Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by June 13, 2014. Worksheets should be sent electronically to kjsanders@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at http://www.eiu.edu/~assess/ or contact Karla Sanders in CASA at 581-6056.

**STUDENT LEARNING ASSESSMENT PROGRAM**  
**SUMMARY FORM  AY 2013-2014**

<table>
<thead>
<tr>
<th>Degree and Program Name:</th>
<th>Sociology /Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted By:</td>
<td>Michael D. Gillespie, on behalf of the departmental assessment committee</td>
</tr>
</tbody>
</table>

Please use size 10 font or larger.

**PART ONE**

<table>
<thead>
<tr>
<th>What are the learning objectives?</th>
<th>How, where, and when are they assessed?</th>
<th>What are the expectations?</th>
<th>What are the results?</th>
<th>Committee/ person responsible? How are results shared?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop the ability to write in the discipline of sociology.</td>
<td>SOC 2721 (Social Stratification): Ideas Paper</td>
<td>Five page paper discussing a sociological study of inequality. <em>(Grade of 75% or higher)</em></td>
<td>87%</td>
<td>Prof. Deerman</td>
</tr>
<tr>
<td><strong>Expectations increased with course level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 1000 &amp; 2000: Freshman and Sophomore Level Courses</td>
<td>SOC 4900 (Current Issues in Sociology): Literature Review/Research Paper</td>
<td>Addressing a contemporary social problem <em>(Grade of 80% or higher)</em></td>
<td>Fall 2013: 81.8% Spring 2014: 75.0%</td>
<td>Prof. Hendrickson</td>
</tr>
<tr>
<td>- 3000 &amp; 4000: Junior and Senior Level Courses</td>
<td>ANT 2200G (Introduction to Anthropology): Cultural Experience Essay</td>
<td>Students participate in a cultural experience and then reflect and infer cultural practices/norms-beliefs from their observations] <em>(Grade of 85% or higher)</em></td>
<td>Fall 2013: 66% (N=108) Spring 2014: 74% (N=34)</td>
<td>Prof. Holly</td>
</tr>
</tbody>
</table>

**Core Courses**

**Elective Courses**

| SOC 3820 (Environmental Sociology): Research Paper / course assignment; Fall 2013 | Literature Review based on student’s areas of interest / research; *(Grade of 75% or higher)* | 75.0% | Prof. Hendrickson |
| SOC 4820 (Sociology of Health and Health Care): Research Paper / course assignment; Spring 2014 | Literature Review based on student’s areas of interest / research; *(Grade of 75% or higher)* | 76.4% | Prof. Hendrickson |
2. Students will develop knowledge and application of sociological theories.

*Expectations increased with course level*
- 1000 & 2000: *Freshman and Sophomore Level Courses*
- 3000 & 4000: *Junior and Senior Level Courses*

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>SOC 1838G (Introductory Sociology)</th>
<th>Correct responses on Multiple Choice Exam Questions (<em>Percent Correct</em>)</th>
<th>Exam 1 Theoretical Questions: Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fall 2013: #1 (91%), #2 (57%), #3 (64%), #4 (71%), #5 (79%), #6 (70%), #7 (19%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>[N=129]</td>
</tr>
<tr>
<td></td>
<td>SOC 3620 (Methods of Sociological Research): Exam Questions</td>
<td>Correct responses on Multiple Choice Exam Questions (<em>Percent Correct</em>)</td>
<td>Exam 1 Theoretical Questions: Percent Correct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fall 2013: #1 (98%), #2 (50%), #3 (73%), #4 (97%)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>[N=64]</td>
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<tr>
<td></td>
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<td></td>
<td>Spring 2014: #1 (89%), #2 (35%), #3 (84%), #4 (96%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>[N=57]</td>
</tr>
<tr>
<td></td>
<td>SOC 4900 (Current Issues in Sociology; Capstone): Final Exam Question</td>
<td>Take-home essay exam answering questions related to the book “Sick,” included a requirement to apply one or more sociological theories (<em>Grade of 80% or higher</em>)</td>
<td>Fall 2013: 77.3%</td>
</tr>
<tr>
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<td></td>
<td>Spring 2014: 58.5%</td>
</tr>
</tbody>
</table>

Prof. Lovekamp

Prof. Hendrickson
3. Students will develop the skills necessary to undertake sociological inquiry.

