



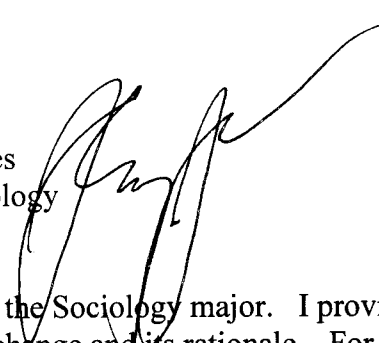
Department of Sociology

College of Social and Behavioral Sciences
300 Bricker Hall
190 North Oval Mall
Columbus, OH 43210-1353

Phone (614) 292-6681
Fax (614) 292-6687

26 March 2007

To: SBS and Arts & Sciences Curriculum Committees
From: J. Craig Jenkins, Professor and Chair of Sociology
Re: Change in Sociology Major Requirements



Attached is a proposal to increase the requirements in the Sociology major. I provide here just a note of explanation as to the origins of this proposed change and its rationale. For over a year, the Department has been discussing the nature of the undergraduate majors, changes in professional standards in the discipline, and student responses to our majors. Both the American Sociological Association and our majors tell us that we need to get more serious about building practical “on-hands” field experience into our undergraduate training. ASA tells us that this is a critical part of every student’s learning. Our students tell us that they need a better handle on how their undergraduate education is relevant to their post-education experiences. As a result, we have concluded it is best to require an additional “integrated learning” component to the major and to strengthen core coverage in the field of sociology by requiring Soc 463 Social Stratification. This reflects what we regard as the core of the discipline, namely, the study of social stratification, and the way in which we as a Department want to be known. The integrated learning requirement is also a way of responding to the perennial question “What can I do with a sociology degree?” We feel confident from our own interviews with majors and discussions with colleagues at other sister institutions that this will strengthen our major and the preparation of our students for post-degree experiences.

Proposal to revise Sociology undergraduate major program requirements

Department of Sociology

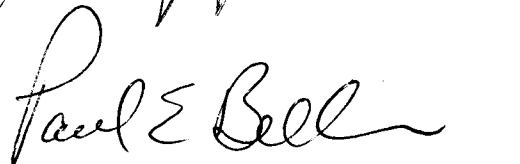
College of Social and Behavioral Sciences

February 21, 2007



Chair, Department of Sociology

3/26/07
Date



Director, Undergraduate Studies

3/26/07
Date

Proposal to revise Sociology undergraduate major program requirements

The Department of Sociology proposes a substantial revision to the Sociology (B.A.) major program requirements. The changes are intended to increase the academic rigor of the major program, and to ensure that each student has the opportunity to connect their academic experiences to future opportunities in the labor market. The proposed changes will increase the total credit hours required of Sociology majors from 45 to 55.

Our current and proposed major program requirements for Sociology are presented below in Table 1. Students are required to complete Soc. 101 (Introduction to Sociology) before declaring the major. Sociology majors currently complete 15 credit hours of lower level and 15 credit hours of upper level coursework, and three required courses -- *Types of Sociological Inquiry* (Soc 487), *Introduction to Sociological Theory* (Soc 488), and *Quantitative Research Methods in Sociology* (Soc 549). In Appendix A we list the elective courses available to Sociology majors, and in Appendix E syllabi for each required course in our proposed requirements are reproduced.

Table 1 - Current and proposed changes to Sociology major program requirements.

	<u>Current requirements</u>	<u>Proposed requirements</u>
Pre-requisite:	Soc 101	Soc 101
Lower level requirement:	15 hours at 200-400 level	15 hours at 200-400 level
Upper level requirement:	15 Hours at 500-600 level	15 Hours at 500-600 level
Required courses:	Soc 487, Soc 488, Soc 549.	Soc 487, Soc 488, Soc 549, and Soc 463.
Integrated elective:*	No requirement	<u>5 hours</u>
Total credit hours:	45	55

* The integrated elective is satisfied in one of three ways: Internship Program in Sociology and Criminology (Soc 489), Fieldwork in Sociology (Soc 589.01), Undergraduate Research in Sociology (Soc 699), or senior thesis (Soc H783).

Proposed changes

We propose two changes to Sociology major program:

(1) *Addition of Social Stratification (Soc 463) as a required course.*

Rationale

The Sociology major program is designed to achieve five learning objectives. The first, and our focus here, is that students should be provided with comprehensive exposure to the field of Sociology. Requiring *Social Stratification* (Soc 463) will increase the academic rigor of the Sociology major program and help achieve our first learning objective. We also take seriously a recent report produced by the American Sociological Association (ASA) task force on undergraduate sociology

major (see McKinney et. al. 2005).¹ It recommends that Sociology programs use an advanced introductory course as a gateway to upper level electives (in addition to a lower level intro as a gateway to lower level electives). Because most sociology course work is premised on the notion that societies are stratified across several dimensions including class, race, gender, the addition of 463 will deepen the level of understanding students achieve in their upper level coursework. Independent of the advanced introductory course issue, the task force also recommended that Sociology programs focus on the centrality of race, class, and gender in each of its substantive domains and our addition of 463 is consistent with that recommendation. Finally, as we move towards a future that includes continuing assessment of our major program it is essential that we strengthen its rigor.

We currently offer several sections of 463 each year, and thus our inclusion of it as a required course will have a modest effect on staffing. We have a deep reserve of Faculty and instructors to staff additional sections throughout the year.

(2) Addition of an Integrated Elective requirement.

Rationale

Sociology has long encouraged its majors to become involved in research and to enroll in internships. Our rationale is that the internship experience allows students to connect to the real world and prepare for transition to the workforce – a primary goal of the majority of our students. We also realize that students become more academically engaged if they have positive research experiences or interesting internship opportunities. It is also clear from discussions in strategic recruiting meetings that students base part of their decision on where to attend college and what to study by the availability of internship experiences and other enhanced learning opportunities.

The proposed Integrated Elective requirement makes formal what we have for many years treated informally. Addition of an Integrated Elective requirement is also consistent with the recommendations of the ASA task force we referenced above. That report strongly recommends that community-based or service learning be integrated into the major. Service learning at its core implies that students are more likely to become well-rounded if they are asked to engage in some level of reflection about practical experiences in the community. Each of the three courses that can be taken to satisfy the integrated elective is designed to link our students with either an enhanced research experience or to the world of work and involves an element of service learning.

Sociology has planned for increased demand for integrated elective coursework. With a full time internship coordinator we can now handle a large increase in our internship enrollment. We now offer Soc 589.01 on a regular basis and plan to offer a section or more each quarter as needed. Undergraduate research hours (Soc. 699) will be directed by tenure-track faculty with approval by the Director of Undergraduate Studies. We actively solicit BA honors theses through our honors advising.

Our internship program is now administered by two staff members, both of whom have Master's degrees in higher education advising. Our fieldwork courses are taught by Instructors with a Master's or Ph.D. and significant and appropriate professional experience.

¹ McKinney, Kathleen, Carla B. Howery, Kerry J. Strand, Edward L. Kain, and Catherine White Berheide. 2005. *Liberal learning and the Sociology major updated: Meeting the challenges of teaching Sociology in the twenty-first century* (A report of the American Sociological Association (ASA) task force on the undergraduate major). Washington D.C.: ASA.

Time to graduation

To ensure that our majors would be able to complete our degree in four years we present a flow sheet (ie, model curriculum) for a hypothetical sociology major with a Human Development and Family Science and Spanish minor in Appendix B. It is evident from the flow sheet that the hypothetical student can have a double minor in addition to our major and graduate in four years.

We also compared our proposed increase to credit hour requirements in other SBS and Humanities departments. After review we find that a move to 55 required hours for the major will bring us in line with or closer to English, African American and African Studies, International Studies, and Comparative Studies. The majority of majors within SBS require 50 hours or more.

Undergraduate student input

Our advisors have been actively soliciting input from our current undergraduate majors and they are, as a group, strongly supportive of the proposed changes to the major program. We include the results of feedback we received from an alumni survey, the graduating senior exit survey, and focus groups with randomly selected Sociology majors as Appendix C. Our students clearly recognize the need to improve the rigor of our program and to be connected to the world of work.

Comparison to benchmark institutions

We compare our proposed credit hour increase to BIG 10 and other benchmark Sociology programs in Appendix D. Institutions with semester systems have been converted to equivalent credit hours of a quarter system. The average number of credit hours required by BIG 10 Sociology programs is 49.7. Our proposed increase to 55 hours therefore places us ahead of those programs. However, the proposed increase brings us more closely in line with our non-Big 10 benchmarks, which on average require 58.25 credit hours to complete a B.A. in Sociology.

Assessment

Upon approval we will continue to assess the success of our department in meeting its stated learning objectives using our current assessment plan illustrated in our 2006 report (see Appendix F). Our assessment of the major program utilizes data collected from several sources: an alumni survey which allows us to gauge our former student's job placement, standardized tests we administer during required courses designed to measure core competency in the field of Sociology, and the graduating student exit survey which provides student's perception of their successful acquisition of important skills and competencies.

Implementation

Upon approval the revised major program will take effect as students declare the Sociology major on or subsequent to the first day of the Autumn 2007 academic quarter. Students electing the Sociology major prior to that date will fall under the purview of our current program requirements unless the revised major program is elected.

