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STATE UNIVERSITY**

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From: Ed McCaughan, Chair  
Department of Sociology

Cc: Alvin Alvarez, Associate Dean  
College of Health and Social Sciences  
Sociology & Sexuality Studies Department faculty members

Date: July 10, 2013

Re: Sociology & Sexuality Studies Department Assessment Report

**Sociology Major Mission:** Provide students critical and reflexive perspectives with which to understand the world; develop the analytical, research, and compositional skills necessary to investigate, understand, analyze, explain, and improve the world around them.

**Sociology Major Learning Outcome Goals:**

Measurable Learning Outcomes	Place in curriculum where outcome is addressed
1. Understand and identify the social origins and context of diverse individual and group experiences.	SOC 300 (Sociological Analysis ['gateway' course]), 370 (Classical Theories) , 371 (Contemporary Theories), 500 (Senior Seminar), 501/502 (Internship)
2. Apply key concepts of sociological inquiry in social analysis. For some given social phenomenon, students will be able to: a. Construct a reasoned argument based on a theoretical perspective. b. Articulate the broader theoretical perspective, the social origins and limitations of that perspective, as well as alternative perspectives. c. Utilize this theoretical perspective to illuminate the social arrangements and lived experiences of people.	SOC 300 (Sociological Analysis ['gateway' course]), 370 (Classical Theories) , 371 (Contemporary Theories), 500 (Senior Seminar), 501/502 (Internship), 503/504 (Research Internship)

<p>3. Collect and analyze information including empirical data, and develop appropriate interpretations directly from the analysis. Students will be able to:</p> <p>a. Conduct a literature review of relevant information.</p> <p>b. Construct an appropriate research design taking into account the research question, previous research, methodological concerns, and material constraints.</p> <p>c. Articulate clearly their research methods, their findings, and the conclusions drawn from those findings.</p>	<p>SOC 300 (Sociological Analysis), 392 (Introduction to Research Methods), 393 (Quantitative Analysis of Social Data), 394 (Sociological Field Methods), 500 (Senior Seminar), 503/504 (Research Internship)</p>
<p>4. Ability to identify and discuss fundamental social processes contributing to and the consequences of social inequality in the United States.</p>	<p>SOC 300 (Sociological Analysis), Area 1 Electives, and sometimes SOC 500 (Senior Seminar), SOC 501/502 (Internship), and SOC 503/504 (Research Internship)</p>
<p>5. Ability to identify and discuss fundamental social processes contributing to and the consequences of social inequality world-wide.</p>	<p>SOC 300 (Sociological Analysis), Area 2 Electives, and sometimes SOC 500 (Senior Seminar), 501/502 (Internship), and 503/504 (Research Internship)</p>

Since the Department's last report, we have continued the approach to assessment begun in 2006-2007 by organizing periodic, in-depth discussions that involve the entire sociology faculty in evaluating our delivery of the curriculum in terms of the core learning objectives. Over the past several months, we concentrated on an issue identified in our previous report (point 2bii on page 3 of the June 2, 2011 report): *“further explore how to better integrate the sequence of core courses by making sure certain key concepts are reinforced as students progress through the curriculum, leaving them better prepared for the final semester of advanced methods (SOC 393 or 394) and the culminating experience course (SOC 500, senior seminar, or SOC 501, the internship).”*

In a process that took place over a series of three meetings and involved all of the tenured/tenure-track Sociology faculty and several of the long-term lecturers, instructors were asked to (1) identify the core sociological concepts that are emphasized in their core courses, and (2) share with one another the key learning objectives in each of the required core courses they teach and identify how those course-specific learning objectives related to the overall program learning objectives. We then discussed the individual reports, and I then compiled that information into the two documents appended to this report: one showing the variety of ways in which individual faculty members articulate course-learning objectives and core concepts in relationship to program SLOS, and one showing the frequency with which core concepts were identified (as a very rough indication of their importance to the overall curriculum). Those documents then served as the basis for an additional discussion, which proved useful in the following ways:

1. The exercise forced everyone to think more consciously and critically about how learning outcomes for our core courses are articulated and how they correspond to the program's learning outcomes. For some instructors, this was the first time they had actually thought about how the course-specific SLOs related to the program SLOs.
2. As a result of the conversations, several faculty identified ways in which they would reformulate their course SLOs to make them more consistent with and relevant to the programs SLOs, and everyone was strongly encouraged to make these connections explicit in their syllabi, as a way of helping students more clearly understand the coherence of the program and the relationship of the core courses to one another and to the overall program, and as a tool for keeping instructors focused on how the content of their courses fits in with the overall curriculum.
3. Instructors were also encouraged to list the core concepts, as well as SLOs in their syllabus, again as a way of underscoring their importance for the teacher and the student.
4. We identified a glaring omission in the program SLOs, which were written before SOC 300 was reformulated as a GWAR class: we need a program SLO specifically related to writing. The SOC 300 instructors are going to work together to draft a new SLO about learning to write as a sociologist to add to the program objectives.

Appendix A and B below are the documents produced for this discussion.

Appendix A (Course-Specific SLOs and Core Concepts)

Course-Specific Student Learning Outcomes

Course/ Instructor	Course SLOs	Key Concepts	Corresponding Program SLOs
300/ Dumont	<ul style="list-style-type: none"> <li>• recognize and comprehend multiple, classical and contemporary statements of sociological thought;</li> <li>• be capable of applying sociological perspectives to their daily lives;</li> <li>• possess skills for critical analyses of identity as it functions in everyday life;</li> <li>• be critically aware of their writing as a tool for communicating with and influencing their readers</li> </ul>	<ul style="list-style-type: none"> <li>• Positivism</li> <li>• social facts</li> <li>• collective conscience</li> <li>• materialism</li> <li>• sociological imagination</li> <li>• global inequality and immigration</li> <li>• consumerism and the environment</li> <li>• interactionism</li> <li>• epistemological assumptions of qualitative sociology</li> <li>• short observations of "scenes"</li> <li>• presentation of self in everyday life</li> <li>• standpoint epistemology</li> <li>• women's perspective as a radical critique of sociology</li> <li>• poststructuralist sociology</li> <li>• identity as social construct</li> <li>• identity and inequality</li> <li>• persuasive writing as narrative</li> <li>• caring for your reader</li> <li>• personal writing tics</li> <li>• proofreading for multiple purposes</li> <li>• peer reviewing writing</li> </ul>	1 2a 2b 2c
300/ Sears	<ul style="list-style-type: none"> <li>• Explain and apply key sociological concepts</li> <li>• Write effective sociological papers</li> <li>• Read, understand and analyze sociological texts</li> <li>• Develop convincing sociological arguments</li> <li>• Describe sociological methods of inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Agency</li> <li>• Capitalism</li> <li>• Culture</li> <li>• Economic systems</li> <li>• Industrialization (incl. pre/post)</li> <li>• Institutions</li> <li>• Social construction</li> <li>• Social structure</li> <li>• Socialization</li> <li>• Sociological Imagination</li> <li>• Stratification</li> <li>• Active and Passive Voice</li> <li>• Argument and Evidence</li> <li>• Citation and reference</li> <li>• Critical thinking and analysis</li> <li>• Peer Feedback</li> <li>• Reading Sociological Research</li> <li>• Revision</li> <li>• Library research</li> </ul>	1 2a 3b