*Expectations increased with course level*
- 1000 & 2000: Freshman and Sophomore Level Courses
- 3000 & 4000: Junior and Senior Level Courses

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Adequate administration and analysis of findings (<em>Grade of 80% or higher)</em></th>
<th>FA 7 Survey Research &amp; FA 9 Field Research</th>
<th>Prof. Lovekamp</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOC 3620</strong> (Methods of Sociological Research): Survey and Qualitative Field Assignments</td>
<td>Students examine administer questionnaire’s and conduct interview of key social issues and complete a systematic analysis of the findings.</td>
<td>Fall 2013: FA7 69.2% {N=65} FA9 85.9% {N=64}</td>
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<tr>
<td></td>
<td></td>
<td>Spring 2014: FA7 61.5% {N=65} FA9 85.0% {N=60}</td>
<td></td>
</tr>
<tr>
<td><strong>SOC 3630</strong> (Statistical Analysis of Social Data): Applied Analysis Paper</td>
<td>Conduct a univariate and bivariate descriptive analysis, and bivariate hypothesis test (<em>Grade of 80% or higher)</em></td>
<td>Spring 2014: 71.2% {N=59}</td>
<td>Prof. Gillespie</td>
</tr>
<tr>
<td><strong>ANT 2200G</strong> (Introduction to Anthropology): Cultural Experience Essay</td>
<td>Students participate in a cultural experience and then reflect and infer cultural practices/norms/beliefs from their observations] (<em>Grade of 85% or higher)</em></td>
<td>Fall 2013: 66% (N=108) Spring 2014: 74% (N=34)</td>
<td>Prof. Holly</td>
</tr>
</tbody>
</table>
4. Demonstrate the literacy necessary to read and analyze social statistics.

**Expectations increased with course level**
- **1000 & 2000: Freshman and Sophomore Level Courses**
- **3000 & 4000: Junior and Senior Level Courses**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Correct responses on Multiple Choice Exam Questions (Percent Correct)</th>
<th>Exam 3 Statistics Questions: Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOC 3620</strong> (Methods of Sociological Research): Exam Questions</td>
<td></td>
<td>Fall 2013: #1 (95%), #2 (97%), #3 (73%), #4 (82%), #5 (95%), #6 (81%), #7 (97%), #8 (97%) {N=62}</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2014: #1 (95%), #2 (98%), #3 (75%), #4 (66%), #5 (93%), #6 (86%), #7 (95%), #8 (95%) {N=59}</td>
</tr>
<tr>
<td><strong>SOC 3630</strong> (Statistical Analysis of Social Data): Exam Essay</td>
<td>Definition and Application of Statistical Literacy Final Exam Question (percent correct)</td>
<td>Fall 2013: 93.3% {N=52} Spring 2014: 94.5% {N=59}</td>
</tr>
<tr>
<td><strong>SOC 4900</strong> (Current Issues in Sociology; Capstone)</td>
<td>Writing assignment applying material from “Damned Lies &amp; Statistics” to a news item presenting statistical data (Grade of 80% or higher)</td>
<td>68.3%</td>
</tr>
</tbody>
</table>

Prof. Lovekamp

Prof. Gillespie

Prof. Hendrickson
5. Students will develop integrative learning skills by applying the sociological imagination.

