; second semester field experience)</p> <p>SOCY360 is a junior/senior level course required of all majors in the program.</p>
<p><b>Population being measured</b>  <input checked="" type="checkbox"/> All Program Students  <input type="checkbox"/> Sample          (Describe the sampling plan to the right)</p>	<p><b>If sampling, please describe the sampling plan</b> (e.g., random sampling, sampling of course sections)</p> <p><i>All students in SOCY360 will take part in the measurement.</i></p>
<p><b>Criteria and targets for success</b></p>	<p>The REAL Council is responsible for establishing the benchmarks (targets) for students achieving competencies in the REAL areas, Foundation, and Cornerstone courses. Offering departments decide criteria or standards for determining whether students have successfully achieved learning outcomes for courses (including Foundational and Cornerstone courses), majors, minors, and certificates. For this measure describe the criteria for each of the following levels based on the targets set by the REAL Council (see examples on last page):</p> <p><b>Highly Competent</b> <i>Students who obtain at least 90% of the possible points on the applicable test items in SOCY360 will be considered highly competent.</i></p> <p><b>Competent</b> <i>Students who obtain between 75% and 89% of the possible points on the applicable test items in SOCY360 will be considered competent.</i></p> <p><b>Below Competent</b> <i>Students who obtain less than 74% of the possible points on the applicable test items in SOCY360 will be considered below competent.</i></p>
<p><b>Relevant Documentation</b></p>	<p><b>Please attach documentation related to this measure</b> (e.g., exam questions, rubrics, survey questions)</p> <p>Please see essay questions attached.</p>
<p><b>Measure 2</b>          (There must be at least two measures for each of the REAL outcomes)</p> <p><b>Type of measure</b></p>	<p><b>Description of the measure</b> (the description must be specific and describe how it is related to the learning outcome. It also should be articulated as a single, distinct measure – do NOT combine multiple measures with “and” or “or”)</p>

[Type here]

<p><input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect (At least one of the two measures must be direct)</p>	<p><i>Students in SOCY365 learn about the micro, meso, and macro levels of analysis. Their knowledge of these levels of analysis are measured through test questions.</i></p>
<p><b>Where and when will the measure be assessed?</b></p>	<p><b>Provide the context of where and when the measure will be assessed</b> (e.g., senior-year capstone course; second semester field experience)</p> <p><i>SOCY365 (Society and the Individual) is a junior-level course required of all majors in the program.</i></p>
<p><b>Population being measured</b></p> <p><input checked="" type="checkbox"/> All Program Students <input type="checkbox"/> Sample (Describe the sampling plan to the right)</p>	<p><b>If sampling, please describe the sampling plan</b> (e.g., random sampling, sampling of course sections)</p> <p>All students enrolled in SOCY365 will take part in this assessment.</p>
<p><b>Criteria and targets for success</b></p>	<p>The REAL Council is responsible for establishing the benchmarks (targets) for students achieving competencies in the REAL areas, Foundation, and Cornerstone courses. Offering departments decide criteria or standards for determining whether students have successfully achieved learning outcomes for courses (including Foundational and Cornerstone courses), majors, minors, and certificates. For this measure describe the criteria for each of the following levels based on the targets set by the REAL Council (see examples on last page):</p> <p><b>Highly Competent</b> <i>Students who obtain at least 90% of the possible points on the applicable test items in SOCY365 will be considered highly competent.</i></p> <p><b>Competent</b> <i>Students who obtain between 75% and 89% of the possible points on the applicable test items in SOCY365 will be considered competent.</i></p> <p><b>Below Competent</b> <i>Students who obtain less than 74% of the possible points on the applicable test items in SOCY365 will be considered below competent.</i></p>
<p><b>Relevant Documentation</b></p>	<p><b>Please attach documentation related to this measure</b> (e.g., exam questions, rubrics, survey questions)</p> <p>Please see set of 10 test questions attached.</p>