		<ul style="list-style-type: none"> <li>• Databases</li> <li>• Search terms</li> <li>• Quantitative methods</li> <li>• Qualitative methods</li> <li>• Citizenship</li> <li>• Economic Forces</li> <li>• Institutional Discrimination</li> <li>• Myth of Meritocracy</li> <li>• Performativity</li> <li>• Race and Racialization</li> <li>• Sex, Gender, and Gendering</li> <li>• Construction of Sexual Identities</li> </ul>	
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300/ Coker	class-inequality, critical thinking about sociological concepts and writing clearly and coherently in sociology. I teach them critical thinking skills by getting them to take an intersectionality approach that applies how race, gender, class, and sexuality interact over a historical trajectory as a system of power, inequality, and domination.	<ul style="list-style-type: none"> <li>• Inequality</li> <li>• Class, race, gender, sexuality</li> <li>• Intersectionality</li> <li>• Power</li> <li>• Domination</li> </ul>	1 2 partially 4 5
370/ Barbosa	<ul style="list-style-type: none"> <li>• An understanding of the importance of sociological theory;</li> <li>• A general idea of the major issues surrounding theory, e.g., sociology as science, theory and empirical evidence, background of theorists, canon vs. non-canon, etc.;</li> <li>• A broad view of the major historical forces or events that influenced the rise of sociology as a discipline, i.e., the Enlightenment, the Industrial Revolution, and colonialism;</li> <li>• An in-depth understanding of the main theories devised by classical sociological theorists and to what extent they remain relevant for the understanding of the</li> </ul>	<ul style="list-style-type: none"> <li>• Major Ideas from the Enlightenment (Rationality vs. Religious Dogma, "Natural Laws," Individualism, Progress, Freedom, Tabula Rasa, etc.)</li> <li>• Major Ideas Associated with the Industrial Revolution (Gemeinschaft vs. Gesellschaft, industrial capitalism, mechanization, migration.</li> <li>• Sociology as science= positivism vs. historical/social/cultural science (Weber)</li> <li>• Cause and effect</li> <li>• Deduction and induction</li> </ul> <p><b>Durkheim:</b></p> <ul style="list-style-type: none"> <li>• Social Facts</li> <li>• Division of Labor</li> <li>• Mechanical vs. Organic Solidarity</li> <li>• Anomie</li> <li>• Collective Consciousness/Representations</li> <li>• Social Attachments (Social Integration and Social Regulation)</li> <li>• Types of Suicide</li> </ul> <p><b>Marx:</b></p>	1 2a 2b 2c 4 5

	<p>contemporary world; and</p> <ul style="list-style-type: none"> <li>• Enough knowledge to allow them to compare the different classical theories or concepts covered in the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Substructure vs. Superstructure</li> <li>• Dialectics</li> <li>• Stratification</li> <li>• Class Conflict</li> <li>• Surplus Value</li> <li>• Commodification</li> <li>• False Consciousness</li> <li>• Class Consciousness</li> <li>• Reification</li> <li>• Alienation</li> <li>• Pauperization</li> </ul> <p><b>Weber:</b></p> <ul style="list-style-type: none"> <li>• <i>Verstehen</i></li> <li>• Wealth, prestige, and power</li> <li>• Social class, status groups, political party</li> <li>• Protestantism and Capitalism: Predestination, asceticism, frugality, savings</li> <li>• Idea Type</li> <li>• Ideal Type of Bureaucracy</li> <li>• Rationalization</li> <li>• Irrationality of rationality</li> <li>• Power vs. Authority</li> <li>• Enchanting vs. Disenchanting</li> </ul>	
371/ Clay	<ul style="list-style-type: none"> <li>• Identify and understand a sample of works by contemporary (and a few classical) theorists</li> <li>• Compare and contrast sociological thinkers</li> <li>• Examine the socio-historical and intellectual context in which theories were developed</li> <li>• Apply theories to contemporary society and your experience</li> <li>• Develop a critical analysis of social history</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalism (as system of oppression)</li> <li>• Intersectionality</li> <li>• Heteronormativity</li> <li>• Feminism</li> <li>• Sexism</li> <li>• Hegemony</li> <li>• Colonization (discipline/Foucault)</li> <li>• Discourse</li> <li>• Decolonization</li> <li>• Performativity</li> </ul>	<p>1 2a 2b 2c 4 5</p>
392/ Fields	<ul style="list-style-type: none"> <li>• describe the relationship between empirical social research and social theory</li> <li>• ask answerable sociological</li> </ul>	<ul style="list-style-type: none"> <li>• feminism and feminist sociology</li> <li>• methods and methodology</li> <li>• qualitative methods</li> <li>• quantitative methods</li> </ul>	<p>2 3b 3c 4</p>