Appendix A - Elective courses for Sociology majors

SOC 202	Social Problems
SOC 209	Introduction to Criminal Justice
SOC 210	Sociological Aspects of Deviance
SOC 294	Group Studies: Topic varies
SOC 302	Technology and Global Society
SOC 306	Sociology of Poverty
SOC 309	Introduction to Law and Society
SOC 310	Sociology of Gangs
SOC 315	Sociology of Terrorism
SOC 320	Sociology of Education
SOC 330	Varieties of Modern Marriage
SOC 340	Sex & Love in Modern Society
SOC 345/H345	Contemporary American Society
SOC H367.01	Politics and American Society
SOC 367.02	Cities and Urban Life
SOC H367.03	Work & Family in the US
SOC 370	Social Factors in Personality
SOC 380	American Racial & Ethnic Relations
SOC 382	Sociology of Asian American Life
SOC 391	The Community
SOC 407	Social Change
SOC 410/H410	Criminology
SOC 430	Sociology of the Family
SOC 434	The Child and Society
SOC 435	Sociology of Women
SOC 450	Illness and Social Behavior
SOC 460	Environmental Sociology
SOC 463	Social Stratification: Race, Class, & Gender
SOC 464	Work, Employment and Society
SOC 466	Sociology of Occupations and Labor Markets
SOC 467	Sociology of Religion
SOC 507	The Criminal Justice System
SOC 509	Sociology of Law
SOC 510	Women, Crime, and the Legal System
SOC 511	Sociology of Youth and Crime
SOC 597.01	Contemporary World Societies: Social Institutions and Social Change
SOC 597.02	World Population Problems
SOC 601	Comparative Family Organization
SOC 605	Sociology of Sexuality
SOC 606	Social Movements and Collective Behavior
SOC 608	Gender, Race, and Class in Mass Communications
SOC 609	Neighborhoods and Crime
SOC 610	Sociology of Deviant Behavior
SOC 611	Penology
SOC 615	Control and Prevention of Crime and Delinquency
SOC 618	Sociology of Police and Policing

Curriculum Planning Worksheet

Name BRUTUS BUCKEYE

Advisor Initials _____
Major(s) SOCIOLOGY

Date _____

Minor(s) HUM DEV & FAM SCI / SPAN

Autumn	Hrs	Type
SBS SURVEY	1	G
ENGLISH 110	5	G
SPAN 102.66	5	G
SOC 101(Soc sci)	5	G
	16	

Winter	Hrs	Type
SPAN 103.01	5	G
HDFS 360 (Soc sci)	5	G/m
MATH 116	5	G
	15	

Spring	Hrs	Type
SPAN 104	5	G
SOC 320	5	M
NATURAL SCI	5	G
	15	

cumulative hours **46**

Autumn	Hrs	Type
HISTORY	5	G
SPAN 250	4	E
SOC 463	5	M
	14	

Winter	Hrs	Type
SOC 434	5	M
HISTORY	5	G
HDFS 362	4	m
SPAN 401	4	m
	18	

Spring	Hrs	Type
VIS PERF ART	5	G
HDFS 367 (2nd writ)	5	G
SOC 430	5	M
SPAN 403	4	m
	19	

cumulative hours **97**

Autumn	Hrs	Type
SPAN 450	4	m
HDFS 364	5	m
SOC 488	5	M
	14	

Winter	Hrs	Type
SOC 487	5	M
NATURAL SCI	5	G
REI-SOC 489	5	M
	15	

Spring	Hrs	Type
HDFS 660	3	m
SOC 549	5	M
SPAN 320 (Liter)	5	G
SOC 489	3	E
	16	

cumulative hours **142**

Autumn	Type
SOC 511	5 M
SPAN 404	3 m
SPAN 150 (Cult)	5 G
NATURAL SCI	5 G
	18

Winter	Type
SWK 597 (ICW)	5 G
SOC 610	5 M
SPAN 430	5 m
SOC 489	1 E
	16

Spring	Type
NATURAL SCI	5 G
SOC 601	5 M
HDFS 361(Soc Sci)	5 G/m
	15

cumulative hours **191**

M=Major
G=GEC
m=minor
E=Elective
REI=Req. Integrated Elective

96 GEC hrs
20 Span Minor hrs
12 HDFS Minor hrs
55 Major hrs
8 Elective hrs

Bold indicates the proposed requirements for the Sociology major

Student's Story: Brutus wants to apply for Teach for America, or a like program, upon graduation. His knowledge of the Spanish language and culture, human and child development, and social structures and theories will help him in this endeavor. Practical experience with youth will be an important portfolio component, in addition to his classroom experience. He can still add a 1 or 2 hour Edu Paes course in a variety of quarters for fun and stress relief. He has intentionally chosen Soc courses that are relevant: Soc of Education, Child & Society, Soc of Family, Soc of Deviance, Youth and Crime, Comparative Family Orgs., and Social Stratification (req.). He will fulfill his Required Integrated Elective with an Internship with the Salvation Army's tutoring program and continue to volunteer there for a couple hours a week allowing him to earn additional internship credit that will count as electives.

Appendix C - Undergraduate Student Input

Throughout the course of the 2005-06 academic year we conducted three web surveys; current students, graduating seniors, and alumni. In addition, we held 2 focus groups and queried student appointments to gain a student perspective on the proposed major changes.

Survey questions did not specifically address increasing the number of credit hours or adding an Integrated Elective, but we solicited general opinions (N=54) in open ended questions. Below is a representative list of suggestions that our students had for improving our program:

- I was unable to find a job upon graduation; that is why I had to go into grad school immediately. This degree prepared me for grad school, but it did not prepare me for fulltime employment.
- Better job placement. When I graduated, I took numerous local police tests in hopes of getting some experience. When none of those panned out I had to take a job in a completely unrelated field.
- The program should do a lot more with using statistics, research methods, surveys, conducting actual research, writing technically and in general skills to be employed as researchers / evaluators etc... Also, I would like to see a major senior year research project where all these skills are put to solid, demonstrable use.
- I would suggest that you dedicate time to research what aspect of Criminology and or Sociology that you pursue. This may allow you to develop a career that takes advantage of your knowledge in the field. Also take advantage of any internships and clubs that may better prepare you for a career that involves Crim or Soc.
- More "real world" experience in combination with academic theory would make graduates more marketable for careers related to the major, in my opinion. It seems OSU's Soc/Crim program is more heavily focused on theory and graduate school preparation than programs at similar schools. This is good for many students, but a blend of the two approaches might be something to consider as well.
- I think it should be mandatory for students to do an internship (paid or not) before graduation. I believe that it would have made us more marketable after graduation.
- I don't feel that I was adequately informed about the different types of careers that were open to me as a Criminology major. It was difficult for me to advance in my previous field without a LSW. Had I been more informed, I might have chosen a different program.
- More emphasis on research and actual application, more availability to do hands on research, (police ride a longs ect)
- I also think that internships for criminology majors should either be a must, or a greater emphasis placed on internships. Following my undergraduate degree I earned a masters. However, I had no work experience in my field, which makes it difficult to find employment. Internships are a great way for students to also gain work experience along with their degrees.
- If it has not been made mandatory in the program yet, there needs to be mandatory participation in an internship. I feel that the main reason it was so difficult to find a position in this field was because I had not participated in an internship. I could have already made connections in the field that would have provided opportunities for me as an 'insider' rather than just a person on a resume.
- I would highly recommend internships. I was enrolled in ROTC and unable to participate. I would have loved to experience other type(s) of career opportunities within my area of study.

- Internships must be required and study abroad must be recommended. I felt unprepared because no one suggested internships, clubs etc. I was left to my own devices and did not take the initiative. I think more guidance would be helpful for n undergrad
- Getting students more involved in internships, research projects, sociology club etc... would be a great way to get individuals to continue on in the field. More time and effort should be spent on successfully disseminating information about these opportunities.
- Students need to be better prepared for the challenges that they are going to face competing for these jobs.
- Students should be encouraged to complete a thesis and/or present their work in an academic setting.

And comments from students who responded to the Sp06 Graduating Senior Survey (N=54):

- I think more motivation for students to get involved with internships and research projects would be more beneficial than a degree alone.
- I was a criminology major who ended up on working in Law Enforcement. The addition of practical courses as taught in Criminal Justice programs would be more beneficial than some of the theoretical courses I took. A good mix of both would be great!
- More guidance with obtaining internships and possibly making it mandatory. I found it very difficult to find a job and did not really even know where to begin to look.

We spoke with 15 random students in two focus groups and asked them about our proposed major changes: All responses were favorable, with a resounding yes for a required Integrated Elective.

Students remarked:

- that our major needed to be "more rigorous",
- 45 is too few hours,
- the reputation of our program needs to be bolstered and increasing the requirements would be a step in that direction,
- that our current program only allowed students to "skim" Sociology,
- our program is not viewed as rigorous and academically challenging by students at large,
- Students know that they "need" practical experience, but without it being required, it is too easy to skip,
- Most of us are not going on to graduate school and we need practical experience to be competitive in the job market,
- A required research project would have forced me to do something that I knew I *really* needed to do anyway,
- Without my senior thesis, there is no way I would have been accepted in grad school.

Appendix D. Comparison to benchmark Sociology programs

BIG 10

U of Michigan	45
Michigan St.	50
Penn St.	45
U of Iowa	45
U of Minnesota	46
U of Illinois	48
Indiana U	48
Northwestern U	75
Purdue U	50
<u>U of Wisconsin</u>	<u>45</u>
Big 10 mean	49.7

OSU BENCHMARK

U of Arizona	54
UCLA	75
U of Texas	54
<u>U of Washington</u>	<u>50</u>
OSU benchmark mean	58.25

CIC BENCHMARK

U of Chicago	60
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Grand Mean	52.67
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Appendix E – Required course syllabi

**SOCIOLOGY 101: INTRODUCTORY SOCIOLOGY
(New and Improved)**

Spring 2007
Hitchcock Hall 0131
T,Th: 11:30-12:48

Randy Hodson
Bricker 320
2-8951/2-6681
Office Hours:
T/Th: 1:00-2:00
or by appointment

RECITATION LEADER'S NAME:
OFFICE LOCATION AND HOURS:

PURPOSE:

This course will introduce students to the fundamental ideas behind the scientific study of society: that people's lives, identities, values, beliefs, attitudes, and behaviors are profoundly influenced by their social location and by the events of their lives.

I have made a ceaseless effort not to ridicule, not to bewail, nor to scorn human action, but to understand it. -- Spinoza

ORGANIZATION OF THE COURSE:

The course will be organized into three units.

1. Self and Society: sociology as the study of culture, socialization, and deviance.
2. Social Inequality: wealth and poverty, and race and ethnic inequality.
3. The Issues of the Future: family, gender, religion, work and economy, population dynamics, and social change.

BOOKS:

Schaefer, *Sociology: A Brief Introduction* 7th edition, 2006
(6th edition OK too, but the chapters are numbered differently)
MacLeod, *Ain't No Makin' It*, 2004

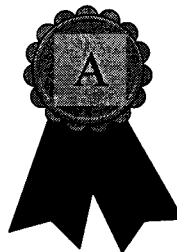


GRADING:

Three exams:	51% (17% each)
In-class writing:	5%
Two research projects:	26% (12% [observation] and 14% [ethnography])
Recitation:	<u>18%</u> (see recitation syllabus for details)
	100%

GRADING CURVE:

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D+	67-69
B-	80-82	D	60-66
		E	less than 60

**COURSE REQUIREMENTS:**

You are expected to:

1. Be **enthusiastic** and take joy in learning.
2. **Attend** all lectures and recitations.
3. Complete all **reading** assignments.
4. **Complete** all three exams and both assignments.
5. Master all the sociological **concepts** covered.
6. **Participate** in discussions in recitation and complete all recitation assignments.
7. Be **respectful** of others and their opinions during discussions--even (or perhaps especially) if their opinions are different from yours.
8. **Seek our help** with the assignments, readings, or tests if you feel you need help. Useful assistance is also available at the *Academic Learning Lab* in the Younkin Success Center (1640 Neil Avenue; 688-3967; <http://all.successcenter.ohio-state.edu/index.asp>).