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Grade</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 1838G</td>
<td>(Introductory Sociology)</td>
<td>Application Papers <em>(Grade of 90% or higher)</em>&lt;br&gt;Students write reflective essays that require sociological insight and the application of the sociological imagination to their everyday lives.</td>
<td>AP1&lt;br&gt;Fall 2013: 83%&lt;br&gt;AP2&lt;br&gt;Fall 2013: 70%</td>
<td>Prof. Lovekamp</td>
</tr>
<tr>
<td>SOC 2721</td>
<td>(Social Stratification): Ideas Paper (Spring 2013)</td>
<td>Five page paper discussing a sociological study of inequality. <em>(Grade of 75% or higher)</em></td>
<td>87%</td>
<td>Prof. Deerman</td>
</tr>
<tr>
<td>ANT 2200G</td>
<td>(Introduction to Anthropology): Cultural Experience Essay</td>
<td>Students participate in a cultural experience and then reflect and infer cultural practices/norms/beliefs from their observations <em>(Grade of 85% or higher)</em></td>
<td>Fall 2013: 66% (N=108)&lt;br&gt;Spring 2014: 74% (N=34)</td>
<td>Prof. Holly</td>
</tr>
<tr>
<td>SOC 4900</td>
<td>(Current Issues in Sociology): Research Paper and Presentation; Fall 2013</td>
<td>Paper and presentation addressing the sociological component(s)/issue(s) of a current event in the news, <em>(Grade of 80% or higher)</em></td>
<td>90.9%</td>
<td>Prof. Hendrickson</td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Grade</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 3820</td>
<td>(Environmental Sociology): Video Analysis; Fall 2013</td>
<td>Video Reviews that connect course materials with video content <em>(Grade of 80% or higher)</em></td>
<td>59.3%&lt;br&gt;(AY 2012-13: 77.7%)</td>
<td>Prof. Hendrickson</td>
</tr>
<tr>
<td>SOC 4820</td>
<td>(Sociology of Health and Health Care): Research Paper/course assignment; Spring 2014</td>
<td>Video Reviews that connect course materials with video content <em>(Grade of 80% or higher)</em></td>
<td>70.5%&lt;br&gt;(AY 2012-13: 84.8%)</td>
<td>Prof. Hendrickson</td>
</tr>
</tbody>
</table>
6. Students will be able to effectively and ethically discuss issues of diversity in US society and internationally.

*Expectations increased with course level*
- 1000 & 2000: Freshman and Sophomore Level Courses
- 3000 & 4000: Junior and Senior Level Courses

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 3960-D (Sociology of Poverty): Food Stamp Budget Project; Spring 2014</td>
<td>Paper and presentation on the student’s experience simulating shopping for groceries on a ‘food stamp’ budget (<em>Grade of 80% or higher</em>)</td>
</tr>
</tbody>
</table>
7. Demonstrate an ability to think critically.

*Expectations increased with course level*
- 1000 & 2000: Freshman and Sophomore Level Courses
- 3000 & 4000: Junior and Senior Level Courses

<table>
<thead>
<tr>
<th>Core Courses</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOC 3630</strong> (Statistical Analysis of Social Data): Media Literacy Paper</td>
<td>Conduct a critical analysis of the misuses of statistics/data in print media (<em>Grade of 80% or higher</em>)</td>
<td>Fall 2013: 73.1% {N=52}</td>
<td>Prof. Gillespie</td>
<td></td>
</tr>
</tbody>
</table>

| Elective Courses | | | | |
| SOC 3690B (Self and Society): Synthesis Paper | Eight to ten page synthesis of key ideas of the course organized around one course topic. (*Grade of 75% or higher*) | 90% | Prof. Deerman |

| University Critical Thinking Data (Watson-Glaser) | | | | |
| | Fall 2013 Administration | Mean Composite Score | Percent | Raw Score |
| | | | 55.96% | 22.38 |
| | | | 40.66% | 2.85 |
| | | | 52.40% | 4.19 |
| | | | 63.68% | 5.73 |
| | | | 48.35% | 3.38 |
| | | | 69.23% | 6.23 |
PART TWO

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

The AY 2013-2014 was one marked by tremendous transition in the Sociology/Anthropology Department. While continuing to track the seven learning objectives, the focus of our assessment efforts has been on designing and developing an assessment ‘survey’ for our majors. Thus, while the data presented above in this report is sparse, our department assessment inventory took precedence.

With the CASA Directors comments and guidance over the past two years, as well as the drive of the (outgoing) department chair, Dr. Craig Eckert, and department assessment committee (Prof. Katherine Bass, Dr. Gene Deerman, Dr. Michael Gillespie), we have worked to develop a draft inventory of the “stock of sociological knowledge” to be given to students in order to evaluate learning over time.

