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Wisconsin Indianhead Technical College

10809196 Introduction to Sociology

Course Outcome Summary

Course Information

Description	Introduces students to the basic concepts of sociology: culture, socialization, social stratification, multi-culturalism, and the five institutions, including family, government, economics, religion, and education. Other topics include demography, deviance, technology, environment, social issues, social change, social organization, and workplace issues.
Instructional Level	Associate Degree
Total Credits	3.00
Total Hours	48.00

Types of Instruction

Instruction Type	Credits/Hours
Presentation (Lecture/Demonstration/Discussion)	3/48

Course History

Revised By	Andrea Schullo (andrea.schullo)
Last Approval Date	1/14/2014

Purpose/Goals

This course outcome summary includes the competencies and criteria for Introduction to Sociology (10-809-196). This course is part of the General Studies Core offered throughout the Wisconsin Technical College System (WTCS). The course competencies are consistent among the colleges and are at baccalaureate level to accommodate student success in transfer to four-year colleges.

Course Competencies

1. **Describe sociological perspectives related to current issues, problems, and/or institutions**

<i>Domain</i>	<i>Cognitive</i>	<i>Level</i>	<i>Comprehensi</i>	<i>Status</i>	<i>Active</i>
			<i>on</i>		

Assessment Strategies

- 1.1. in an oral, visual, and/or written presentation

Criteria

Performance will be successful when:

- 1.1. learner describes the basic premises of the theoretical perspectives, conflict, functionalism, and symbolic interaction
- 1.2. learner analyzes issues, problems, institutions, and the workplace from each of the theoretical perspectives

Learning Objectives

- 1.a. Explain the functionalist perspective of sociology, including the concepts of manifest and latent functions and manifest and latent dysfunctions
- 1.b. Explain the conflict perspective of sociology
- 1.c. Explain the interactionist perspective of sociology
- 1.d. Demonstrate the sociological imagination by applying the major sociological perspectives to real-world situations

2. Analyze the importance of culture within societies

Domain Cognitive Level Analysis Status Active

Assessment Strategies

- 2.1. in an oral, visual, and/or written presentation

Criteria

Performance will be successful when:

- 2.1. learner uses sociological terms in context
- 2.2. learner differentiates various dimensions of culture
- 2.3. learner analyzes the behaviors which emanate from differing value systems
- 2.4. learner examines the experiences of recent immigrant groups to Wisconsin
- 2.5. learner evaluates challenges and opportunities in a multi-cultural environment

Learning Objectives

- 2.a. Examine material and non-material components of culture
- 2.b. Produce examples of norms, values, and beliefs
- 2.c. Differentiate between ethnocentrism and cultural relativism
- 2.d. Explore the relationship between cultural diffusion and the evolution of a society

3. Summarize the influence of socialization on human behavior

Domain Cognitive Level Analysis Status Active

Assessment Strategies

- 3.1. in an oral, visual, and/or written presentation

Criteria

Performance will be successful when:

- 3.1. learner uses sociological terms in context
- 3.2. learner outlines the socialization process through the life span
- 3.3. learner assesses the impact of socialization agents (family, peers, religion, education, media, corporate culture, etc..)
- 3.4. learner analyzes the process and outcomes of both gender socialization and male and female roles

Learning Objectives

- 3.a. Differentiate between nature and nurture
- 3.b. Explain the importance of the "significant other" to personality development
- 3.c. Evaluate the key agents of socialization affecting personality development
- 3.d. Examine the elements contributing to one's gender role

4. Apply deviance theories

Domain Cognitive Status Active

Assessment Strategies

- 4.1. in an oral, visual, and/or written presentation

Criteria

Performance will be successful when:

- 4.1. learner uses sociological terms in context
- 4.2. learner differentiates between deviance and criminality
- 4.3. learner applies deviance theories to workplace and social problems

Learning Objectives

- 4.a. Examine various mechanisms of social control
- 4.b. Explain biological approaches to criminality
- 4.c. Explain the sociological theories of deviance
- 4.d. Relate theories of deviance to current social problems

5. Analyze the power of groups to influence behavior

Domain Cognitive Status Active

Assessment Strategies

- 5.1. in an oral, visual, and/or written presentation

Criteria

Performance will be successful when:

- 5.1. learner uses sociological terms in context
- 5.2. learner describes characteristics of a group
- 5.3. learner identifies group influences on personal and occupational behaviors

Learning Objectives

- 5.a. Explain the concepts that organize sociological thinking about groups
- 5.b. Distinguish between different categories of groups, including primary and secondary, in-groups and out-groups, reference groups, formal and informal, small and large, etc.
- 5.c. Correlate characteristics of modern bureaucracies with social issues