Attendance and participation are **highly valued** and highly important in this class. If you foresee that you will miss more than one class (either a lecture *or* a recitation) during the quarter, you might want to wait until some other quarter to take this class.

POLICY ON LATE ASSIGNMENTS and EXAMINATION ABSENCES:

All assignments are due at the start of class on the dates listed on the syllabus. All tests must be taken in class on the assigned day and time. Students absent for reasons of serious illness or family emergency will be permitted to take a make-up test under the following conditions only: 1) you notify your Recitation Leader ahead of time, and 2) you furnish proof for the reason for your absence (doctor's note, obituary, etc.). Otherwise, if you are absent for a test, your grade is zero. The same policy applies to written assignments. No exceptions are allowed from taking the final at the scheduled time except OSU sponsored activities. If you have any questions about the final schedule, please see me the first week of class.

CLASS DEPARTMENT:

Please be considerate. This is a big class. Distractions result in students missing important information. Do not do such distracting things as *talking to others* during lecture, reading newspapers, or coming late or leaving early. Please see your Recitation Leader before the start of class if you have to leave the lecture early.

CHEATING:

Students are expected to follow the **academic honesty** guidelines as set out in the "Code of Student Conduct" section of the OSU *Resource Guide for Students*. Any and all suspected cases of academic dishonesty will be referred to the Committee on Academic Misconduct. For additional information on academic dishonesty and the accompanying procedures and penalties, see the Code of Student Conduct at http://studentaffairs.osu.edu/resource_csc.asp.

SPECIAL NEEDS STUDENTS:

Students should contact the Office of Disabilities in 150 Pomerene Hall, 1760 Neil Avenue (292-3307; TDD 292-0901; <http://www.ods.ohio-state.edu/>) in regard to any special arrangements for this course. Students with documented disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. This syllabus is available in alternative formats on request from the Sociology Advising Office in 304 Bricker Hall (292-9416).

Sociology 101 Meets GEC Requirements:

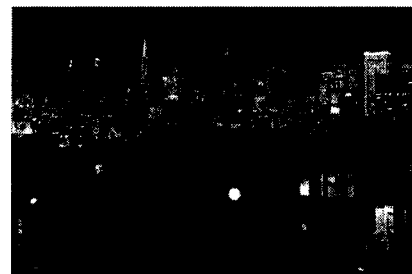
Sociology 101 meets the **GEC Social Science requirement**. Students who take this course will: 1) understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies; 2) comprehend human differences and similarities in various social, cultural, economic, geographic, and political contexts; and 3) develop the ability to comprehend and assess individual and social values, and recognize the importance of these values in social problem solving and policy making.

Sociology 101 meets the **GEC Social Diversity in the United States requirement**. Students who take this course will: 1) understand the roles of such characteristics as race, gender, class, ethnicity, and religion in the institutions and cultures of the United States; and 2) recognize the role of social diversity in shaping their own attitudes and values.

These objectives are met through the study of the major contemporary social institutions, through the study of contemporary social problems, through the application of social science research, theory, and methods to these institutions and problems. In this class students meet these objectives through: 1) an observational study of social interaction, 2) a survey study focused on a selected current social problem, 3) in-class reaction papers to the topics discussed in lecture, 4) three examinations on the content covered in the lectures and readings, and 5) group discussion and other activities in recitation.

CLASS SCHEDULE

To embrace a role is to disappear completely into the virtual self available in the situation, to be fully seen in terms of the image, and to confirm expressively one's acceptance of it. – Erving Goffman

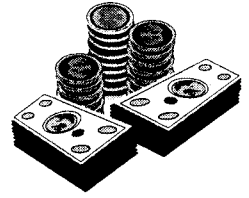


SECTION 1: SELF AND SOCIETY

- Jan. 4 Introduction to the Course and to Sociology
- Jan. 9 Chapter 1: Understanding Sociology
- Jan. 11 Chapter 2: Sociological Research
Chapter 3: Culture
- Jan. 16 Chapter 4: Socialization
- Jan. 18 Chapter 6: Mass Media
- Jan. 23 Chapter 7: Deviance and Social Control
[Pretest]
- Jan. 24 OBSERVATIONAL STUDY DUE IN RECITATION *******
- Jan. 25 EXAM # 1 IN LECTURE *******

The law in its majesty equally forbids the rich as well as the poor to sleep under bridges, to beg in the street, and to steal bread. -- Anatole France

SECTION 2: SOCIAL INEQUALITY



Jan. 30 Chapter 8: Stratification

Feb. 1 Chapter 9: Global Inequality

Jay MacLeod, Ain't No Makin' It, Chapters 1, 2, 3, and 4

Feb. 6 Chapter 10: Race and Ethnic Inequality

Feb. 8 Ain't No Makin' It, Chapters 5, 6, and 7

Feb. 13 Ain't No Makin' It, Chapters 9 and 10

Feb. 14 Last day to turn in ethnography field notes *****

Feb. 15 Chapter 11: Gender and Age Inequality

Feb. 20 EXAM # 2 *****

No matter how widely you have traveled, you haven't seen the world if you have failed to look into the human hearts that inhabit it. -- Donald C. Peattie

SECTION 3: THE ISSUES OF THE FUTURE



Feb. 22 Chapter 12: The Family and Intimate Relationships

Feb. 27 Chapter 13: Religion and Education

Mar. 1 Chapter 5, Social Interaction, Groups, and Social Structure
Chapter 14: Government and the Economy

Mar. 6 Chapter 15, Population, Communities, and Health

Mar. 8 ETHNOGRAPHY DUE *****
Chapter 16: Globalization, the Environment, and Social Change

Mar. 15 FINAL EXAMINATION *****
Thursday 11:30 - 12:48

ACKNOWLEDGEMENT OF STUDENT RESPONSIBILITIES
Ohio State University
Sociology 101

I have **read the course syllabus thoroughly** and have discussed with Dr. Hodson or my Recitation Leader any concerns, problems, and/or questions I may have regarding all course requirements and grading policies for Sociology 101.

I understand that my learning and progress in this course is Dr. Hodson's and my recitation leader's priority. I understand that I am responsible for communicating with my Recitation Leader or Dr. Hodson if I need academic assistance or to provide feedback/suggestions. I have read and understand the sections of the OSU Student Handbook concerning academic dishonesty. Knowing that honesty is vital to the well-being of society, I promise to do my part to uphold the highest standards of honesty in Sociology 101.

At this point in the quarter, I elect to **remain in Dr. Hodson's course**, fully aware of the course grade requirements and policies.

Student's signature _____ Date _____
 Keep white copy. Turn in colored copy.

OR... I elect to **drop this section of Sociology 101** to seek enrollment in a different section of Sociology 101 that is better suited to my particular needs and preferences.

Signed _____ Date _____

Professor Claudia Buchmann
391 Bricker Hall
Phone: 247-8363
Email: buchmann.4@sociology.osu.edu

Winter 2007
Class: M,W 1:30-3:18
Scott Laboratory 245
Office Hours: Tues. 1:30-3:30
and by appt.

463 Social Stratification: Race, Class and Gender (Call #18372-1)

This course examines the complex phenomenon of social stratification. Social stratification refers to the vertical classifications or hierarchical relations by which human populations are differentially valued. Patterns of inequality are observable across social settings such as the family, the community, social institutions (i.e., the educational system, the legal system), the nation-state, and the global system. In this course we will examine theories and patterns of social inequality in a wide range of contexts. After examining major theories about why inequality exists and persists in societies, we will discuss disparities between social classes (the working poor, the middle class, and the power elite) in the United States. Thereafter we will investigate race, ethnicity, and gender as the bases of inequality, inequalities in higher education, and global inequalities.

Sociology 463 fulfills the GEC Social Science requirement. The course will develop student understanding of human behavior and the structure of human societies, cultures, and institutions through an engagement with sociological perspectives on inequality. The key learning objectives of the GEC Social Science requirement are:

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

These objectives will be met in this course by examining major theories about why inequality exists and persists in societies and by assessing empirical analyses of class, race, and gender inequality, with attention to individual, organizational, and social structural factors in the causes and consequences of social stratification. Students will critically evaluate evidence regarding various aspects of social stratification as well as social policies and their own values and beliefs about social inequality. Students will be required to engage this material through: 1) regular attendance and participation in class discussions, 2) four written assignments, and 3) two exams testing knowledge of the material presented in lectures and readings.

Required Readings

There are 3 required books and several required articles for this course. The books may be purchased at the University Bookstore and other campus bookstores. Articles are listed as A1, A2, A3... in the syllabus (by author's last name) are available at the Carmen website for this course (<https://carmen.osu.edu>). Additional readings may be announced throughout the quarter.

Books:

Scott **Sernau**. 2001. *Worlds Apart: Social Inequalities in a New Century*. Thousand Oaks, CA: Pine Forge Press.

Barbara **Ehrenreich**. 2001. *Nickel and Dimed: On (Not) Getting By in America*. NY: Henry Holt.

Annette **Lareau**. 2003. *Unequal Childhoods: Class, Race and Family Life*. Berkeley: Univ. of California Press.

Articles:

A1: Kingsley **Davis** and Wilbert E. **Moore**. 1945. "Some Principles of Stratification." *American Sociological Review* 10:242-49.

A2: Melvin **Tumin**. 1953. "Some Principles of Stratification: A Critical Analysis." *American Sociological Review* 18:387-94.

A3: Ian **Urbina**. 2006. "Keeping it Secret as the Family Car Becomes a Home." *The New York Times*, Apr. 2, 2006.

A4: Edward L. **Glaeser** and Jacob L. **Vigdor**. 2001. "Racial Segregation in the 2000 Census: Promising News." The Brookings Institution Survey Series.

A5: Devah **Pager**. 2003. "The Mark of A Criminal Record." *American Journal of Sociology* 108:937-75.