	<p>questions</p> <ul style="list-style-type: none"> <li>locate and synthesize existing research about a topic</li> <li>discuss ethical and feminist issues in social research</li> <li>identify and assess basic components of social research, including sampling and measurement</li> <li>select appropriate research designs</li> <li>begin gathering information using surveys, interviews, observation, and existing texts</li> <li>revise and edit written work</li> <li>plan and present a feasible student research project</li> </ul>	<ul style="list-style-type: none"> <li>social interactions and conditions as mutually reinforcing</li> <li>unintended consequences</li> </ul>	
392/ Sears	<ul style="list-style-type: none"> <li>Conduct and write a literature review</li> <li>Comprehend and critique sociological research articles</li> <li>Formulate sociological research questions</li> <li>Describe the “mechanics” of study design</li> <li>Discuss the social and political implications of study design</li> <li>Describe the strengths and weaknesses of different methods of data collection</li> <li>Describe the relationship between empirical sociological research and sociological theory</li> <li>Discuss research ethics</li> <li>Develop, present, and write a research proposal</li> <li>Revise written work</li> </ul>	<ul style="list-style-type: none"> <li>Primary and Secondary Sources</li> <li>Scholarly vs. Non-Scholarly Sources</li> <li>Databases</li> <li>Search Terms</li> <li>Structure of research article</li> <li>Synthesis</li> <li>Causation</li> <li>Correlation</li> <li>Data</li> <li>Data collection methods</li> <li>Empiricism</li> <li>Error</li> <li>Ethics in research</li> <li>Generalizability</li> <li>Hypothesis testing</li> <li>Inductive/deductive reasoning</li> <li>Measurement</li> <li>Objective</li> <li>Probability</li> <li>Qualitative Analysis</li> <li>Quantitative Analysis</li> <li>Research question</li> <li>Research Designs</li> <li>Sampling</li> <li>Unit of analysis</li> </ul>	3a 3b

		<ul style="list-style-type: none"> <li>• Validity and reliability</li> <li>• Variables</li> </ul>	
393/ Bettinger	<ul style="list-style-type: none"> <li>• Understand the utility and limitations of quantitative information in examining social phenomena.</li> <li>• Be able to use elementary quantitative analytic tools and graphic displays (e.g. tables, charts, and maps) in sociological arguments. This includes the ability to critique journalistic uses of descriptive statistics and displays.</li> <li>• Be aware of major sources of quantitative social data and the uses of such data in government, civil society, and industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Data</li> <li>• Variables</li> <li>• descriptive statistics</li> <li>• inferential statistics</li> <li>• statistical significance</li> <li>• central limit theorem</li> <li>• probability</li> <li>• generalizability</li> <li>• hypothesis testing</li> <li>• research and null hypothesis</li> <li>• p value</li> <li>• bivariate</li> <li>• multivariate</li> <li>• error</li> <li>• regression</li> <li>• correlation</li> <li>• statistical control</li> </ul>	3b 3c
393/ Martinez	<ul style="list-style-type: none"> <li>• Differentiate between descriptive and inferential statistics</li> <li>• Describe the concept of statistical significance</li> <li>• Assess the circumstances in which certain statistics should and should not be used</li> <li>• Use SPSS to make predictions about a population based on a sample</li> <li>• Demonstrate the relevance of statistical techniques to substantive issues in the social sciences</li> <li>• Alleviate math anxiety by using easily accessible language and examples</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	3b 3c
394/ Fields	<ul style="list-style-type: none"> <li>• recognize the traditional role of field methods in empirical social research</li> <li>• collect and analyze qualitative data systematically</li> <li>• conduct a qualitative</li> </ul>	<ul style="list-style-type: none"> <li>• feminism and feminist sociology</li> <li>• methods and methodology</li> <li>• qualitative methods</li> <li>• social construction</li> <li>• social interactions and conditions as mutually reinforcing</li> <li>• unintended consequences</li> </ul>	2 3b 3c 4