Department Action Plan



[Type here]

<b>Action Plan</b>	<p>Action plans detail the departmental process for reviewing and acting on REAL assessment data results. This is a full departmental process – i.e. should not just be the assessment coordinator’s responsibility – for determining what the assessment data means and what to do moving forward. Departments should be meeting at the beginning of each academic year to discuss and interpret the findings of the previous year’s assessment and strategize ways to make improvements, if necessary. Please describe the process your department will use to review the assessment data and also include the process you will take if students do not achieve the learning outcome targets.</p> <p><i>All full time faculty in the Sociology program will meet during a departmental retreat prior to the start of each Fall semester. During that retreat, they will review results of the previous academic year and/or assessment cycle. Based on that review, that faculty will discuss any applicable changes to the action plan for meeting the stated goals. This will be carried out in conjunction with assessment with the accrediting body for the Program in Applied and Public Sociology, who require a similar assessment plan. New or revised action plans adopted by the department will become a part of the academic program assessment plan to ensure the results are monitored and collected.</i></p>
--------------------	---

### Example Criteria for Success

#### 1. Example One – Rubric used to score a written assignment

**Highly Competent** – To score highly competent a student must score “Excellent” on the writing assignment rubric.

**Competent** – To score competent a student must score “Acceptable” on the writing assignment rubric.

**Below Competent** – To score below competent a student must score “Unacceptable” on the writing assignment rubric.

#### 2. Example Two – Exam questions used to measure student knowledge of a subject

**Highly Competent** – To score highly competent a student must correctly answer at least 90% of the exam questions.

**Competent** – To score competent a student must correctly answer between 70% and 89% of the exam questions.

**Below Competent** – To score below competent a student must correctly answer less than 69% of the exam questions.

[Type here]

3. **Example Three – Survey question used to measure a student’s perceived knowledge of a subject**

**Highly Competent** – To score highly competent a student must indicate that “after completing this course, I feel highly confident in my knowledge of \_\_\_\_\_.”

**Competent** – To score competent, a student must indicate that “after completing this course, I feel confident in my knowledge of \_\_\_\_\_.”

**Below Competent** – To score below competent a student must indicate that “after completing this course, I do not feel confident in my knowledge of \_\_\_\_\_.”

SOCY 360: Sociological Theory  
Fall 2020  
Dr. Lyman

Midterm Exam

Instructions: You MUST complete Essay A. You MUST complete Essay B or C. You MUST complete Essay D or E.

**REQUIRED**

- A) Biography is important in the development of sociological theory. Explain why this is. Then, for at least four of our theorists discussed so far, make a direct connection between something from their biography and the theories that they produced.

**REQUIRED: B OR C**

- A) Both Harriett Martineau and Janet Saltzman Chafetz identified women's equal participation in the work force as a way to decrease, or even eliminate, women's oppression in society.
1. First, summarize their theories. How do they come to this same conclusion?
  2. Using these theories, what actions can we take to reduce women's oppression? Give examples.

OR

- B) What are characteristics of Spencer's militaristic and industrial societies? Using these, make the argument that we in the US are regressing from an industrial to militaristic society. Why is this happening?

**REQUIRED: D OR E**

- C) Explain Marx's forms of alienation and Simmel's tragedy of culture. Draw parallels between the two. In your answer, define the kinds of alienation, subjective and objective culture, and the tragedy of culture.

OR

- D) Both Durkheim and Weber wrote extensively about the role of religion the development of society. Both conclude that in more developed (industrialized) societies, religion becomes less important in the social world and how it functions. For each of these theorists, why is this so? Why is religion no longer the anchor institution? What replaces it?

EXTRA CREDIT – short answer question

What is Weber's principle argument in the Protestant Ethic and Spirit of Capitalism?