- A6: Pew Hispanic Center.** 2006. *From 200 Million to 300 Million: The Numbers Behind Population Growth.*
- A7: Alejandro Portes.** 2002. "Immigration's Aftermath." *The American Prospect* 13, no. 7, April 8, 2002.
- A8: Anthony DePalma.** 2005. "15 Years on the Bottom Rung." *The New York Times*, May 26, 2005.
- A9: Claudia Buchmann.** 2007. "Gender Inequalities in the Transition to College." Working Paper commissioned by the Social Science Research Council, New York.
- A10: NCES (National Center for Education Statistics).** 2004. *Trends in Educational Equity for Girls and Women 2004.* Washington, DC: U.S. Government Printing Office. (Focus on discussion and data related to gender differences in educational performance in elementary and secondary school and transition to post-secondary institutions).
- A11: Ross Douhat.** 2005. "Does Meritocracy Work?" *The Atlantic Monthly*, November 2005: 120-6.
- A12: David Leonhardt.** 2005. "The College Drop-Out Boom." *The New York Times*. May 24, 2005.
- A13: Claude M. Steele.** 1999. "Thin Ice: Stereotype Threat and Black College Students." *The Atlantic Monthly* 284:44-54.
- A14: Kevin Bales.** 2000. *Disposable People: New Slavery in the Global Economy.* Berkeley: University of California Press. Chapter 1.

Course Requirements

Your grade for this course will be based on class participation, two "current issues" papers, two short essays, a midterm and a final exam.

Class Participation: Because this is an Honors course limited to 25 students, it will be conducted primarily in seminar format. That means that I expect all students to come to class fully prepared to discuss the readings and contribute questions and comments to the discussion. While I understand that some people are more comfortable speaking in a group than others, it is also true that verbal exchange is a crucial marker of intellectual engagement. If you anticipate missing more than 3 classes during the quarter, I highly advise that you reconsider your decision to enroll in this class. Your participation grade will be based on these expectations.

Current Issues Paper: Our class readings cannot cover all of the issues related to inequality that may be of interest to you, but every day in the media and our lived experiences we are exposed to these issues. To put our course material into a current, real-world context, 4 times during the quarter we will devote part of a class to discussing current issues related to the topics of social inequality that are covered in that section of the course. When it is your turn (twice during the quarter), you are to find a "piece of news," current event, popular press article, something off the internet, personal experience, etc. and informally present this issue to the class. *I encourage you to be creative!* You will turn in a 3 page "current issues" paper in which you discuss how your chosen topic links to an issue we have covered in class, for example, how it elaborates or challenges a concept or idea we have discussed or read about. At the end of the paper you should write 2-3 questions that you will use to foster discussion and debate of the issue. You should also turn in the materials to which your comments pertain (i.e., newspaper or magazine article, web page, etc.) with your paper. Then you will be responsible for presenting your issue and fostering discussion of it in a small group.

Two Essays: You will write two essays for this class. These essays are to be well-written and polished documents with no typographical, grammatical, spelling or formatting errors. The first essay is a 4-5 page ethnography of your own social class background. The second essay of 7-8 pages is a summary and evaluation of published research in a particular area of stratification of your choice (but related to topics we have covered in the course). For this essay you will draw from a list of additional resources that I will supply to you in class. More information is forthcoming.

Mid-Term Exam: A take-home midterm will be distributed on **Wednesday February 7th** and will be due at the BEGINNING of class the following **Monday, February 12th**. The exam will consist of 3-4 questions to which you will write 1- page long answers as well as some questions that require shorter written answers of several sentences. While you may use your class notes and readings during the exam, your answers on the exam are to be entirely your own and you are not to discuss the content of the exam or your answers with anyone during the time the exam is in your possession.

Final Exam: The final exam will be on **Tuesday March 13th 1:30-3:18 p.m.** Alternative scheduling of the final exam will be considered for only the most extreme circumstances.

The above requirements will comprise your final grade as follows:

Class Participation	10%
2 Current Issues Papers (including presentation)	15%
2 Essays (#1= 15%, # 2= 20%)	35%
Take Home Midterm	20%
Final	<u>20%</u>
	100%

TENTATIVE COURSE SCHEDULE

<u>Date</u>	<u>Topic and Readings</u>	<u>Assignments Due</u>
W Jan 3	Introduction to Course Theories of Stratification	
M Jan 8	Theories continued Functionalist/conflict theories	Sernau Ch. 1 A1: Davis & Moore A2: Tumin
W Jan 10	<u>Opportunity and Inequality in the United States</u> The components of class Working Poor	Sernau Ch. 3 (pp. 65-89) Ehrenreich, Introduction, Ch. 1,2 (pp. 1-119)
M Jan 15	MLK DAY – NO CLASS	Group #1 Current Issues Paper
W Jan 17	Current Issues Disc. #1	Ehrenreich, Ch. 3 and Eval. A3: Urbina
M Jan 22	Film: People Like Us	Lareau pp.1-102
W Jan 24	Unequal Childhoods	Lareau pp. 107-197
M Jan 29	Film: People Like Us, part. 2 Discussion	Serneau Ch. 7 Lareau 198-257
W Jan 31	<u>Race and Ethnicity in the United States</u> Race and Ethnicity Segregation in the U.S.	Sernau Ch. 4 A4: Glaeser & Vigdor
M Feb 5	Labor Market Discrimination Current Issues Disc. #2	A5: Pager
W Feb 7	Ethnicity and Immigration MIDTERM EXAM distributed at end of class	A6: Pew Hispanic Center A7: Portes A8: DePalma
M Feb 12	Midterm Exam due at beginning of class	Midterm due
W Feb 14	<u>Gender Inequalities</u> Changing gender roles The gender wage gap	Sernau Ch. 5

	<u>Class, Race and Gender Inequalities in Higher Education</u>		
M Feb 19	Gender inequalities in Higher education	A9: Buchmann A10: NCES	Group #1 Current Issues Paper
W Feb 21	Current Issues Disc. #3 The Secrets of the SAT	A11: Douhat A12: Leonhardt	
M Feb 26	Racial Inequalities in Higher Education	Sernau Ch. 8 A13: Steele	
	<u>Global Inequalities</u>		
W Feb 28	Globalization Theories of Development	Sernau Ch. 2	Essay #2 due
M Mar 5	The Dark side of Globalization: Slavery and sweatshops	A14: Bales	Group #2 Current Issues Paper
W Mar 7	Current Issues Disc. #4 Review and Wrap Up		
T Mar 13	FINAL EXAM Tuesday, March 13th 1:30-3:18 p.m.		

THE FINE PRINT:

If you need accommodation based on the impact of a disability, please contact me to discuss your specific needs. You may also contact the *Office of Disability Services* at (614) 292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodation for your documented disability. The course syllabus and materials are available in alternative formats upon request. For assistance, please contact Undergraduate Student Services (the Academic Advisor in Sociology and Criminology), 302 Bricker Hall, 292-1175. Students with disabilities are responsible for making their needs known to the instructor, and seeking available assistance, in a timely manner.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

Unpaid Fees: Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until your fees are paid or you have met with a Sociology Advisor and a Financial Aid Counselor and are working to get your fees paid.

Research Methods
Sociology 487, Autumn 2006

Professor: Andrew W. Martin
Office: 324 Bricker Hall
Phone: 247-6641
Email address: martin.1026@sociology.osu.edu
Course website: www.sociology.osu.edu/classes/soc487/amartin
Instructor website: <http://www.sociology.ohio-state.edu/awm/>

Office Hours:
T Th 11:00-12:30
or by appointment

Class Information:
160 Macquigg Laboratory
T Th 9:30-10:48

Recitation Information:
70 Derby Hall
Section 1: M W 8:30-9:18
Section 2: M W 9:30-10:18

Teaching Assistant (Section 1): Annie Price
Email address: price.559@osu.edu
Mailbox: 300 Bricker Hall

Teaching Assistant (Section 2): Cheryl McLaughlin
Email address: mclaughlin.180@sociology.osu.edu
Mailbox: 300 Bricker Hall

Office Hours for Teaching Assistants (70 Derby): M W 12:30-1:30, W 3:30-5:30

Course Description

Much of what we know about the functioning of society (family, education, work, and crime, for example) is based upon our own experiences or the experiences of people close to us. However, the pursuit of sociology involves the use of scientific methods to test theories developed about how people live and interact. While the thought of “doing” science may sound boring, the application of scientific methods to study our world is often exciting as it allows us to challenge many assumptions we have about society. As with any tool, it is essential to learn the appropriate way to properly use the methods introduced in this class. The best way to learn a new skill is to actually practice it; so much of the class will involve a hands-on approach to research methods. We will begin by exploring the idea of sociology as a science, which focuses on the research process. Next we turn to the issues that researchers face when trying to “measure” society. Then we will explore common research designs that are used to study our world. Finally, I will introduce you to the statistical methods used by sociologists to make sense of the information collected during the research process. Throughout the course students will be completing assignments that correspond with each topic area.

Course Objectives

- Understand the research process, specifically the importance of basing research questions and methods on sociological theory
- Become familiar with the various approaches that sociologists employ when studying important topics
- Understand the process of reviewing prior research on a particular topic
- Be familiar with the issue of measurement error and the methods uses to address it
- Know how to conduct the important strategies for collecting data
- Be familiar with the ethical concerns of conducting research
- Gain a working knowledge of basic statistical methods used to analyze information collected during research
- Develop critical writing skills by developing a research project that seeks to address an important sociological question

Required Text

Babbie, Earl. 2004. *The Practice of Social Research*, 10th Edition. Belmont, CA: Wadsworth.

Course Evaluation

Your final grade will be reckoned on the basis of your performance on the following evaluations:

Midterm Exam	20%
Final Exam	25%
Research Proposal	25%
Assignments (3)	7% each (20% of your grade)
In-class Participation	10%

Scale (%)

A 94-100	C+ 76-79
A- 90-93	C 73-76
B+ 86-89	C- 70-72
B 83-86	D 61-69
B- 80-82	F 60 and lower

Attendance

Students are strongly encouraged to attend all lectures. The lectures will primarily be spent reviewing and extending the class readings, as well as reviewing class expectations. Therefore, it is recommended that all the assigned readings be completed prior to that day's class. It is the student's responsibility to get the notes from someone if you miss class. Attendance in the recitation is also very strongly recommended for two reasons. First, material covered in class will be covered in greater detail in the recitation sections. Second, a significant portion of the recitation sections will be devoted to working on assignments related to the final proposal. Attending the recitation sessions will provide the student with the opportunity to complete the final paper. In addition, failure to complete any of the recitation activities for the final paper will result in a loss of points.

Assignments

You will be expected to complete three short written assignments during the course of the quarter. Each of the assignments will be based on the three areas we will be covering (Overview of Sociology and Science, Measurement Issues, and Methods of Observation). These assignments are designed to help you further understand the important aspects of research methodology, and are separate from the larger research proposal. More information on each assignment, including specific expectations, will be handed out in class.