6. Assess the consequences of social, racial, ethnic, gender, age, sexual orientation, and other inequities

Domain Cognitive Level Analysis Status Active

Assessment Strategies

- 6.1. in an oral, visual, and/or written presentation

Criteria

Performance will be successful when:

- 6.1. learner uses sociological terms in context
- 6.2. learner distinguishes among the experiences of categories of people who are faced with discrimination
- 6.3. learner summarizes the social consequences of prejudice and discrimination
- 6.4. learner examines the functions of ethnocentricity and cultural relativism
- 6.5. learner evaluates challenges and opportunities in a multi-cultural work environment and in society

Learning Objectives

- 6.a. Identify characteristics of dominant and subordinate groups
- 6.b. Explore the causes and the process of social construction of minority groups
- 6.c. Explain how racism, sexism, xenophobia, ageism, classism, heterosexism, ableism, and other forms of social intolerance are manifested in employment, education, politics, religious practices, etc.
- 6.d. Differentiate between discrimination and institutional discrimination in their impact on social relations
- 6.e. Outline future trends in an increasingly pluralistic society

7. Evaluate the impact of global/international changes (environment, technology, population, etc.) on society

Domain Cognitive Status Active

Assessment Strategies

- 7.1. in an oral, visual, and/or written presentation

Criteria

Performance will be successful when:

- 7.1. learner uses sociological terms in context
- 7.2. learner describes the evolution of society, from hunting and gathering through post-industrial
- 7.3. learner summarizes the consequences of technological change to personal and occupational life
- 7.4. learner summarizes the consequences of other changes (social, population, environment, political, etc..)
- 7.5. learner determines how changes in one institution impact other institutions
- 7.6. learner analyzes changes resulting from social movements and collective behavior

Learning Objectives

- 7.a. Define different types of social movements
- 7.b. Describe how social movements develop and change over time
- 7.c. Summarize the sweep of human history by looking at how societies have evolved from hunting-and-gathering bands to the complex industrial societies of the modern world
- 7.d. Discuss the question of whether the technological revolution creates a culture lag
- 7.e. Explain how social change is experienced at the micro, middle, and macro levels of society
- 7.f. Discuss the impact of war and modernization

8. Analyze how institutions (economy, family, religion, political systems, and education, etc.) function in society

Domain Cognitive Status Active

Assessment Strategies

- 8.1. in an oral, visual, and/or written presentation

Criteria

Performance will be successful when:

- 8.1. learner uses sociological terms in context
- 8.2. learner identifies characteristics of each institution
- 8.3. learner applies theoretical perspectives to social institutions
- 8.4. learner articulates the current political issues associated with the major social institutions

Learning Objectives

- 8.a. Explain the relationship between social institutions and other components of social structure
- 8.b. Examine the evolution of structural and functional characteristics of each social institution
- 8.c. Compare and contrast different roles of each social institution in the United States from the functionalist, conflict, and interactionalist perspectives
- 8.d. Discuss current trends and issues related to each institution

9. Assess the impact of social stratification

Domain Cognitive Status Active

Assessment Strategies

- 9.1. in an oral, visual, and/or written presentation

Criteria

Performance will be successful when:

- 9.1. learner uses sociological terms in context
- 9.2. learner describes the distribution of society's rewards
- 9.3. learner outlines the criteria for inclusion in socio-economic classes
- 9.4. learner relates age, race, gender, geographic region, employment, education, and other characteristics to class status
- 9.5. learner applies theoretical perspectives to class status
- 9.6. learner describes the process by which society's rewards are unequally distributed and contributes to social problems

Learning Objectives

- 9.a. Identify criteria for various socioeconomic classes
- 9.b. Explain how and why society's rewards are unequally distributed

- 9.c. Apply theoretical perspectives to class structure
- 9.d. Describe the advantages of class structure compared to other stratification systems in accessing society's rewards
- 9.e. Investigate the relationship between social inequity and social injustice

10. Apply sociological perspectives related to current issues, problems, and/or institutions

Domain Cognitive Level Analysis Status Active

Assessment Strategies

- 10.1. in an oral, visual, and/or written presentation

Criteria

Performance will be successful when:

- 10.1. learner analyzes social problems from a global perspective
- 10.2. learner describes how social structures impact social problems
- 10.3. learner assesses individual responsibility in relation to social conditions

Learning Objectives

- 10.a. Examine various social problems in a global context
- 10.b. Explain how social structures impact social problems
- 10.c. Apply sociological perspectives in generating solutions to current social issues