This inventory – the most recent draft is attached – includes multiple indicators for each of the first six learning objectives as outlined above. For the seventh objective on critical thinking, University supplied scores on critical thinking batteries will be used.

For this inventory, faculty were asked to submit core questions/concepts/ideas in courses they teach which are part of the departmental core. With these questions/concepts/ideas, faculty were also asked to submit examples of how they – as a professor – assess these concepts within their courses. This provided an extensive list of possible assessment items with which members of the departmental assessment committee constructed a draft inventory. This draft was circulated to the faculty for initial feedback and presented at a departmental meeting. Once this feedback was gathered, changes were made and again circulated within the department.

On May 28, 2014, this most recent draft (as attached) was provided to the Summer 2014 section of SOC 4900 (current issues in sociology – the capstone course) for two purposes: first, to have these students test the on-line version of the inventory hosted by Qualtrics on-line survey software); and second, to provided written feedback on the form in terms of its wording, structure, ease of use, and other reliability and validation processes.

As of this report, these pilot responses and written comments are still being collected.

Moving forward, the plan is to administer the final assessment inventory each semester to the SOC 2000 (Proseminar) and SOC 4900 (Current Issues) sections thus collecting data at the early stages (SOC 2000) and late stages (SOC 4900) of each student’s progress through the department’s core curriculum.
PART THREE

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Last year’s assessment report and the feedback from CASA was disseminated to the department faculty and staff, and presented and discussed at several departmental meetings.

The feedback was prominent in the effort to design and pilot the department assessment inventory. This, as described above, is the major outcome to change and improve how departmental curriculum, instruction, and learning takes shape in the future.
Welcome to the Eastern Illinois University Department of Sociology and Anthropology Assessment Inventory!

This assessment designed to gauge the stock of knowledge of departmental majors as required by the university.

This assessment is **NOT** a test, and cannot and will not be applied or utilized in any manner as a test. Responses will remain anonymous and confidential, leaving no potential for your submission to be linked to your individual progress through the program.

You may not know the answer to some items, and this is okay. Respond to each as best you can based on your progress to this point in the program.

This assessment is solely for the department to track, over time, the level of knowledge of our majors and critically evaluate and continually develop and re-evaluate a more solid curriculum.

*Therefore, as you progress through the core and elective curricula, your stock of knowledge should reflect this same development.*

Thank you for your time and energy responding to this assessment as best as you can!

*Once again, this assessment is **not** a reflection on you as a student, but rather a means for the department faculty to measure the potential and the capacity to sustain a high-quality learning experience for students.*

*If you have any questions or comments, please feel free to contact Professor Gillespie, Department Assessment Chair: mgillespie@eiu.edu*
## Matching Basic Terms and Definitions

Match each term to its definition by selecting the appropriate button. Each term can have one and only one definition.

<table>
<thead>
<tr>
<th>Term</th>
<th>Anthropology</th>
<th>Sociology</th>
<th>Macro-level orientation</th>
<th>Micro-level orientation</th>
<th>Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study of humankind</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The systematic study of human society</td>
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<tr>
<td>People who interact in a defined territory and shared culture</td>
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<tr>
<td>The broad focus on social structures that shape society as a whole</td>
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<tr>
<td>A close-up focus on social interaction in specific situations</td>
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</tbody>
</table>

Match each term to its definition by selecting the appropriate button. Each term can have one and only one definition.

<table>
<thead>
<tr>
<th>Term</th>
<th>Culture</th>
<th>Subculture</th>
<th>Social Interaction</th>
<th>Social Structure</th>
<th>Social Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The process by which people creatively shape reality by interacting with others</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any relatively stable pattern of social behavior</td>
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<tr>
<td>The ways of thinking and acting, and the material objects that together for a people's way of life</td>
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</tr>
<tr>
<td>The process by which people act and react in relation to others</td>
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<tr>
<td>Cultural patterns that set apart some segment of a society's population</td>
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</tr>
</tbody>
</table>
Match each term to its definition by selecting the appropriate button. Each term can have one and only one definition.