Exams

There will be two exams in the course, a midterm and a final. The final is not cumulative. These exams will consist of multiple choice, short answer, and essay questions. They will draw on material presented in class and in the readings. There will be no provisions for make-ups for the exams. Students with a strong reason for missing the exam, which would include a medical or family emergency, will be allowed to take an essay make-up exam. Documentation such as a doctor's excuse is required. These make-ups will be given after the exam, preferably within 48 hours.

Research Proposal

A major objective of this course is to facilitate your understanding of the data collection project through a hands-on approach. Throughout the course of the quarter, primarily in the recitation sessions, the students will be expected to develop a research proposal that examines some aspect of the strike process as it exists in America today. Although there will be considerable guidance throughout the course, the students are expected to participate in all facets of the project, from developing measures of important strike characteristics, to collecting data on these events. The completion of the proposal will be facilitated through a series of short assignments completed in the recitation. More information on the research proposal and data collection project will be handed out in class and in the recitation.

Late Papers and Assignments Policy

Each assignment, including the research proposal, must be handed in, in person, to either Professor Martin or one of the TAs, in person in the lecture or recitation section on the date it is due. Emailed assignments will not be accepted. You must retain a backup copy of all class assignments (including recitation assignments) and the final proposal-the saved electronic copy should have a last Date Modified that corresponds with the due date. A hungry computer that decides to eat your paper is not a valid excuse for a late paper. This policy is also to protect the student to ensure that no papers get lost and is, of course, a good habit to get into. All late assignments, including the research proposal, will be reduced ½ letter grade for each day that it is late.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Unpaid Fees: Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until:

1. your fees are paid, OR
2. you have a signed letter from Financial Aid stating that you are working with them to get your fees paid.

Course Schedule

<u>Date</u>	<u>Reading Assignment</u>	<u>Topic</u>
<i>I. The Foundations of the Scientific Study of Society</i>		
9/21		Introduction to the Course
9/26	pp. 3-16, 24-28, 47-58	Sociology as Science, Theoretical Foundation of Sociology
<i>II. Research Design and Measurement Issues</i>		
9/28	pp. 86-90, 94-115	Introduction to Research Design and Research Proposal
10/3	No readings assigned	Research Proposal (continued) and Intro to Assignment 2 (Assignment 1 Due)
10/5	pp. 16-21, 43-44, 48-49, 90-94	Exploring Causality-Variables, Hypotheses and Relationships
10/10	pp. 45-47, 118-140	Measuring Variables
10/12	pp. 140-147, 174-176	Evaluating Measures (Reliability/Validity) and Typologies
10/17	pp. 178-182, 186-199	Theoretical Basis for Sampling
10/19	pp. 182-186, 199-216	Types of Probability Sampling (Assignment 2 Due)
10/24	Review for Midterm	
10/26	Midterm Exam	
<i>III. Methods of Observation</i>		
10/31		Overview of Exam and Introduction to Observation Methods
11/2	pp. 242-250, 256-278	Survey Methods and Types of Surveys
11/7	pp. 281-309	Qualitative Field Methods

11/9	pp. 312-324, 396-400 Earl et al. ARS (on course website)	Content Analysis
11/14	pp. 220-240	Experiments and Quasi-Experiments (Assignment 3 Due)
<i>IV. Analyzing Data and Other Topics</i>		
11/16	pp. 324-338, 400-415	Analyzing Existing Data and Introduction to Data Analysis
11/21		Data Analysis (continued) and Discussion of Research Proposal
11/23		No Class
11/28	p. 61-75	Ethics in Research, Careers in Sociology
11/30		Review for Final Exam (Research Proposal Due)
12/6		Final Exam (9:30-11:18)

SOCIOLOGY 488
INTRODUCTION TO SOCIOLOGICAL THEORY
WINTER 2007

Professor:	Edward Crenshaw	Class Period:	MW 11:30 to 1:18
Office:	Bricker 328	Room:	Boyd Lab 315
Office Hours:	W 2:30 – 5:00	Office Phone:	292-5455
E-mail Address:	<u>Crenshaw.4@sociology.osu.edu</u>		
Website:	<u>http://www.sociology.ohio-state.edu/emc/</u>		

The purpose of this course is to introduce you to the major theoretical traditions used in the analysis of society. The aim of this course is to identify the dominant paradigms used in sociology, to compare the commonalities and differences of the various sub-theories of each, and to eventually contrast paradigms with one another. This exercise in synthesis and comparison should prepare you to use sociological theories, discern the different theoretical traditions in scholarly work, and critically evaluate what you read in other social science courses and elsewhere.

REQUIRED READINGS:

Turner, Jonathan H. 1993. Classical Sociological Theory: A Positivist's Perspective. Chicago: Nelson-Hall

Pampel, Fred C. 2000. Sociological Lives and Ideas: An Introduction to the Classical Theorists. New York: Worth Publishers.

Several articles on ELECTRONIC RESERVE – see readings.

COURSE REQUIREMENTS

- (1) All reading assignments are required.
- (2) Your regular attendance is required. Although there is no formal penalty for missing class, on occasion I circulate attendance sheets that I use for assessing final grades. Haphazard attendance is guaranteed to lower your comprehension of the course material and could adversely affect your final grade.
- (3) Make-up policy: Make-up exams are allowed only by permission. Unless I am notified 24 hours before the exam that a student cannot attend class that day, I am unlikely to give that student a make-up exam. Regardless of circumstances, all make-up tests will differ from the in-class exam. Concerning late work, I am not prepared to accept late papers without penalty. I will assess a 10 point per day penalty for late work – no exceptions. Assigning incompletes is against my policy. I will give incompletes only in verifiable emergency situations.

- (4) **Grading policy: Final grades are based on three components: two exams and a paper. These components are weighted as follows:**

1st Exam	100 pts.
Final Exam	100 pts. (comprehensive)
Essay	200 pts.
<hr/>	
Total Points:	400 pts.

Final grades are assigned on a modified curve, which is to say that the top cumulative score in class will be taken for the new 'total possible'. Regardless, any student scoring 360 is guaranteed an A-, 320 a B-, and so on.

- (5) **Your essay will be due on February 28, 2007. These papers should be approximately 12 to 15 pages in length (exclusive of bibliography). These assignments will require you to compare and contrast issues in social science epistemology and to apply these issues to real sociological research. Details on these assignments as well as a guide on how to proceed will be forthcoming in class.**

COURSE SCHEDULE [readings in italics are on electronic reserve]

INTRODUCTION TO THE COURSE

- Jan. 3:**
- (1) **The Relevance of Sociological Theory**
 - (2) **Review of Course Goals**
 - (3) **Review of Syllabus/Requirements**

THE EMERGENCE OF MODERNITY AND SOCIAL SCIENCE

- Jan. 8, 10:**
- (1) **The Scientific Revolution**
 - (2) **The Industrial Revolution**
 - (3) **The Political Revolution**

Readings: *Jones. "The European Miracle – Summary & Conclusions."*
Rosenberg & Birdsall. "The Development of Industry."
Olson. "Contexts for the Emergence of the Social Sciences."

EPISTEMOLOGY AND SOCIOLOGY

- Jan. 17, 22:**
- (1) **The Scientific Method and Positivism**

Readings: *Turner. Chapters 1 & 2*
Bryant. "The French Tradition of Positivism."
Rosenberg. "What is the Philosophy of Social Science?"
Reynolds. "A Primer in Theory Construction."

Jan. 24, 29: (2) Idealism

Readings: Little. "Interpretation Theory."

Feb. 5, 7: (3) The Social and Biological Foundations of Human Behavior

Readings: Brown. "The Universal People."

FEBRUARY 12, 2007:>>>>>> MID-TERM EXAM

Feb. 14: (4) Social Structural/Social Psychology and Human Agency

Readings: Mayhew. "Structuralism Versus Individualism."

(5) Rational Choice Theory/Differences between Social and Physical Science

THE POSITIVIST TRADITION: FUNCTIONALIST/ECOLOGICAL PERSPECTIVES

Feb. 19: (1) Early Evolutionary Theorists: Smith, Spencer, Durkheim

Feb. 21: (2) The Human Ecological Tradition: Sumner, Parks, Burgess, Hawley

(3) Parsons, Merton and Functionalism/Latter-Day Functionalism and Ecological-Evolutionary Theory

Readings: Turner. Chapters 3, 5, 6, 7
Pampel. Chapter on Durkheim
Durkheim. "Suicide and Modernity."

THE POSITIVIST TRADITION: MARXIAN AND OTHER CONFLICT PERSPECTIVES

Feb. 26: (1) Early Conflict Theory: Marx, Engels, Simmel, Weber

Feb. 28: (2) Contemporary Conflict Theory: Dahrendorf, Coser, Collins

Readings: Turner. Chapters 8, 9, 10, 11
Pampel. Chaps. On Marx and Simmel
Marx. "The Communist Manifesto."

FEBRUARY 28, 2007 >>>>>> ESSAY DUE AT END OF CLASS

***THE IDEALIST TRADITION: SYMBOLIC INTERACTIONISM, PATH DEPENDENCY,
HISTORICISM***

- March 5, 7:
- (1) Symbolic Interactionism: Mead, Cooley, Goffman
 - (2) Ethnomethodology/Phenomenology
 - (3) Historicism/Path Dependency/Weber and his followers
 - (4) Postmodernism/Deconstruction/Critical Theory

Readings: Turner: Chapters 13, 14
Pampel. Chaps. On Weber and Mead.
Weber. "The Protestant Ethic."
Mead. "The Self and the Organism."
Rothman. "Symbolic Interaction."
Aggar. "Critical Theory, Poststructuralism , Postmodernism."

March 15:>>>>>>> Thursday: FINAL EXAM, 11:30 A.M. to 1:18 P.M.

STUDENTS WITH DISABILITIES

Students with disabilities should contact the Office of Disabilities in 150 Pomerene Hall (292-3307) to make arrangements for special consideration in this course. Students with documented disabilities must make their needs known to the instructor and seek assistance in a timely manner. Alternative formats of this syllabus are available from the Sociology Advising Office, 304 Bricker Hall (292-2056).

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

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1. your fees are paid, OR
2. you have met with a Sociology Advisor and a Financial Aid Counselor and are working to get your fees paid.