	<p>analysis of social ideas, institutions, and/or inequalities</p> <ul style="list-style-type: none"> <li>• recognize the demands and rewards of belonging to a diverse research community</li> <li>• explore and negotiate ethical and methodological challenges in field research</li> <li>• examine the relationship between qualitative research and systemic inequalities and injustice</li> </ul>		
500 (Class, Ethnicity, Gender)/ McCaughan	<ul style="list-style-type: none"> <li>• the dynamics of social class, ethnicity, and gender in a global context</li> <li>• the particular dynamics of class, ethnicity, and gender in Latin America and Latino communities in the U.S.</li> <li>• forms of resistance to the inequalities and injustices associated with class, ethnicity, and gender</li> <li>• the potential role of the arts in collective efforts to foster social change</li> <li>• the use of qualitative methods and visual sociology to document and understand the social dynamics of class, ethnicity, gender, and resistance</li> </ul>	<ul style="list-style-type: none"> <li>• Class, race, ethnicity, gender, and sexuality as social structures and as identities</li> <li>• Intersectionality</li> <li>• Capitalist world-economy</li> <li>• Colonialism</li> <li>• Imperialism</li> <li>• Hegemony/counterhegemony</li> <li>• Agency</li> <li>• Social movements</li> <li>• Cultural politics</li> <li>• Alternative ways of knowing</li> <li>• Qualitative methods</li> <li>• Visual sociology</li> </ul>	1, 2, 3 (partially), 4, 5
500 (Social Change [Art & SC])/ McCaughan	<ul style="list-style-type: none"> <li>• the relationship of art to processes of social change</li> <li>• art as a social process and product</li> <li>• art as a social phenomenon embedded in social structures of inequality</li> <li>• art as an expression of collective identity</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalism/commodification</li> <li>• Class, race, ethnicity, gender, and sexuality as social structures and as identities</li> <li>• Identity formation</li> <li>• Regimes of representation</li> <li>• Intersectionality</li> <li>• Hegemony/counterhegemony</li> <li>• Agency</li> <li>• Social movements</li> <li>• Cultural politics</li> <li>• Alternative ways of knowing</li> <li>• Qualitative methods</li> <li>• Visual sociology</li> </ul>	1, 2, 3 (partially), 4, 5

Appendix B  
Frequency with which Sociological Concepts were identified in core curriculum

<b>Sociological concepts in order of frequency</b>		
Concept	Frequency	Courses
Inequality/stratification	6	300, 370, 500
Qualitative sociology/methods	6	300, 392, 394, 500
Social construction	5	300, 394, 500
Feminism/women's perspectives	4	300, 371, 392, 394
Capitalism	4	300, 370, 371, 500
Quantitative methods	4	300, 392, 393
Race/racialization	4	300, 500
Sex/gender/gendering	4	300, 500
Intersectionality	4	300, 371, 500
Global inequality	3	300, 500
Interactionism	3	300, 392, 394
Agency	3	300, 500
Culture/cultural politics	3	300, 500
Social structure	3	300, 500
Hegemony/counterhegemony	3	371, 500
Colonization/colonialism	3	371, 500
Positivism	2	300, 370
Social facts	2	300, 370
Collective conscience/consciousness	2	300, 370
Sociological imagination	2	300
Industrialization/industrial capitalism	2	300, 370
Performativity	2	300, 371
Power	2	300, 370
Deduction/induction	2	370, 392
Unintended consequences	2	392, 393
Data	2	392, 393
Error	2	392, 393
Generalizability	2	392, 393
Hypothesis testing	2	392, 393
Probability	2	392, 393
Variables	2	392, 393
Imperialism	2	500
Social movements	2	500
Visual Sociology	2	500