

## **SACS Core Curriculum Evaluations: Sociology 2011-2012**

In Spring Semester 2012 SACS Core Curriculum class evaluations were conducted for Sociology classes included in Core Component Area IV: Humanities and Visual/Performing Arts (SOCI2319: Introduction to Ethnic Studies) and Core Component Area V: Social and Behavioral Sciences (SOCI1301: Principles of Sociology and SOCI1306: Social Problems).

For each of the sections of these classes in the evaluation, the professor administered a 5 item rubric that evaluated the level of student knowledge/understanding of the exemplary educational objectives in that core curriculum area relevant to Sociology. In 10 sections of SOCI1301/1306, 403 students took the evaluation and 362 passed with a grade of 3 out of 5 correct questions or better, which generated an 89.8% success rate. In 13 sections of SOCI2319, 602 students took the evaluation and 564 passed with a grade of 3 out of 5 correct answers, which generated a 93.7% success rate.

### **Examples of the five item rubric for SOCI1301/1306:**

#### **Example #1:**

1. A testable statement about the relationship between two or more variables is called a(n):
  - a. operationalization.
  - b. reliability.
  - c. hypothesis.
  - d. natural experiment.
2. Although the nature of the rules that govern social networks and organizations is virtually timeless, networks have changed dramatically over time because of which of the following?
  - a. political changes in Eastern Europe
  - b. technological advancements, especially the Internet
  - c. global warming
  - d. more money in the hands of top executives
3. The two words that might describe the difference between conflict theory and functionalism are:
  - a. competition versus consensus.
  - b. microsociology versus macrosociology.
  - c. meaning versus understanding.
  - d. feminist versus Marxist.
4. A white person goes into an upscale shop to look at clothes. (S)he is excited to see that there is a sale and gathers a huge pile of clothes to take into the dressing room. An African American goes into the store and is excited about the sale, but hesitates to take many clothes into the dressing room, afraid that staff will think he or she might shoplift. W. E. B. Du Bois would say that the African American has:
  - a. prejudice.
  - b. low self-esteem.
  - c. double consciousness.
  - d. a negative self-image.
5. It is important to take into account differences across cultures without making value judgments. This is known as:
  - a. cultural scripts.
  - b. high culture.
  - c. counterculture.
  - d. cultural relativism.

**Example #2:**

EXAM 1: SOCIOLOGY 1301  
Spring 2012:

NAME \_\_\_\_\_

(Embedded questions)

True/False

\_\_\_\_\_ 3) In the hypothesis men are more likely than women to support premarital sex, support for premarital sex is the independent variable.

\_\_\_\_\_ 5) Functionalist theorists focus on power in the study of society.

Multiple Choice

\_\_\_\_\_ 24) Which of the following concepts fit with the "industrial world" side of the Great Transformation?

- a) mechanical solidarity
- b) gesselschaft
- c) instrumental rationality
- d) all of the above
- e) b and c

\_\_\_\_\_ 25) Evaluating other cultures by their norms is called \_\_\_\_\_:

- a) sociological imagination
- b) structural strain
- c) sociological perspective
- d) ethnocentrism
- e) cultural relativism

\_\_\_\_\_ 32) Maria thinks that the industrial revolution has brought about a cruel life and now nothing can be done unless we go back to the old ways. Her view fits best with \_\_\_\_\_.

- a) Cooley
- b) Durkheim
- c) Weber
- d) Marx
- e) Tonnies

**Examples of the five item rubric form SOCI2319:**

**Example 1:**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

SOCI 2319 Quiz: A Class Divided

Please answer the following questions:

1. How long did it take students in Jane Elliott's classes to show signs of prejudice and begin to discriminate against their classmates?
  - a. About an hour
  - b. About 15 minutes
  - c. About half of a school day
  - d. There was no change in the children's behavior
  
2. Did the eye-color exercise change school performance?
  - a. No, the exercise made no difference in school work.
  - b. Yes, on the day that a group was defined as inferior (minority) they did not do as well on school work.
  - c. Yes, on the day that a group was defined as superior (dominant) they did not do as well on school work.
  - d. Yes, both groups performed less well on both days of the exercise and for the rest of the year.
  
3. How did the adult correctional officers react to the experiment?
  - a. The adults could not be convinced to 'play along' with the exercise so it did not work for them.
  - b. Several of the adults got upset and left the room.
  - c. The adults reported experiencing many of the same reactions as the children.
  - d. The adults made a joke of the whole exercise.
  
4. A form of subtle racism in which the dominant individual denies being racist while blaming minorities for their social condition. This form of discrimination is called modern racism or color blind racism.
  - a. True
  - b. False
  
5. The form of discrimination by an individual in which his discrimination is secret or disguised, even denied, but continues to discriminate against minorities.
  - a. Overt discrimination
  - b. Covert discrimination
  - c. Institutional racism
  - d. Genocide

**Example #2:**

SOCI 2319 Quiz: A Class Divided

Name:

Time

1. Giving students of superordinate status longer recesses and more lunch privileges was an example of:
  - a. Symbolic Discrimination
  - b. Institutional Discrimination
  - c. Scapegoating
  - d. Environmental Justice
  
2. While students were in the minority status, they experienced:
  - a. Affirmative action
  - b. Relative deprivation
  - c. Absolute deprivation
  - d. Amalgamation
  
3. By which trait did Ms. Elliott divide children in her class for the lesson on discrimination:
  - a. Color of their skin
  - b. Color of their eyes
  - c. Gender (boys and girls)
  - d. Social class to which their parents belonged to
  
4. What idea is demonstrated in the experiment (chose the most appropriate):
  - a. Prejudices are the result of discrimination
  - b. Discrimination is the result of prejudices
  - c. Prejudices and discrimination are intertwined and one can lead to the other
  - d. Prejudices and discrimination are not related
  
5. In two sentences or less, describe how Ms. Elliot's lesson is related to the social construction of race.