Quantitative Research Methods in Sociology Sociology 549

Winter 2007

Professor: Dr. Kristi Williams
Class Meetings: TTh 9:30 – 10:48
Classroom: CL 120

Office Hours: Th 11:00 – 1:00
Office: Bricker 342
Phone: 688-3207

Recitations: Section 1 (18400-6)
MW 9:30 – 10:30
Derby 70

Section 2 (18401-1)
MW 10:30 – 11:30
Derby 70

GTA: Bradley Keen
Email: keen.21@osu.edu
Office hours (SIL): TBA

Priyank Shah
shah.351@osu.edu
TBA

Course Description:

This course provides a basic introduction to the application and interpretation of statistical analysis in the social sciences. By the end of the course, you will be familiar with a variety of basic statistical techniques that allow you to examine interesting social questions. We will begin by learning how to describe the characteristics of groups. We will then discuss how we can examine and generalize about relationships between the characteristics of groups. Emphasis will be placed on understanding and interpreting the meaning of statistics. Last, you will learn how to use one of the computer programs (SPSS) that is widely used to perform statistical analysis.

Required Course Materials and Website:

Kendrick, J. Richard. 2005. *Social Statistics: An Introduction using SPSS for Windows* (2nd edition).

The course web site is located on Carmen: carmen.osu.edu

Grading:

2 exams	60%
5 assignments	<u>40%</u> (five assignments, each worth 8%)
	100%

Requirements

1. Attendance is highly recommended as material not covered in readings will occasionally be introduced in class. If you must miss class, be sure to get notes from someone else in the class. Also make sure you find out if you missed any announcements.
2. Five assignments will be made throughout the quarter. These will include a combination of problem solving (hand and computer calculations) and conceptual interpretation of the results. Together these assignments are worth 40% of your course grade (each is worth 8% of your grade).
3. One in-class examination will be given during the quarter as scheduled on the course outline below. The second exam will be given during the scheduled final exam period. Each of these exams is worth 30% of your course grade. The second exam is not cumulative.
4. You will need to own or have frequent access to a hand calculator to do the assignments, take in-class exams, and learn the material being taught in this course.

Extra Credit / Bonus Points

Occasionally, short in-class assignments, group-work, and quizzes will be offered during the lecture portion of the course. These opportunities are unscheduled and can only be completed during the

Updated 1/4/07

class in which they are offered (i.e., you have to be present to receive credit). Students completing these assignments will receive a check mark. Each check mark earned adds 1 point to the score of the next exam.

Additional Notes

No make-up exams will be permitted unless you contact Dr. Williams PRIOR TO THE EXAM.

Under no condition will late homework assignments be accepted. We will often discuss the answers to the homework assignments in class or recitation on the day that the homework is due. If an illness prevents you from coming to campus on the day that the assignment is due, you may e-mail the assignment to the GTA PRIOR to the beginning of class on the due date. This option is to be used ONLY in situations of serious illness and we will require appropriate documentation of the illness in order to give credit for assignments submitted via e-mail.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Unpaid Fees: Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until:

1. your fees are paid, OR
2. you have met with a Sociology Advisor and Financial Aid and are working to get your fees paid.

Disposition of Exams and Assignments: ALL EXAMS AND HOMEWORK WILL BE DISCARDED at the end of Autumn quarter 2007. If you have questions about individual grades or your final course grade, please raise them immediately so they can be resolved well before this deadline.

GEC Statement

GEC Goals: Sociology 549 is a *Data Analysis* course, meaning that it fulfills the Data Analysis sub-requirement under the "Quantitative and Logical Skills" category of the General Educational Curriculum (GEC). This course provides a basic introduction to the logic, application and interpretation of statistical analysis in the social sciences. The course introduces descriptive statistics, exploratory data analysis, probability theory, and inferential statistics. It aims to provide a solid foundation for studying advanced statistics and conducting data analysis. Students also learn how to use one of the computer programs (SPSS) that is widely used to perform statistical analysis.

GEC Learning Objective: Students understand statistics and probability, comprehend mathematical methods needed to analyze statistical arguments, and recognize the importance of statistical ideas.

The course goals will be met through the study of descriptive statistics, exploratory data analysis, probability theory, and inferential statistics. Through hands-on practice, students learn to use statistics to simplify information, compare group differences, and make inferences about populations based on sample data. Students also learn how to use one of the computer programs that is widely used to perform statistical analysis.

In order to meet the course goals and objectives students must demonstrate (in homework assignments, exams, and class discussion) the ability to: (1) calculate statistics and conduct statistical tests by hand and using the computer and (2) describe, interpret, and critically evaluate quantitative research findings.

COURSE OUTLINE (Lecture)*

Date	TOPIC	READING
Jan. 4 (Th)	1. Course Intro	Ch. 1
Jan. 9 (T)	2. Levels of Measurement & Freq. Distributions	Ch. 2 & Ch. 4
Jan. 11 (Th)	2. Frequency Distributions (continued)	
Jan. 16 (T)	3. Central Tendency	Ch. 5
Jan. 18 (Th)	4. Dispersion	Ch. 6
Jan. 23 (T)	5. Probability and the Normal Curve	Ch. 7
Jan. 25 (Th)	5. Probability and the Normal Curve	
Jan. 30 (T)	6. Single Variable Inference – Confidence Intervals	Ch. 8 (pp. 247-255 only)
Feb. 1 (Th)	Catch Up	
Feb. 6 (T)	EXAM I	
Feb. 8 (Th)	7. Hypothesis Testing & Bivariate Inference	Ch. 11 (p. 347 – 352) & Ch. 12 (pp.375-380)
Feb. 13 (T)	7. Bivariate Inference: Interval – T-test	Ch. 13 (pp. 427-431 & pp. 437-446)
Feb. 15 (Th)	8. Bivariate Inference: Interval: ANOVA	Ch. 13 (pp 448-452 only) ^a
Feb. 20 (T)	8. Bivariate Inference: Interval: ANOVA	
Feb. 22 (Th)	9. Bivariate Inference: Categorical - Crosstabs	Ch. 9 all & Ch. 10 (pp. 303-312)
Feb. 27 (T)	9. Bivariate Inference: Categorical - Crosstabs	Ch. 11 (p. 352-366)
Mar. 1 (Th)	10. Bivariate Inference Interval – Corr. & Regression	Ch. 12 (pp. 380 –400) & Ch. 13 (pp.431-437)
Mar. 6 (T)	10. Bivariate Inference Interval – Corr. & Regression	
Mar. 8 (Th)	11. Catch Up	pp. 330-337 & pp 411-416
Mar. 15 (Th)	Exam II (during Final Exam period) 9:30 – 11:18	

RECITATION (LAB) OUTLINE

Date	Topic	Homework & “Using SPSS” reading*
Jan. 8 (M)	Introduction to Computer Lab & SPSS	HWK 1 Out; Ch. 1
Jan. 10 (W)	More SPSS Basics	Ch. 3
Jan. 15 (M)	No Recitation MLK Holiday	
Jan. 17 (W)	Frequency Distributions	Ch. 4 & Ch. 5
Jan. 22 (M)	Central Tendency	HWK 1 DUE ; Hwk 2 Out; Ch. 6
Jan. 24 (W)	Dispersion	
Jan. 29 (M)	Probability and Normal Curve	HWK 2 Due ; Ch. 7
Jan. 31 (W)	Single Variable Inference	Ch. 8 (p. 261-264 only)
Feb. 5 (M)	Exam I Review	
Feb. 7 (W)	No Recitation	
Feb. 12 (M)	Bivariate: Interval – T-test	HWK 3 OUT; Ch. 12 (p. 400-402) & Ch. 13 (p. 454-458) ^a
Feb. 14 (W)	Bivariate: Interval – T-test	
Feb. 19 (M)	Bivariate Interval - ANOVA	HWK 3 DUE ; HWK 4 out; Ch 13 (p. 458-461) ^a
Feb. 21 (W)	ANOVA	
Feb. 26 (M)	Bivariate: Categorical - Crosstabs	HWK 4 DUE ; HWK 5 out; Ch. 9 all & Ch. 10 (p.323-327)
Feb. 28 (W)	Bivariate: Categorical - Crosstabs	Ch. 11
Mar. 5 (M)	Bivariate Inference – Corr./Regression	HWK 5 Due ; Ch. 12 (pp. 402-411) & Ch. 13 (pp. 453-454)
Mar. 7 (W)	Exam II Review	

NOTES: *The dates provided here are tentative and could change depending on how the class proceeds. You are responsible for finding out about any changes or announcements made in class.

*All homework assignments are due at the BEGINNING of recitation on the date due.

^a You are not responsible for information about testing equality of variances. We will assume equal variances.

Sociology 589.01
Fieldwork: Sociology in the Workplace
Saturdays 8:30 a.m. to Noon

Rationale:

This course is designed to give students the opportunity to learn about and prepare for careers that are open to students with majors in Sociology. Through a series of career-related assignments and discussions that build off of academic coursework, guest lecturers from a variety of industries, and two job shadowing experiences, students will continue the journey of selecting a career path that will meet their expectations at the personal as well as the professional level.

After completing this course you should be able to:

1. Analyze your skills, abilities, and interests in order to articulate those in cover letters and interviews as you make a case for being the best job candidate.
2. Locate positions that will make full use of your skills, abilities and will also satisfy your interests and values.
3. Locate opportunities at OSU that will develop your full potential (internships, student organizations, study abroad, research).
4. Articulate and document your skills and abilities in a portfolio that can be presented to potential employers.
5. Get noticed by employers when you write a resume or cover letter or interact with them at career fairs and when interviewing.
6. Network to gain access to social networks that hold information about career opportunities.
7. Create and manage a plan to turn your career goals into reality *and* be prepared to modify that plan for the future.

Textbooks:

- What Should I Do With My Life? The True Story of People Who Answered the Ultimate Question by Po Bronson
- 10 Things Employers Want You to Learn in College: The Know How You Need to Succeed by William D. Cotlin
- Embarking Upon a Career with an Undergraduate Degree in Sociology American Sociological Association
- Careers with an Undergraduate Degree in Sociology American Sociological Association

Also Recommended:

- Creating Your Skills Portfolio by Carrie Straub

You will also need to purchase a nice notebook to use as a portfolio and a storage case with divided sections to begin to collect and organize the elements for your portfolio. – examples will be brought to class

The mission of Sociology 589 is to provide you with the knowledge, insights, and tools you need to transform your academic experience into an informed career search.

Policy on attendance/excused absences:

Lectures: Students are responsible for attending all lectures. I believe that 80% of success is just showing up! Treat this class as a job where showing up is important – please do not schedule doctor's appointments, interviews, or work during your class time.

Assignments: MAKE COPIES OF ALL WRITTEN ASSIGNMENTS BEFORE TURNING THEM IN. Most assignments will ultimately appear in your portfolio. To make sure that you have everything for your portfolio, always make back up copies of anything that you do need to hand in. The best time to hand in an assignment is during class on the appropriate date as it is too easy for things to get lost if they are dropped off in our office.

