

Sociology

Course Learning Outcomes are measurable statements that are used to identify the specific knowledge and skills that a student should have at the end of a course.

SOC 1101

- L1- Students will understand the four major sociological perspectives (Functionalist, Conflict, Symbolic Interaction, and Feminist thought), their theoretical components and their historical evolution.
- L2- Students will learn the epistemological basis of different types of knowledge, basic social scientific methods and the various approaches to social research questions. Students learn the basis of social scientific data as reported in texts, journal articles and the media.
- L3- Students will learn how humans develop social consciousness, thinking skills, self-concepts and moral codes.
- L4- Students will learn about and appreciate multicultural differences and similarities.
- L5- Students will learn the sociological theories that account for deviance, conformity and social control.
- L6- Students will understand the basic historical data, sociological processes and concepts, and contemporary issues concerning the social construction of race, ethnicity, gender, social status, economic class, and learn how these change over time.
- L7- Students will become familiar with multiple types of social institutions (family/marriage, education, religion, health, leisure, criminal justice and political systems, and economic systems) and their evolution over time.

SOC 1102

- L1- Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social or Behavioral Science discipline.
- L2- Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- L3- Utilize Social and Behavioral Sciences approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
- L4- Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- L5- Understand and interpret similarities and differences among and between individuals, cultures, or societies across space and time.

SOC 2201

- L1- To understand sociological theories of gender and sexuality, including how different theoretical explanations affect the potential for reducing gender inequality.
- L2- To recognize the intersections between gender, sexuality, race, class, and other social identities in order to more thoroughly understand their individual, cumulative, and interactive effects (also known as intersectionality).
- L3- To critically analyze how gender and sexuality as social processes affect political, economic, cultural, and even global norms and outcomes. How might understanding the current research on the effects of gender and sexuality help us improve social health well-being, and equality?
- L4- To appreciate the social forces shaping our own lives and the lives of our friends, family, and community members around us, and (ideally) use that knowledge to challenge stereotypes and promote personal freedom.

SOC 2231

- L1- Students will be able to demonstrate effective oral and written communication.

- L2- Students will be able to think and write critically and analytically about criminological theory.
- L3- Students will be able to evaluate and analyze information verbally through group discussions in class.

SOC 2248

- L1- Students will be able to demonstrate effective written communication.
- L2- Students will be able to think and write critically and analytically about race, ethnicity, immigration, gender and sexuality.
- L3- Students will be able to evaluate and analyze information through online discussion boards.

SOC 2295

- L1- For students to experience a criminal justice related workplace and learn the day-to-day realities of the employees and clients in that workplace.
- L2- For students to learn practical job-related skills.
- L3- For students to engage in professional socialization.
- L4- For students to apply material learned in the classroom to their experiences and observations within their criminal justice related workplace.

SOC 3301

- L1- What are the uses of theory?
- L2- What accounts for the emergence of the academic discipline of sociology?
- L3- How did each of the theorists conceive of the field of sociology?
- L4- What are the central concepts that each of the theorists developed for their social analysis?
- L5- How did they conceive of social change?
- L6- How can each of the major classical theories be applied?

SOC 3308

- L1- Explain competently the stages of the research process.
- L2- Define key terms and concepts.
- L3- Describe and competently critique the various research methodologies.
- L4- Explain deductive vs. inductive research methodologies and the strength and weaknesses of each.
- L5- Demonstrate the ability to derive hypotheses from theories, and to operationalize concepts.
- L6- Explain the strengths and weakness of major types of research designs.

SOC 3309

- L1- Learn how to select, calculate, and interpret basic descriptive statistics.
- L2- Understand the process by which researchers test hypotheses using quantitative data.
- L3- Gain familiarity with the logic and utility of inferential statistics.
- L4- Develop competency with the statistical software package R.
- L5- Learn how to interpret and write up results from descriptive and inferential statistics.

SOC 3310

- L1- Compare and contrast various approaches to questions of ethics in criminal justice.
- L2- Explain the differences among competing philosophies of law.
- L3- Identify and summarize the various approaches to understanding deviance and its control.
- L4- Compare and contrast competing concepts of justice and justice policy.
- L5- Identify key procedural justice concepts and constitutional amendments.
- L6- Explain the major justifications for punishment.
- L7- Discuss the core concepts of law enforcement, the court system, and correctional theory and practice.