<table>
<thead>
<tr>
<th>Term</th>
<th>Socialization</th>
<th>Role</th>
<th>Status</th>
<th>Norms</th>
<th>Deviance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior expected of someone who holds a particular status</td>
<td></td>
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<tr>
<td>Rules and expectations by which a society guides the behavior of its members</td>
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</tr>
<tr>
<td>The lifelong social experience by which people develop their human potential and learn culture</td>
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</tr>
<tr>
<td>A social position that a person holds</td>
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</tr>
<tr>
<td>The recognized violation of social and cultural norms</td>
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</tbody>
</table>
Sociological Theory

Theories are critical for sociology because they:

- Help us make sense out of observed patterns in the social world
- Allow sociologists to distort empirical realities
- Create jobs for some sociologists who teach theory courses
- Contribute to the creation of complexities which could not be understood conceptually

An underlying theme in the theoretical work of Emile Durkheim, a structural-functionalist, is the need to:

- Address the issue of rationalization
- Reconcile the competing needs of individualism and social cohesion
- Explore the inherent contradictions within the subsystems of primitive societies
- None of the above

Karl Marx, a social conflict theorist, argued that the point of studying society was:

- To understand how society really operates.
- To compare U.S. society to others.
- To foster support for a nation's government.
- To bring about greater social justice.

When Weber used the concept “rationality,” he had in mind:

- A concern with what is good for the entire community.
- A respect for tradition.
- Deliberate, matter-of-fact calculation of the most efficient way to accomplish any task.
- Limiting the extent of class conflict.
One critical difference between structural-functionalism and conflict theory is that:

- Conflict theory emphasizes social order, while structural-functionalism does not
- Structural-functionalism views elements of society as contributing to stability, while conflict theory holds that societal elements contribute to change
- Conflict tends to be micro-level, while structural functionalism tends to be more macro-level
- There are no differences between these two theoretical perspectives

Which theoretical approach claims that it is not so much what people do that matters as much as what meaning they attach to their behavior?

- Rational choice theory
- Feminist approach
- Symbolic-interaction approach
- Social-exchange approach
Undertaking Sociological Inquiry

What is the methodological approach used by sociocultural anthropologists today?

- Survey questionnaires
- Participant observation
- Controlled laboratory experiments
- Stealth reconnaissance and surveillance

Which sociological research method is best used to study what cannot be directly observed, such as attitudes and values, among large numbers of people?

- An experiment
- A survey
- Participant observation
- Secondary analysis

Informed consent is absolutely essential in social research when

- making inferences about individuals based on group data
- measuring at the interval-ratio level
- research participants are exposed to substantial risks
- conducting survey research only

If we measure the variable "socioeconomic status" with attributes of upper, upper-middle, middle, working and lower, then the level of measurement is

- interval-ratio
- reliability
- nominal
- ordinal
Methodology is defined as the science of

- spelling
- knowing
- finding out
- concluding

Suppose that we construct the following question: "Please describe how you feel about divorce in America." This exemplifies a

- contingency question
- open-ended question
- closed-ended question
- Likert response format
The literacy to read and analyze social statistics

The _________________ influences observable changes in the _________________.

- independent variable; dependent variable
- percent; proportion
- dependent variable; independent variable
- mean; median

Which is a characteristic of the interval-ratio level of measurement?

- The ability to measure 'difference' between scores.
- Scores can be ordered from lowest to highest.
- Measures can be discrete or continuous.
- All of the above.

__________ statistics summarize the distribution of a single variable and ____________ statistics use these summaries to make generalizations from samples to populations.

- Inferential; descriptive
- Central; descriptive
- Inferential; deviations
- Descriptive; inferential

Statistically, the two things social scientists are interested in are:

- objects and measures
- inductive reasoning and theory construction
- the typical case and how it varies
- weather and climate
The mode, median, and mean are three different statistics which tell us

- the typical or average case
- the amount a variable varies
- the percent of cases in a single category
- the ratio of one category to another

Parameters are measurements from a ____________, but statistics are measurements from a ____________.