Grades and Attendance:

Your projects, presentation/portfolio, class attendance/participation points will determine grades in this class.

There are a total of 200 points in the class distributed as follows:

Attendance	50 points
Assignment One	25 points
Assignment Two	25 points
Job Shadow #1	50 points
Informational Interview #1	50 points
Job Shadow #2	50 points
Informational Interview #2	50 points
Presentation/Portfolio	100 points
Total Possible Points	400

Graded S/U: A total of 70% of the total points (280) must be earned to receive a satisfactory grade.

Attendance: Attendance in this course is required. Think of this as a job, and showing up is important. There are 10 class meetings for a total of 50 points (five points per class). Please don't schedule doctor's appointments, group meetings, or even interviews at this time. Attendance will be taken each day and part of your grade is based on attendance.

Academic Misconduct

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Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Dates and Topics:

- Week 1 Class Introduction
10 Things Employers Want you to Learn in College: Introduction
Job/Internship Search Process – “Presentation of Self”
Developing an Excellent Resume
Other ways to market yourself
- Week 2 How Do Students Get Jobs and Internships?
What are employers looking for and how can you meet their expectations?
10 Things: Worth Ethic, Physical Skills
Resume Critiques
How to Make a Career Fair Work for You
Networking
Assignment #1 Due
(assignment details are at the end of the syllabus)
- Week 3 Elements of Success: Assessing your skills, interests and abilities and setting goals
Beginning to evaluate your accomplishments for your Portfolio/Presentation
Discussion of Assignment #2: Portfolio/Presentation development: Assessing your know-how
(assignment will be given in class)
10 Things: Communicating in Writing
Writing an Effective Cover Letter and other Correspondence
Employer Perspectives- Non-profit guest speaker
- Week 4 Developing an Effective Portfolio
Project Two must be well under way and brought to class on this date
Effective Networking: Informational Interviewing
10 Things: Working Direction with People, Influencing People
Employer Perspectives- Business guest speaker
- Week 5 Effective Interviewing – Convincing an employer that you can add value to their organization
Behavioral Based Interviewing
Practicing Interviewing/Mock Interviews
10 Things: Communicating Verbally
Employer Perspectives- Social Services guest speaker
Assignment #2 due
- Week 6 Other Interviewing Techniques: Case Interviews, Panel Interviews
Applying for Federal and State positions
10 Things: Gathering Information, Using Quantitative Skills
Company and Industry Research
Employer Perspectives- Government guest speaker
Job Shadow #1 observation paper due
Informational Interview #1 report due
- Week 7 Transition to the Workplace: Success in your internship/on the job.
10 Things: Answering the Right Questions, Solving Problems
Alumni Perspectives – best practices for your job search
- Week 8 Business Etiquette and Dress for Success

Employer Perspectives – Human Resources guest speaker

Week 9 Class Presentations
Employer Perspectives – Business owner guest speaker

Week 10 Class Presentations
Class Evaluation
Job Shadow #1 observation paper due
Informational Interview #1 report due

Assignment #1: (25 points)

Register with ASC Career Services and visit the Sociology Department Career Advisor
(See the Assignment form at the end of the syllabus)

Assignment #2: (25 points)

Assessment of Skills for your Presentation and Portfolio (10 points)

It is important that you read 10 Things Employers Want You to Learn in College for this exercise. This project helps you think of the many skills you have, where you developed those skills and how you could tangibly demonstrate the skill. It also helps you think of documents and items that visually portray your accomplishments. This assignment takes time if done well; and if done well will help you create a very good portfolio. *The Skills Summary inventory will be given out in class.*

Job Shadowing and Informational Interviewing: (200 points total)

You are required to find 2 job shadowing experiences during the course of the quarter. Each experience must include 10 hours of shadowing. It is your responsibility to set up this experience. You can visit USS Career Services for resources.

After shadowing for 10 hours, you will write an observation paper designed to assist you in evaluating the industry and the position to determine if this would be a good fit for you. This assignment will integrate with Assignment #2. *Details for the paper will be passed out in class.*

In the course of each shadowing experiencing, you must complete a formal informational interview with either the person you are shadowing, or another professional at that site. *Resources for completing the informational interview will be passed out in class. You will be required to turn in a questionnaire that will document your interview.*

Each shadowing report is worth 50 points.

Each informational interview questionnaire is worth 50 points.

Career Presentation and Portfolio (100 points)

The best skill you can develop is the ability to talk to people about yourself, your goals, and demonstrate how you have developed those skills. Your Career Presentation will be a 10-15 minute talk about a company/organization that you would like to work for, the type of job within that organization you would like, and how your skills match their requirements. You will complete a Skills Portfolio that is tangible evidence of your skills.

This is your final exam and these reports will be given on March 3rd and March 10th.

NAME _____

Sociology 589.01

Resources: Arts and Sciences Career Services and the Sociology Department

One requirement in Sociology 589.01 is to get to know your OSU career resources. Your two major resources are The College of Arts & Sciences Career Services Office and the Department of Sociology Career Counselor.

This assignment requires that you connect with both offices as follows:

Arts and Sciences Career Services Office resources. Please indicate that each step is completed:

- Go to the ASC Career Services website at: <http://asccareerservices.osu.edu/>
Click on "For Students" and then download the CAREER GUIDE and print it out.
- Visit the Career Services Office and begin registration process with ResLink.
- Visit Career Services to have your resume critiqued or to meet with an internship specialist or career adviser.
- Complete registration with ResLink and upload resume.
- Look through ResLink job and internship postings.

Sociology Department Resources. Please indicate that each step is completed:

- Go to the Sociology Department and schedule an appointment with Jonathan Bentley or identify when he is available for walk-ins and visit him then.
- Check out the Sociology Department website to learn where internship and career information is advertised!
- Check to see if there are other advisers in Sociology that can help you with your internship and job search.

Discussion in class the day this assignment is due will incorporate the information gained from each of the preceding actions. It is expected that everyone will have completed all steps by that date and will contribute to the conversation accordingly. Attendance points for that class session will be dependent on contribution to discussion of this assignment.

Appendix F - Sociology and Criminology Assessment Report

2006 Annual Report of Student Learning Outcomes for the Undergraduate Major in Sociology and Criminology

The department has the following instructional goals and learning objectives for its undergraduate programs:

1. Students obtain comprehensive knowledge of the field of Sociology or Criminology.
2. Students acquire a grasp of the theoretical perspectives and concepts of the discipline.
3. Students are able to understand and evaluate research methods, designs, and statistical procedures and have opportunities to conduct research.
4. Students are provided with a strong foundation for seeking employment or graduate or professional training.
5. Honors students are able to engage in original research, write a senior thesis, and successfully compete for national scholarships and admission to leading graduate programs.

Activities and Evidence

Below we describe the activities we are engaged in to assess student learning outcomes and evidence that student learning outcomes have been achieved. We present this discussion sequentially by learning objective.

GOAL 1: Students obtain a comprehensive knowledge of sociology or criminology.

Both Sociology and Criminology students are required to take Sociology 101 or Rural Sociology 105 for entrance into their respective programs. The majors are sequenced so that students first take a minimum of three basic substantive courses at the 200 to 400 level. Concurrently they can begin their core courses. The core courses are "Types of Sociological Inquiry" (Sociology 487), "Introduction to Sociological Theory" (Sociology 488) and "Quantitative Research Methods in Sociology" (Sociology 549). These courses are designed to provide majors with an understanding of the principles of the field and its history, as well as with the methods and techniques of sociological research. Students must pass each of these courses with a grade of C- or above. Because they aid in forming a sociological perspective, students are required to take two of the core courses, sociology 487 and sociology 488, prior to enrolling in advanced courses at the 500 to 600 level. Students are required to take three courses at the 500 to 600 level, and they are allowed a degree of flexibility in the selection of these courses to reflect personal interest. Students must obtain a grade of C- or better in all sociology or criminology courses in order to use them toward their major. The minimum course grade requirements for core and elective courses in the major provide an on-going assessment of students' success in achieving a comprehensive knowledge of sociology or criminology. As is typical for departments, student monitoring is carried out primarily through examinations, research papers, and course grades.

In addition to the methods described above, several questions on our (WI '06, SP '06, SU '06) sociology (n=59) and criminology (n=78) graduating senior exit survey and on our (2006) alumni survey (n=118) indicate that students have acquired a comprehensive knowledge of sociology or criminology. Table 1 presents outcomes for skills relating to goal #1. Similar questions in our graduating senior exit survey and in our alumni survey assess whether students report that they have achieved general knowledge in their respective fields (Sociology or Criminology). Clearly, the vast

Table 1 - Assessment of Goal #1

Skills Achieved	Major(s)	Source	Outcome
Identify sociological or criminological issues and formulate empirical hypotheses.	Sociology & Criminology	Graduating senior exit survey (soc. and crim. combined)	81% agree/strongly agree (n=137)
Identify sociological or criminological issues, concepts, and theories.	Sociology & Criminology	Alumni survey (soc. and crim. combined)	96% agree/strongly agree (n=118)
On a scale of 1 (extremely dissatisfied) to 10 (extremely satisfied), how satisfied are you with your sociological or criminological training?	Sociology & Criminology	Graduating senior exit survey (soc. and crim. combined)	Mean = 7.84 (n=137)

sociological/criminological training. The mean of 7.84 indicates that our students are generally very satisfied with the knowledge they received in our program.

2. Goal 2: Students acquire a grasp of the theoretical perspectives and concepts of the discipline.

Under the existing curriculum, all majors must achieve a C- or better in sociology 488 ("Introduction to Sociological Theory") prior to enrolling in advanced 500 and 600 level courses. This is a writing-intensive course that introduces students to the major theoretical perspectives of sociology. Achieving the minimum course grade requirement for 488 (C-) indicates a student's success in acquiring a basic grounding in the theoretical perspectives and concepts of the discipline. In addition, sociology and criminology majors take additional courses at the 500 and 600 levels that utilize these theoretical perspectives as a foundation for the unique concepts and theoretical precepts of respective substantive subfields.