SOC 3330

- L1- Students will demonstrate an understanding of some of the major theories in medical sociology.
- L2- Students will demonstrate an understanding of the social and cultural influences on the experience of health and illness.
- L3- Students will demonstrate an understanding of how physical ailments are perceived by the patient, by biomedicine and by society.
- L4- Students will be able to understand the current practices and underlying assumptions in modern biomedicine.
- L5- Students will communicate in writing their understanding of sociological concepts of health and illness.
- L6- Students will prepare for class by reading the assigned readings and actively participating in class discussion.

SOC 3368

- L1- Students will be able to articulate and explain a sociological understanding of religion.
- L2- Students will be able to utilize and assess various theories related to the sociological understanding of religion
- L3- Students will be able to articulate and explain the relationship between religion and other social structures and institutions.
- L4- Students will be able to accurately discuss and describe contemporary American religion.

SOC 4403

- L1- Students will demonstrate an understanding of the basic concepts and perspectives developed in contemporary sociological theory.
- L2- Students will become acquainted with contemporary social theorists and the historical context within which their ideas developed.
- L3- Students will learn how to analyze contemporary social issues and culture using theory.
- L4- Students will gain skills in critical thinking and analytical writing.
- L5- Students will gain skills in oral communication and ability to communicate critical analysis through group discussions.

SOC 4408

- L1- Explain competently the research process.
- L2- Define key terms, concepts.
- L3- Describe the proper use of key univariate, bivariate and multivariate statistical techniques.
- L4- Calculate, generate, interpret, and correctly report statistical findings.
- L5- Produce a research paper that displays competent use of univariate, bivariate, and multivariate statistics.

SOC 4421

- L1- Students learn about the historical development and current status of American Families using sociological theories and concepts.
- L2- Students can interpret government data tables, figures and graphs.
- L3- Students can distinguish different family structures and identify trends in family life based on government statistics.
- L4- Students can identify socio-cultural influences that lead to different types of family structures and processes.
- L5- Students can explain processes of family formation and dissolution and problems facing families from a sociological perspective.
- L6- Students can connect specific historical and contemporary demographic data to social institutions and determine the impact of various social institutions on families.

SOC 4431

- L1- Explain the qualities of a good criminological theory.
- L2- Evaluate key theories of crime and criminal justice.
- L3- Define key criminological concepts.
- L4- Describe core criminological findings and square them with theories.

- L5- Engage in well-informed discussions about criminal justice policy.
- L6- Identify key characteristics of various types of crimes, offenders, and victims.

SOC 4435

- L1- To build awareness about the most important environmental issues of our time and how they are likely to shape our lives.
- L2- To understand the most influential theories within environmental sociology and similar environmental social sciences.
- L3- To better understand the social, cultural, political, and economic underpinnings of environmentally relevant values and behaviors. How has industrialization, globalization, and modern lifestyle norms affected the natural environment? How has it affected modern human lifestyles?
- L4- To familiarize ourselves with the social consequences and social responses to specific large-scale and ongoing environmental disruption. What environmental problems have humans run into so far, and what, if anything, have we done to address them? Additionally, if we have not done very much, why not, and what are the barriers that have gained the most traction against efforts for change?

SOC 4436

- L1- Compare and contrast the various types of elite deviance.
- L2- Evaluate key theories in terms of their empirical adequacy.
- L3- Define key concepts.
- L4- Describe the basic patterns of various types of elite deviance.
- L5- Engage in well-informed discussions about explanations and policies.
- L6- Identify key characteristics of various types of offenders and victims.
- L7- Explore social responses to elite deviance.

SOC 4438

- L1- Students will increase their awareness of the diversity of human sexual practices.
- L2- Students will improve their recognition of the influence of sexuality on identity.
- L3- Students will learn to examine critically personal and social effects of sexual practices.
- L4- Students will learn and identify myths and stereotypes surrounding specific forms of sexual deviance.
- L5- Students will learn effective approaches to understanding and addressing sexual offending and treatment.
- L6- Students will increase their awareness of difficult clinical and policy issues surrounding human sexuality, law and crime.