## Final Exam

SOCY 360: Sociological Theory  
Spring 2020  
Dr. Lyman

**DUE SATURDAY, MAY 9<sup>th</sup>, 11:59 PM**

This is the final exam for this class. There are four, required questions that are in the same format as you have gotten for assignment questions. The difference here is that you are making bridges between our theorists, rather than just giving answers about single theorists.

This is open book and open notes, so your answers can and should be detailed. Define terms, give examples (you have the readings, videos, discussions, prior assignments that you can draw from), and be clear in your explanations. Give credit where credit is due (cite properly!). You may not consult with your classmates while taking this exam.

On exams, when students ask how long they should be, my blanket answer is "however long it takes to give a good answer." Be thorough, but also be concise.

Please let me know if you have any questions!

- 1) W.E.B. Du Bois and Patricia Hill Collins looked at the role of identity and culture in the oppression of Black Americans.
  - a) For each of these, how can culture be oppressive to Black individuals and the community as a whole?
  - b) Specifically how, then, did/do they think that can culture be used to improve the lives and outcomes of Black Americans?
- 2) Both William Julius Wilson and Cornell West explain how the progression of capitalism causes inequalities between Black and non-Black communities.
  - a) How do they say that capitalism causes these inequalities?
  - b) What are their solutions? How are they different?
- 3) Frederick Douglass and W.E.B. Du Bois wrote about double or dual consciousness. Patricia Hill Collins wrote about intersectionality.
  - a) Define and compare these two concepts (double consciousness and intersectionality). How are they the same? And different?

- b) Why does Collins use intersectionality, not double consciousness, in her work?
  
- 4) West turns to religion (spirituality, morality) as an institution of healing and prosperity for the Black community. What are the commonalities between West and Durkheim in how they view these as important to the survival and success of a society?

1. How can macrosociological perspectives be used to study individual-level, or micro-level, interactions?
  - a. Differences in our macrosociological conditions are irrelevant to the way we react to life events.
  - b. Life events that affect us the most are never caused by societal conditions.
  - c. **Macrosociological conditions may cause some individual-level conditions to exist in the first place.**
  - d. Macrosociological perspectives cannot be used to study individual-level interactions.
  
2. Individuals' attitudes are \_\_\_\_\_ predictors of their behavior.
  - a. very strong
  - b. **relatively weak**
  - c. perfect
  - d. somewhat strong
  
3. "Agency" is the term sociologists use to refer to the:
  - a. **capacity of individuals to resist broader social forces and act in a self-directed manner**
  - b. conflict that exists between the individual and society
  - c. flow of resources within and across social relationships
  - d. social mechanisms that make society stable and prevent social change
  
4. Social norms tell us what is good or bad but have little effect on behavior.
  - a. True
  - b. **False**
  
5. Discrimination that occurs at the macro level as the result of the way social institutions (e.g., education, the criminal justice system, and the political system) within society operate is called:
  - a. **institutional discrimination**
  - b. cultural unfairness
  - c. functional differentiation
  - d. systemic prejudice
  
6. Social influence occurs when:
  - a. people act in a manner that is consistent with prevailing social norms
  - b. people's behaviors are shaped by others
  - c. someone in a position of power physically forces another person to act in a particular way
  - d. stable patterns of behavior that result from societal laws
  - e. **all of the above**
  
7. Status hierarchies are generally developed through \_\_\_\_\_ processes.
  - a. **unconscious**
  - b. legitimated
  - c. conscious
  - d. deliberative

8. Why do unmarried people tend to have higher levels of psychological distress than their married counterparts?
- a. **On average, unmarried individuals have lower levels of social support than married people.**
  - b. On average, unmarried individuals have lower levels of self-complexity than married people.
  - c. On average, unmarried individuals have lower levels of self-esteem and mastery than married people.
  - d. all of the above
9. Social support:
- a. **reduces psychological distress when people are exposed to stressors**
  - b. explains much of the effect of social class on psychological distress
  - c. is not as relevant to the stress process as researchers originally suspected
  - d. levels vary day by day for most people
10. Which of the following levels of analysis is NOT part of the social structure and personality perspective?
- a. macro
  - b. **miso**
  - c. meso
  - d. micro