In consultation with faculty who teach Sociology 488, the Undergraduate Studies Committee developed a short, standardized test during AU '05 and WI '06 and piloted it during finals week of WI '06. The test, which taps students knowledge of the classical sociological theorists (Marx, Durkheim, and Weber), is comprised of 10 multiple choice items and takes approximately 5-10 minutes to complete. It was administered to sociology and criminology majors enrolled in one section of Sociology 488 after they completed their final exam. That section was instructed by one of our senior graduate students. The results were mixed. Several students performed very well, but the overall mean for the class was 5.5 correct answers out of 10 (n=49). We are disappointed by the results, although we are considering the possibility that other factors influenced student outcomes. For instance, the exam was administered after students had completed their final exam and thus it is unclear whether students had sufficient time to complete the test. Second, the substance of the test items and/or the question wording may be too specific to the teaching style of the faculty who helped develop the test. To address those problems we plan to (a) change the administration of the exam such that it is administered in class during the final week of classes (rather than after the final) to ensure that students have sufficient time, and (b) solicit more input from a wider range of Sociology 488 instructors including Ph.D. lecturers and advanced graduate students to make sure that the wording and substantive content of the items is more consistent across all of our 488 instructors.

We are much more encouraged by results of the graduating senior exit survey (see Table 2 below). The vast majority of students clearly report they have gained the ability to compare and contrast theoretical orientations in sociology or criminology, and to apply basic theoretical perspectives to explain specific social or crime phenomena. Finally, the Sociology department prides itself as a national leader in research and teaching of social stratification and inequality. It is therefore re-assuring that 95% or of our sociology majors and 88% of our criminology majors can describe inequality in people's life chances or sentencing outcomes through the lens of race, class, and gender.

Table 2 – Assessment of Goal #2

Skills Achieved	Major(s)	Source	Outcome
Ability to compare and contrast theoretical orientations in sociology (conflict, structural functionalism, symbolic interaction)	Sociology	Graduating senior exit survey	71% agree/strongly agree (n=59)
Ability to compare and contrast theoretical orientations in criminology (strain, conflict, self-control, social control, disorganization)	Criminology	Graduating senior exit survey	79.5% agree/strongly agree (n=78)
Apply basic theoretical perspectives to explain specific social phenomena (family, race, social movements)	Sociology	Graduating senior exit survey	75% agree/strongly agree (n=59)
Apply basic theoretical perspectives to explain specific crime phenomena (domestic violence, juvenile delinquency, white collar crime)	Criminology	Graduating senior exit survey	83% agree/strongly agree (n=78)
Describe the inequality in people's life chances, as structured through race, class, gender, age, disability, and other ascribed statuses.	Sociology	Graduating senior exit survey	95% agree/strongly agree (n=59)
Describe the inequality in people's sentencing outcomes as structured through race, class, gender, age, and previous criminal record.	Criminology	Graduating senior exit survey	88% agree/strongly agree (n=78)

Goal 3: Students are able to understand and evaluate research methods, designs, and statistical procedures and have opportunities to conduct research

Under the existing major curriculum, all majors must achieve a C- or better in sociology 487 ("Types of Sociological Inquiry") prior to enrolling in 500 and 600 level advanced courses. This is a laboratory-based research course that provides students hands-on experience with designing and conducting a variety of different types of sociological research. All sociology and criminology majors must also achieve a C- or better in sociology 549 ("Quantitative Research Methods in Sociology"),

which provides a survey of statistical methods used in sociological data analysis. Achieving the minimum course grade requirement for 487 and 549 (C-) indicates a student's success in acquiring basic competency in sociological research methods and statistics.

In consultation with faculty who teach Sociology 487 and Sociology 549, the Undergraduate Studies Committee developed two short, standardized tests (one each for 487 and 549) during AU '05 and WI '06 and piloted them during finals week of WI '06. The tests, which tap students knowledge of essential research methods (487) and quantitative/statistical concepts (549), are comprised of 10 multiple choice items and each takes approximately 10-15 minutes to complete. They were administered to sociology and criminology majors enrolled in one section of Sociology 487 and 549 after they completed their final exam. Sociology 487 was instructed by one of our senior graduate students, and Sociology 549 was instructed by a faculty member. The result of the 487 exam was mixed. Some students did reasonably well, but the overall mean for the class was 4.5 correct answers out of 10 (n=32). That result is disappointing. Our 549 exam provides much more solid evidence that we have achieved goal #3. That exam was administered by a faculty member. The overall mean for 549 was 7.4 correct answers out of 10 (n=16), and no student scored fewer than 6 out of 10. Like our approach for examining the Sociology 488 test discussed above, we are considering the possibility that other factors may have influenced student outcomes on the 487 exam such as insufficient time to complete it and/or problems with questionnaire wording and plan to (a) change the administration of the exam such that it is administered in class during the final week of classes (rather than after the final) to ensure that students have sufficient time, and (b) solicit more input from a wider range of Sociology 487 instructors including Ph.D. lecturers and advanced graduate students to make sure that the wording and substantive content of the items is more consistent across all of our 487 instructors. Unless we have evidence of a problem with the 549 exam in the future we plan to continue using it as is.

Our graduating senior exit survey and alumni survey provide supportive evidence that our major programs are meeting objectives. Roughly 70% of our majors report acquisition of a variety of research method and quantitative skills on the exit survey (see Table 3), and a substantially larger percentage of former students confirm acquisition of those types of skills in the alumni survey.

Skills Achieved	Major(s)	Source	Outcome
Create a testable hypothesis with dependent and independent variables.	Sociology & Criminology	Graduating senior exit survey (soc and crim combined)	74% agree/strongly agree (n=137)
Use standard statistical packages, such as spss or stata, for data analysis	Sociology & Criminology	Graduating senior exit survey (soc. and crim. combined)	66% agree/strongly agree (n=137)
Evaluate the strengths and weaknesses of various research methods (ie, surveys, interviews).	Sociology & Criminology	Graduating senior exit survey (soc. and crim. combined)	77% agree/strongly agree (n=137)
Interpret and explain statistical information and analyses.	Sociology & Criminology	Graduating senior exit survey (soc and crim combined)	72% agree/strongly agree (n=137)
Critically evaluate empirical research of others.	Sociology & Criminology	Graduating senior exit survey	66% agree/strongly

		(soc. and crim. combined)	agree (n=137)
Collect information to make an argument backed up with evidence.	Sociology & Criminology	Alumni survey (soc. and crim. combined)	91% agree/strongly agree (n=118)
Interpret and explain statistical information and analysis.	Sociology & Criminology	Alumni survey (soc. and crim. combined)	82% agree/strongly agree (n=118)

Goal 4: Students are provided with a strong foundation for seeking employment or graduate or professional training.

Students who intend to pursue graduate training in sociology or a related social science are counseled by the Undergraduate Advisors and referred to appropriate faculty members in the students' areas for information about appropriate graduate institutions. Because of the large number of sociology and criminology students interested in pursuing a professional degree in law, the Undergraduate Advising Office sponsors a program on preparation for and admission to law school for Criminology majors. Although sociology is not a vocational field, the department works closely with career services in the College of Arts and Sciences to provide career programs, internships opportunities, and job placement for our students. We have an internship coordinator who provides internship opportunities to approximately 250 students per year.

Our alumni survey provides solid evidence that our students compete effectively for admission to graduate or professional school, and that they are well prepared to enter the workforce and find decent paying jobs in a timely fashion. As the data presented in Table 4 indicate, over 80% of our alumni found jobs within 6 months of graduation. Their average starting salary was \$30,408 annually. After three years, the average annual salary had improved to \$43,511. Approximately 64% of our graduates are employed by a business/corporation or by local, state, or federal government. With respect to graduate and

Skills Achieved	Major(s)	Source	Outcome
Time until first job after graduation	Sociology & Criminology	Alumni survey (n=118) (soc. and crim. combined)	67% within 3 months 14% within 3-6 months 8% within 6-9 months 11% 9 months or more
Average salary of first job	Sociology & Criminology	Alumni survey (n=118) (soc. and crim. combined)	\$30,408 annually
Average salary of current job	Sociology & Criminology	Alumni survey (n=118) (soc. and crim. combined)	\$43,511 annually
Largest current employers by sector	Sociology & Criminology	Alumni survey (n=118) (soc. and crim. combined)	32% in Business/Corp. 32% in Federal,

			state, or local government 11% in non-profit 8% Education 8% self-employed
% pursuing graduate or professional education.	Sociology & Criminology	Alumni survey (n=118) (soc. and crim. combined)	32.2%
Breakdown of those pursuing graduate or professional education by degree.	Sociology & Criminology	Alumni survey (n=118) (soc. and crim. combined)	29% J.D.; 16% M.S.; 14% M.A.; 10% MBA

professional education almost one third of our alumni report pursuit of advanced education. Roughly 29% of those who pursue graduate or professional education are in law school, 16% are pursuing an M.S, 14% an M.A., and 10% an M.B.A. All told, data from our alumni suggests that our students do quite well in the labor market and are successful in their pursuit of advanced degrees.

Goal 5: Honors students are able to engage in original research, write a senior thesis, and successfully compete for national scholarships and admission to leading graduate programs.

Honors majors have the option of writing a senior thesis as the basis for adding distinction to their degrees. In recent years, the Department has increased the number of completed theses to five-ten per year. At present, we assess the success of our honors program by determining the number of honors contracts and theses completed by Sociology and Criminology majors.

In addition, we compared our alumni honors students to our non-honors alumni in terms of their pursuit of graduate and professional school experiences to determine if they have benefited from an enhanced learning environment. Our honors students comprise a small proportion of our overall number of majors (i.e., about 5%) and thus are represented in small numbers in the alumni survey (i.e., 12 out of 118 respondents are former honors students). As a result, it is difficult to do much meaningful analysis with that data. However, descriptive data suggests that our honors students do better than our non-honors students. About 67% of our former honors students (8/12) pursued or are currently pursuing graduate or professional degrees. Further, they are more likely to pursue law school than non-honors alumni. The data therefore suggest that our program is successfully creating an enhanced learning environment for our honors students.

Data usage and future planning

We provide the results of the assessment of student learning outcomes to our instructors as a guide to help them focus their courses on the learning outcomes that the department values. Our emphasis is on the core, required courses - Sociology 487, 488, and 549. The results are shared with and discussed among faculty members during monthly faculty meetings. The results are also disseminated through the Chair of the instructional development committee to our instructors, senior lecturers, and graduate teaching associates (GTA's). The instructional development committee is responsible for developing policies and procedures for supervising, training, and evaluating the instructional activities of Ph.D. lecturers and GTA's. We also plan to have the Director of Undergraduate Studies visit Sociology 802 (Teaching in Sociology) to explain the importance of consistency in our curriculum and also to disseminate the results of our assessment. Sociology 802 is required of all our GTA's before they can teach a course independently. As we mentioned above, we plan future changes in the wording and administration of our standardized testing in Sociology 487 and 488. These changes will be accomplished over the next year.