

## **Sociology-Anthropology**

### Mission and Structure (rev. 2003)

The purpose of the sociology/anthropology major is to develop, in the context of a strong liberal arts program, well-educated global citizens informed by a sociological-anthropological perspective. Such a perspective enables one to understand the complexity of the social world: to see concrete problems as reflective of broader social issues and trends and to gain insight into the myriad ways groups construct and experience reality.

In order to do this we offer a variety of courses focusing on substantive knowledge concerning key social issues and institutions. Courses emphasize qualitative and quantitative technical skills, written and oral communications skills, and critical thinking abilities. Beyond this, we are committed to developing graduates who show a sense of responsibility to others in their daily lives and a concern with issues of justice and equality in the larger society and world.

The emphasis in the above statement on such ideas as “well-educated global citizens,” “the complexity of the social world,” and “concern with issues of justice and equality in the larger society and world” correspond to the broader Mission Statement of the College. Our four major goals – the cultivation of substantive knowledge, technical skills, critical thinking, and values and ethics – are consistent with concepts in the College Statement of Purposes (numbers in parentheses correspond to the College Purposes): providing an in-depth study in the major (1, 4a/b, and 7); empowering students to become global citizens (1 and 2); introducing students to multiple and contradictory perspectives on the social world (3 and 6); fostering skills in written and oral communication, as well as qualitative and quantitative empirical inquiry in the social sciences (8 and 9); and cultivating in students the ability to see the relationship between individual concerns and larger social issues (4c).

## **Sociology-Anthropology**

### Components of Departmental Evaluation (rev. 2003)

#### Substantive knowledge

Understanding of a sociological or social science approach to the study of human beings

Understanding of the concepts of globalization, diversity, and inequality

Recognition of patterns of social inequality by class, race, gender, ethnicity, and other social groups

Specialized knowledge of specific subject matter

#### Technical Skills

Written Communication

Oral Communication

Understanding and use of statistics

Understanding and use of qualitative and quantitative research methods

Collaborative learning

#### Critical Thinking

Understanding the scientific process, i.e., the relationship between theory and research or abstract concepts and empirical findings

#### Values and Ethics

Assuming responsibility in collaborative learning projects

Concern with issues of social justice

**Guidelines for Assessment of Major Goals**  
**Department of Sociology and Anthropology**  
 (Rev. 1/2/03)

Goal	Relevant Courses/Experiences	Means of Assessment
<b>1. Substantive knowledge</b>		
Understand the sociological and anthropological approaches to the study of human beings	101, 102, 103	Evaluation of course assignments (exams, papers, other)
Understand the concepts of globalization, diversity, and social inequalities	101, 102, 103, 200 & 300 level courses	Evaluation of course assignments (exams, papers, presentations, other)
Acquire specialized knowledge of specific subject matter	200 & 300 level courses	Evaluation of course assignments (exams, papers, presentations, other)
<b>2. Technical Skills</b>		
Written communication	All courses will include essays, short answer writing, &/or research papers	Evaluation of form and content of written assignments
Oral communication	Regular class discussions, all courses Oral presentations in 200-400 level courses	Evaluation of oral presentations & student participation in class discussions
Understand and use statistics	Math 106 (required); exercises in 302 & 420	Grade on lab exercises and final course grade
Understand and use qualitative and quantitative research methods	All courses Applied knowledge in 302, 420	Evaluation of assignments related to research design and implementation
Collaborative learning	Selected 300 level courses	Qualitative assessment based on observation of class as a whole Evaluation of student's qualitative and quantitative contributions to collaborative

<p><b>3. Critical Thinking</b></p>		<p>assignments</p>
<p>Understand the scientific process, i.e., the relationship between theory and data or abstract concepts and empirical findings</p>	<p>All courses</p>	<p>Evaluation of assignments or parts of assignments related to the link between the abstract and the concrete</p>
<p>Critical evaluation of diverse sources of information</p>	<p>301, 302, other upper-level courses</p>	<p>Evaluation of course assignments (exams, papers, presentations, other)</p>
<p><b>4. Values and Ethics</b></p>		
<p>Appreciate the ethical dimension to social science research</p>	<p>101, 302, senior thesis, other selected courses</p>	<p>Evaluation of methodology used in research projects, evaluation of other course assignments</p>
<p>Assume responsibility in collaborative learning projects</p>	<p>302, other selected courses</p>	<p>Observation and assessment of group assignments</p>
<p>Concern with issues of social justice</p>	<p>All courses</p>	<p>Qualitative assessment based on participation in class discussion, evaluation of course assignments (exams, papers, presentations, other)</p>