**SOCY365 – Dr. Hunter**  
**Application Paper 2**

*Your finished paper should be 4-5 pages long and at least 1000 words in length. Your paper should be submitted in 12 point Times New Roman Font, double spaced, and with 1 inch standard margins on all sides. You should cite your sources (if applicable) in APA or ASA format. Failure to adhere to these basic stylistic requirements will result in a lower grade. Grading criteria are detailed on the reverse of this page.*

Most of us think we behave very consistently from situation to situation. However, what most of us think is cross-situational consistency is really temporal consistency; behaving much the same in the same situation on different occasions. Therefore, for many of us there is some variation in our behavior from situation to situation. This assignment gives you an opportunity to monitor how much your behavior changes from situation to situation.

To complete the assignment, make a list of five different traits that you think are most characteristic of your personality (e.g., humorous, sensitive, etc.). Then keep a descriptive log of your behavior in *five* different situations you are in a period of several days. In your log, you should keep track of how you behaved across along each trait you included in your list. Next, consider the situations you found yourself in and the other people you encountered in those situations. How did you perceive the people you with whom you interacted? What attitudes did you have going in to a situation? In your paper, discuss the situations and how you behaved in those situations. Is your behavior consistent across situations? Did your underlying belief about the kind of person you are influence your attitude about any given situation or person you interacted with?

A good way to create this log would be to create a table following a template like the one below. The traits and contexts provided are simply examples; you should use your own traits and contexts that are relevant to you.

		Trait				
		Funny	Smart	Outgoing	Nurturing	Sarcastic
Context	In Class		X			
	At Work			X	X	
	At Home Alone		X			
	With Friends	X		X		X
	With Boy/Girlfriend	X			X	X

*Note: Try to pick situations where most of your traits have the "opportunity" to be expressed! For example, if you say you are loud, obnoxious, and deceitful, don't choose situations where there is no chance for any of these to occur, such as studying alone in your room, because you will come to the obvious conclusion that your traits are inconsistent across situations!*

**Grading Criteria**

<b>CATEGORY</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Content 50%</b>	--Purpose is clear. --Includes only relevant information. --Employs adept logical thinking. --Arrives at a satisfactory conclusion. --Sources (if any) are reputable and used appropriately.	--Purpose tends to be clear. --Tends to include relevant information. --Tends to employ sound logical thinking. --Sources (if any) tend to be reputable and used appropriately.	--Purpose tends not to be clear. --Tends to include irrelevant information. --Logic tends to be faulty. --Sources (if any) tend not to be reputable or used appropriately.
<b>Organization 20%</b>	--Employs an appropriate organizational strategy. --Presents material in a logical order.	--Has an organizational strategy, but it may not be the one best suited to the material or it may be employed somewhat inconsistently. --Seemingly presents some material out of logical order, but not enough to distract the reader from the essay's overall message.	--Does not seem to employ an organizational strategy. --Seemingly presents some material well enough out of logical order that it distracts the reader from the essay's overall message
<b>Writing Style 20%</b>	--Precise, vivid, and striking vocabulary and phrases. --Sentences are clear and graceful.	--Precise vocabulary and phrases. --Sentences are clear.	--Somewhat limited or otherwise problematic vocabulary and phrases. --Problems with clarity.
<b>Conventions 10%</b>	--Very few minor deviations from Standard Written English (SWE). --Page formatting matches assignment.	--Some deviations from SWE: deviations that tend not to distract readers from content. --Page formatting matches assignment for the most part.	--Deviations from SWE distract readers from content. --Page formatting deviates from assignment a great deal, distracts reader from content.