- sample; population
- distribution; population
- sample; distribution
- population; sample

For a distribution which is highly skewed, which measure of central tendency is appropriate?

- Mean
- Median
- Mode
- Any of the above

_________ tests are inferential hypothesis tests that compare differences in means for only two groups, but the _________ compares differences in means for more than two groups.

- Chi-square; ANOVA
- Independent-samples; ANOVA
- One-sample; ANOVA
- Click to write Choice 4
Integrating the Sociological Imagination

The sociological imagination ask us to:

- Broaden our perspective beyond individual experiences
- Narrow our perspective by looking only at particular events
- Theorize without seeking actual evidence
- Suspend judgment until all of the facts have been gathered

Making use of the sociological perspective encourages

- Challenging commonly held beliefs.
- Accepting conventional wisdom.
- The belief that society is mysterious.
- People to be happier with their lives than they really are.

Lisa attends a religious service with her friend John. John’s church has several different rituals that are unfamiliar to Lisa. While at first she is uncomfortable, she begins to wonder if all religious services are different, or if some rituals are universal across different religious backgrounds. Lisa’s curiosity is an example of developing a

- Sociological imagination
- Social marginality
- Spiritual awakening
- Norm

What is the relationship between individuals and social forces?

- Structural factors shape our individual fates.
- Individuals choose the social forces they want in their life histories.
- There is no relationship.
- Social forces are easily shaped to serve individual needs.
Social class has two dimensions:

- proletariat and status
- power and authority
- behavioral and economic
- lifestyle and prestige

Sociologists use the term SES to indicate the social position of an individual (or household) in terms of:

- political affiliations
- dimensions of stratification, including wealth
- number of people in that household
- educational attainment
Discussing Diversity Effectively and Ethically

Today, anthropologists and sociologists adopt this perspective when trying to understand cultural differences:

- cultural relativism
- racial determinism
- natural selection
- ethnocentrism

The sociological definition of race is based on

- the genetic makeup of humans.
- how societies perceive and define people as biologically different.
- body type and bone structure.
- the "purity" of racial background.

Social stratification is a profoundly important subject in sociology because

- our social status has significant impact on our lives.
- people in postindustrial societies such as the United States are necessarily status conscious.
- our life chances are significantly increased if we do not have an assigned status in society.
- most modern societies are committed to the ideal of a "classless society."

If you wanted to understand your social class, you should consider which of the following factors?

- income
- Education
- Occupational prestige
- All of the above
Throughout the life course, gender shapes:

- human feelings
- human thoughts
- human actions
- all of the above are correct

Which of the following is not a characteristic of culture?

- Culture changes over time.
- Culture is innate.
- Culture is learned through socialization.
- Culture maintains the boundaries of society.

According to sociologists, which of the following is a factor in determining a group’s place in the ethnic hierarchy?

- The language barrier between groups.
- Differences in religion and religious practice.
- The place of the group in the society’s economic hierarchy.
- The natural abilities and talents of members of that group.

Wealth, power and prestige are elements of:

- empirical substantiation
- culture
- differentiation
- social stratification
## Tells Us About Yourself

Select the box next to each course you have taken, including those in which you are currently enrolled.

- [ ] Introductory Sociology (SOC1838G)
- [ ] Introduction to Anthropology (ANT2200G)
- [ ] Sociology Pre-seminar (SOC2200)
- [ ] Social Stratification (SOC2271)
- [ ] Sociological Theory (SOC3050)
- [ ] Research Methods for Collecting Social Data (SOC3620)
- [ ] Statistical Analysis of Social Data (SOC3630)
- [ ] Current Issues in Sociology (SOC4900)

What is your cumulative grade point average?

What is your current class standing?

- [ ] Freshman
- [ ] Sophomore
- [ ] Junior
- [ ] Senior

How do you identify your gender?

How do you identify your race/ethnicity?

Are you a transfer student?

- [ ] Yes
- [ ] No

If you are a transfer student, from where did you transfer?