SOC 4451

- L1- Students will demonstrate awareness and sensitivity toward vulnerable populations and ways that special needs may be met and such persons empowered (EPAS 1-4, 6-9).
- L2- Students will demonstrate completion of written assignments with professionalism and clarity (EPAS 1)
- L3- Students will articulate knowledge and application of theory to practice (EPAS 1)

SOC 4452

- L1- Compare and contrast the various types of gang organizations.
- L2- Evaluate key theories of gangs in terms of their empirical adequacy.
- L3- Define key concepts.
- L4- Describe and compare and contrast the major street gangs and prison gangs in the United States.
- L5- Engage in well-informed discussions about explanations and policies. Identify key characteristics of various types of crimes, offenders, and victims, especially various types of violence.

SOC 4453

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- L3- Define key concepts.
- L4- Describe and compare and contrast the major street gangs and prison gangs in the United States.
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SOC 4454

- L1- Compare and contrast the various types of mass shooters.
- L2- Evaluate key theories in terms of their empirical adequacy.
- L3- Define key concepts.
- L4- Describe the typologies of mass murderers.
- L5- Engage in well-informed discussions about explanations and policies.
- L6- Identify key characteristics of various types of crimes, offenders, and victims.

SOC 4455

- L1- The history of the prison.
- L2- The way that theories of corrections shape the prison.
- L3- Prison conditions.
- L4- Challenges individuals experience on reentry.

SOC 4456

- L1- Apply theory-based practice interventions and best/evidence-based practices to achieve client goals and outcomes.
- L2- Effectively engage with diverse client systems in clinical practice settings.
- L3- Accurately implement a wide range of assessment models relevant to clinical practice with diverse clients. Effectively manage personal affective reactions and demonstrate emotional regulation with client systems during the assessment process.
- L4- Apply knowledge of appropriate evidence-based clinical practice theories and intervention models. Collaboratively choose and implement evidence-based interventions that respect social diversity and promote cultural awareness in order to achieve client goals and enhanced capacity for change. Appropriately and collaboratively terminate client services when goals have been met and/or transitions are necessary.

SOC 4457

- L1- Demonstrate an understanding of key parent disciplines, areas, and methodologies within forensic behavioral science.
- L2- Become familiar with training requirements and practice standards associated with different forensic behavioral science approaches.
- L3- Learn and begin to apply multiple theories to explain behavior and potential motivations across different classifications of crime.
- L4- Learn how basic forensic psychosocial assessments are conducted, written, and utilized.
- L5- Become familiar with legal processes and how forensic behavioral scientists' function within these processes.

SOC 4462

- L1- Students will demonstrate an understanding of sociological concepts of social inequality, the processes involved in the maintenance and change of social hierarchies, and the trends and current numbers regarding social inequality in the US.
- L2- Students will understand the systematic unequal distribution of socio-economic resources, social status, life chances, and access to power for different groups of people in the US.
- L3- Students will identify the different classes and characteristics of each social class in the US.
- L4- Students will demonstrate an understanding of the role of race/ethnicity and gender in regard to social inequality. Students will understand how different

- racial/ethnic groups and men and women differ in regard to socio-economic resources, social status, life chances, and access to power.
- L5- Students will know how social policies can alleviate social inequality, and what different policies aim to accomplish.
- L6- Students will communicate in writing their understanding of social inequality.
- L7- Students will prepare for class by reading the assigned readings and actively participating in class discussions.

SOC 4466

- L1- Understand and critically discuss the fundamental theories and concepts used in rural sociology and community development.
- L2- Learn to apply these theories and concepts to understand rural social institutions and change, including why and how communities are changing and with what effects.
- L3- Gain a general background in some of the key focal areas of rural sociology, including demographic change, the environment, food and agriculture, social inequality, and development/globalization.
- L4- Become aware of some of the tools used by community developers and academic critiques of those tools.
- L5- Improve your ability as an independent and critical thinker. Learn to work under conditions of uncertainty and minimal direction