## Reflection 1: Social Location and Social Inequality

### SUMMARY

In this reflection, you will analyze how your social location impacts your perspectives about social inequality. *Social location* refers to the groups to which people belong because of their place or position in history and society. All people have a social location that is defined by characteristics such as their geographic location, race, ethnicity, gender, social class/socioeconomic status, family structure, religion, sexual orientation, age, and mental and physical abilities. One’s social location confers a certain set of social roles and rules, power, and privilege (or lack of) – factors that heavily influence our identity and how we see the world (credit: <http://web2.uvcs.uvic.ca/courses/csafety/mod2/glossary.htm#Q>).

There are four parts to this assignment, described below. You do not need to cite anyone or any other sources – this writing assignment is based on your thoughts and biography. Your paper should be 3-4 double-spaced pages in length; however, feel free to write more if you are so inclined. See additional formatting requirements below. Please compose your paper as a Word document (.doc or .docx) and submit via the link found in the Assignments page of the course’s D2L site.

### DIRECTIONS

#### PART I

Using the following questions to guide your thinking, broadly define “social inequality” *in your own words* and comment on your tolerance for inequality.

- How would you *define* social inequality? What “is” it? That is, *what would be included in a measure of social inequality?*
- What is the most challenging part of forming *your own* definition?
- What do you *think about* social inequality? That is, from your perspective, at what point is there too much or too little inequality? Does your thinking align more with the conservative thesis or radical antithesis categorization?

## PART II

Describe your social location by providing detailed responses to the following questions. Write this in narrative, biographic form using full sentences and paragraphs. **Do NOT compose a simple list of responses to the bullet points below.** Rather, **tell the story of you** and your social location. This content will be kept confidential and only seen by the professor.

Note: If you wish to make claims about the characteristics of people from your hometown (ex. “most people in my hometown are over 65 years old”) or if you are unsure about some of the prompts that require comparisons (ex. are the majority of people of the same racial group as you?), it may be helpful to click here and access data about your hometown to ensure your claims are factual - <https://www.census.gov/quickfacts/fact/table/US/PST045218>.

- Where were you born? (city, state, country)
- Where do you consider home (if different from above)?
- What is your race(s)? If you identify with multiple races, is there a particular one you identify with most?
- In the city/town/country where you grew up, were the majority of people who lived there of the same racial group as you?
- What is your ethnicity or genealogical background?
- In the city/town/country where you grew up, were the majority of people who lived there of the same ethnic group as you?
- What is your gender(s)? If you identify with varying gender expressions, is there a particular one you identify with most?
- In the city/town/country where you grew up, were the majority of people who lived there of the same gender or gender expression group as you?
- Did your parents/guardians graduate from high school?
- Did your parents/guardians graduate from college?
- How would you describe your parents’/guardians’ employment position during your childhood?
- How would you characterize your family’s financial position? Have you lived with or without financial concerns?
- In the city/town/country where you grew up, were the majority of people who lived there in the same financial position as you?
- Do you have siblings?
- Were you adopted?
- Were you raised by a father and mother who both lived in the same house?
- What is your religious faith, if you have one?
- In the city/town/country where you grew up, were the majority of people who lived there of the same religious group as you?

- Are there any other such questions that you would consider adding to help describe your social location either in physical place or in personal characteristic? For example, if you were tasked with determining another person's social location, what else, if anything, would you want to know?

# REAL Curriculum Program Alignment Proposal

Department or School: Sociology

Date: 10/14/2020

Degree type: BS BA BBA BSN BM BFA BSW Minor Certificate

Program: Sociology

REAL Area Program Designation Sought (check all that apply): R E A L

Dept/School Contact: Joanna Hunter jhunter35@radford.edu

BS/BA Requirements:

---

- SOCY 110 Introduction to Sociology
- SOCY 210 Social Problems, or SOCY 250 Social Inequality
- SOCY 365 Society and the Individual
- SOCY 100-400 level elective
- SOCY 300-400 level elective
- SOCY 300-400 level elective

---

- Any degree program that fulfills a REAL area must include at least 9 unique credit hours for each area covered. At least 3 of these 9 credit hours must be at the 300 level or above
- A single major degree program may fulfill no more than three REAL areas for any one student, unless all four REAL areas are fulfilled by accreditation or licensure requirements.
- A single minor or certificate degree program may fulfill no more than two REAL areas.
- Degree program may cover up to two REAL areas using a single prefix.
- All courses documenting the coverage of a REAL area must fulfill all learning outcomes and be designated in that area.
- All courses that document fulfillment of a REAL area within a degree program of study are NOT required to be taught by the department/school. However, departments/schools are expected to formally communicate with other departments about reliance on and inclusion of courses in their degree program plans of study. Indicate this through signature of chair or director of the partnering department or school in the areas below.
- Departments or schools that seek to fulfill REAL areas must acknowledge assessment requirements for those areas. Assessment of degree seeking students is required to be conducted yearly by the department or school offering the degree program.
- If departments or schools want to use a menu of courses to fulfill a particular area, please duplicate the sections below for each REAL area and include information for each course included in the menu of options.
- Please save this file for submission as PROGRAM NAME\_ProgramType.docx (Example: Criminal Justice\_BS.docx)

**By signing, the department/school acknowledges the above conditions and considerations:**

Dept/School Signature	Date:
Official Program Description:	

Please paste the entire official program description from the Radford University catalog in the space within this box. Find those here: <https://catalog.radford.edu/>

Please note that every department/school will have to submit a catalog change proposal for program that asks the Registrar's Office to insert language about the program coverage of the REAL areas into the official Radford University catalog upon approval.

This minor consists of a minimum of 18 semester hours in sociology, including

- [SOCY 110 - Introduction to Sociology](#)
- [SOCY 210 - Social Problems](#) or
- [SOCY 250 - Social Inequality](#)
- [SOCY 365 - Society and the Individual](#)
- The remaining hours must be in sociology and must include at least 6 credit hours at the 300- or 400-level.

## CULTURAL OR BEHAVIORAL ANALYSIS

<p><b>A Area:</b>  Course Prefix: SOCY  Course Number: 110  Course Title: Introduction to Sociology  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 1200</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>A Area:</b>  Course Prefix: SOCY  Course Number: 210  Course Title: Social Problems  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 140</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>A Area:</b>  Course Prefix: SOCY  Course Number: 250  Course Title: Social Inequality  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 140</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>A Area:</b>  Course Prefix: SOCY  Course Number: 365  Course Title: Society and the Individual  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 100</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>A Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: <b>SOCY110 Introduction to Sociology</b></b></p>	

<p><b>A Area:</b>  Learning Goal: To examine the context and interactions of culture(s) and/or behavior(s).</p>	
<p>Learning Outcome 1: Students describe behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Description of learning outcome assessment plan:  SOCY will opt to use the General Studies minor assessment measure.</p>



Learning Outcome 2: Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.	Description of learning outcome assessment plan:
Additional information for REAL Council consideration:	

Are existing material resources adequate to support this program alignment proposal?

Yes  No If not, what additional material resources would be needed?

Are existing space resources adequate to support this program alignment proposal?

Yes  No If not, what additional space resources would be needed?

Are existing human resources adequate to support this program alignment proposal?

Yes  No If not, what additional human resources would be needed?

Department Curriculum Committee Recommendation:	Signature:	Date:
Chair/Dean on Behalf of Dept/School:	Signature:	Date:
College Curriculum Committee Approval:	Signature:	Date:
Dean/AVP Approval:	Signature:	Date:
REAL Council Recommendation:	Signature:	Date:
Faculty Senate Curriculum Committee Recommendation:	Signature:	Date:
Faculty Senate Approval:	Signature:	Date:
Provost Approval:	Signature:	Date: