

MULTICULTURAL STUDIES PROGRAM PROGRAM ASSESSMENT PROGRESS 2008

In the Division of Behavioral Sciences
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The Multicultural Studies Program is centered on the development of student awareness of the importance of social and cultural groups in contemporary and past human experience. The merging of three related disciplines: Anthropology, Geography, and Sociology, along with major contributions from other disciplines such as English, History, Political Science, Philosophy and Religion form the academic basis of the Multicultural Studies Program. Multicultural Studies comes out of and is grounded in the fields of Anthropology, Geography and Sociology, but is multifaceted, as evidenced by the number of disciplines that engage in multicultural research and the consistent themes that unify this area of research. These themes include theory generation and testing, appropriate formats for research and data collection, the socio-cultural, socio-psychological, and biological contextual bases of human behavior, and patterns and meaning in the variations across socio-demographic categories (such as gender, age, ethnic identity, and socio-cultural status).

Integration with the Marianist Mission

The primary goal of the Multicultural Studies Program is to provide students with the tools they need to provide leadership roles and competency in a complex multicultural world. This explicitly ties into the Marianist mission by educating students from a point of view which celebrates diversity and the openness of mind, which is critical to making a difference in the modern world and developing the true servant-leader. The Program works toward this goal by two specific techniques:

- 1) The material covered in anthropology, geography and sociology, both in readings and discussions, explicitly reflects the Marianist and Chaminade University goal of building collaborative learning communities from students of diverse backgrounds since the material is by definition cross-cultural and focuses on the diversity in human societies;
- 2) By virtue of being a multi-disciplinary program and thus explicitly incorporating the viewpoints and perspectives of our varying disciplines, we provide an intellectual model of cross-discipline understanding and synthesis for our students to follow, based on our role as mentors and role models in praxis both within and outside the classroom (in service learning, community service projects and faculty research projects for example).

Consistent with the Marianist education goal to foster community-based relationships and the application of service, the Multicultural Studies Program requires a senior research project. For most of our majors this consists of a structured internship project (usually within social services agencies and schools). This achieves several goals simultaneously:

- a) It sensitizes our students to the reality that the world outside the university is the real basis and goal of their education, and forces them to relate and apply the course material they have absorbed to the real world in which they operate;
- b) The senior research is based explicitly on student-generated research, based on their personal interests and career goals. It requires that they develop the research questions (hypothesis), collect the field data and analyze the results within the intellectual framework of their research questions. This exposes them to real-world issues of self-discipline, data collection, ethics, and focusing on goals;

- c) The Multicultural Studies faculty provide a role model for our students with our involvement in community activities that take advantage of our training and expertise. This models for the students the importance of praxis, of professional involvement in service, and the relationship of academic professionals and the larger community within the context of servant-leadership.

Behavioral Sciences Program Assessment Progress 5/08

Where is Behavioral Sciences in the Assessment Cycle?

We have integrated the comprehensive synthesis measures with the Senior Thesis. See the data analysis below.

Evidence is present in the integrated syllabi and course outcomes (along with measured outcomes in all introductory courses and selected upper division courses) which link directly into the assessment measure grid (8/07 report, see below).

We have been able to develop the video analysis within the framework of several courses (East Asian Societies, Native American Cultures) and it is quite effective for measures of application.

We are still working on an effective Exit Examination. We still have to find some way to acquire the ETS questions (sociology module), currently they are not available for review.

We have completed 2 cycles of the assessment process (less the exit examination) which we began in 9/05.

What evidence supports the progress?

The Senior Thesis data report is attached, along with the assessment rubric. All senior theses are on file (back to 1988) and available for review.

How has the program used the assessment evidence to make curriculum changes?

The Senior Thesis Assessment rubric supports the current curriculum.

Evidence is also available in the proposed redesign of the major proposed in 2006 (which was based in program assessment data), and modified for presentation to the Academic Council in 2008.

A number of courses have been modified (or are currently under modification) as a result of assessment feedback. This was done in 2004 for AN 357 (East Asian Societies) which was the amalgamation of AN 355 (Japanese Culture) and AN 356 (Chinese Culture). Currently we are modifying SO 302 (Theory in the Behavioral Sciences) into Theories of Group Behavior; SO 331 (Chinese in the U.S.) into Asian-American Experience; SO 405 (Social Movements) into Contemporary Social Issues in Hawai'i. These modified courses reflect the need to more closely align course content with program goals and reflect student needs as interests, especially as seen in the Senior Thesis.

The current version of the assessment tools (2007 revisions) appear to provide useful evidence both to support course outcomes and program goals. When integrated with the more useful course evaluation they provide a very good template for course modification to fit program need and student interest.

Analysis of Senior Theses 2003-2008

May 13, 2008

The following analysis was based on the rubric attached (after the analysis). The results are seen below: there were no significant variations based on year of completion given the small sample size.

The lowest means were related to cultural/ethnic diversity, which is skewed as a number of the senior theses, especially those examining a social services setting such as IHS (Institute of Human Services) were not explicitly examining ethnic identity as a factor. The low mean in large part is a reflection of the diversity of interests and research topics of the students rather than a lack of competency.

Senior thesis assessment will continue to be clustered on a yearly basis so that a large enough sample size can be generated to be effective for comparative purposes. The current scores indicate that the program is achieving the desired goals, especially when one remembers that these are student-driven research projects rather than in-class structured quantitative assessment measures.

Table 1. Program Goals Descriptive Statistics (11 variables)

	N	Minimum	Maximum	Mean	Std. Deviation
Competent understanding of theory	9	3.10	4.80	3.8500	.62948
Effective application of theoretical approach	9	3.10	4.75	4.1611	.47682
Exhibited the ability to synthesize the theoretical approach and apply it	9	3.30	5.00	4.3000	.52915
Exhibited an effective command of the subject area	9	3.20	5.00	3.9944	.83083
Exhibited the ability to acquire and apply research materials	9	3.20	5.00	4.3611	.56335
Exhibited ability to acquire and apply materials to hypothesis	9	4.00	5.00	4.5667	.31225
Exhibited ability to acquire and apply research materials appropriate to the theory	9	3.00	4.75	4.0389	.70035
Exhibited satisfactory level of understanding and application of scientific method and techniques	9	3.30	4.70	3.8278	.42508
Exhibited awareness of cultural/ethnic diversity in the research	9	3.00	5.00	3.4444	.75847
Exhibited awareness of the complex relationship between group and individual factors	9	3.75	5.00	4.7444	.45788
Exhibited awareness of own life experiences in relation to the group & research	9	4.20	5.00	4.8222	.26822
Valid N (listwise)	9				

Table 2. Professional Skills Descriptive Statistics (4 variables)

	N	Minimum	Maximum	Mean	Std. Deviation
Adequate documentation and citations	9	3.00	5.00	3.7056	.79704
Well-structured and organized	9	3.50	5.00	4.0889	.41966
Professional caliber of grammar and syntax	9	3.40	4.00	3.7056	.25304
Consistent application of discipline ethical guidelines	9	3.30	5.00	4.3444	.60231
Valid N (listwise)	9				

Table 3. University Goals and Expectations Descriptive Statistics (4 variables)

	N	Minimum	Maximum	Mean	Std. Deviation
Student is aware of cultural diversity	9	3.00	5.00	3.4889	.81769
Student is aware of ethnocentrism	9	3.00	5.00	3.6500	.78819
Exhibited ability to acquire and utilize material from multiple disciplines	9	3.20	4.50	3.8667	.40620
Exhibited understanding of Marianist values of community and service leadership	9	3.40	5.00	4.7611	.52427
Valid N (listwise)	9				

Multicultural Studies Program Assessment Process

In the Multicultural Studies Program, students will be assessed in a number of different formats depending on the outcomes to be measured.

For data/memory intensive areas such as terminology and concepts (outcomes 4 and 5 below) a series of multiple-choice questions will be developed for the Exit Examination to be conducted during the Senior Thesis course. Many of these questions will be based on those in use at other universities or by ETS in their sociology module.

For areas requiring comprehensive synthesis of program material, specifically theoretical or perspective based (outcomes 1 through 3 below), a combination of the exhibited proficiency in the Senior Thesis product, questions embedded in course examinations, student reactions to video/simulation scenarios and student analysis in the video 'fieldwork' essay section of the Exit Examination will all be combined.

Given the dynamic nature of the disciplines and their emphasis on analyzing human interaction, a major portion of the Exit Examination will be a simulated field situation. The student will be give several research questions to read over. They then will view a video. They must write an essay analysis of the video covering the research questions asked to exhibit their proficiency not only in understanding the material but also in their ability to apply it. Example questions for the video may include: "1. Analyze the characters, the interaction patterns or the issues from a sociological perspective."; "2. The society (Japanese) is noted for its social politeness and etiquette--how do you explain such major social problems such as cross-gender interaction as seen in this video 'Newlywed Fights'? What social dynamics and social values may be illustrated here that would help explain the fact that Japan has the lowest percentage of young adults getting married in the world?"

A major portion of the program assessment will continue to be the Senior Thesis, as we feel that this provides not only the best assessment of a student's progress in the program, but provides them with a viable product both for their personal and professional validation.

Program (Student) Outcomes	Applicable Courses	Course Outcomes	Assessment Measures/Tools
1. the ability to articulate the role of theory in Multicultural Studies from anthropology and sociology	AN 210, AN 360 [2] GE/ID 335 SO 302, So 4xx/4xx (Asian-Amer./Amer. Culture)	1. the major theoretical principles, controversies, and critiques in anthropology and sociology. 2. the role of anthropological and sociological theory in areas of social reality.	1. Questions embedded in course examinations. 2. Student application of theoretical approaches in course projects (GE/ID 335) 3. Student application of theoretical approaches and specified logic in Senior Thesis.
2. the reciprocal relationships between the individual and the group (ethnic or society)	AN 340, AN 350, AN 357, AN 360 [2] GE 204, GE/ID 335 [3] PSY 436 [4] GE/ID 335, PSY 436 SO 308, SO 311, SO 331 (old), SO 401, SO 4xx (Asian-Am), SO 3xx (CH in HI), SO	1. how to critique inequalities within and/or between social systems 2. the relevance of multicultural studies to contemporary public issues 3. the ability to explain how the self develops socially 4. how societal and social structural factors	1. Student analysis of video/simulations in reaction papers. 2. Student responses on essay section of exit exam (in Senior Thesis course).

	338, SO 312, SO 360, CJ 491, SO 495	influence individual behavior and the development of the self	
3. the ability to conduct and analyze research using appropriate methodology and data analysis from anthropology and sociology	SO 494, SO 498 [4] SO 317, SO 495	1. the ability to compare and contrast methods of social research 2. the ability to compare and contrast techniques for analyzing anthropological and sociological data 3. the ability to design and carry out a social research project 4. the ability to use the computer in the acquisition and analysis of anthropological and sociological information and data	1. Questions embedded in course examinations 2. Student response on essay section of exit exam (in Senior Thesis course).
4. anthropological and sociological concepts and appropriate use of the discipline terminology	SO 302, SO 317, SO 4xx (Asian-Am), SO 4xx (Amer), SO 495, SO 360, SO 401, SO 412 [2] AN 340, AN 350, AN 357, AN 360, all HI/POL courses (344, 405, 442, 444, 446, 450-453)	1. the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity 2. to describe cultural diversity in the United States and in the world	1. Multiple-choice section of exit exam (in Senior Thesis course). 2. Senior Thesis product.

<p>5. summarize basic knowledge, questions and issues in substantive areas of sociology and anthropology</p>	<p>SO 494, SO 498</p>	<ol style="list-style-type: none"> 1. ethical practices in conducting multicultural research. 2. to integrate and/or incorporate multiple authors, ideas and perspectives from anthropology and sociology 3. the methodological possibilities employed in anthropology and sociology 4. the ability to design and carry out a social research project 5. write a professional-level paper that conforms to the basic rules of English grammar, syntax, and spelling. 6. the paper will show an understanding of the appropriate format for citing source material. 7. apply the principles of academic honesty and professional ethics as defined in the Student Handbook and within 	<ol style="list-style-type: none"> 1. Multiple-choice section of exit exam (in Senior Thesis course). 2. Senior Thesis product.
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Degree Requirements

Pre-major requirements: AN200 (Cultural Anthropology) and SO200 (Introductory Sociology).

Foundation courses: AN/SO302 (Theory in the Behavioral Sciences).

Areas of Concentration:

1) Multicultural/International Studies (37 hours)

The following courses are required:

- Research Methods [3 cr]: SO 317 (Beh. Science Methods)
- Social Issues [9 cr]: **SO 3XX (Social Issues Hawai`i)**, SO 305 (Soc. of Religion), SO 308 (Social Problems), SO 320 (Deviance), SO 401 (Race-Ethnic Relations), SO 407 (Society Mental Disorders), SO 412 (Soc. of Sports) or **SO 4XX (American Culture)**
- Multicultural Experience [9 cr]: AN 340 (Peoples of Hawai`i), AN 350 (Cultures of Oceania), AN 357 (East Asian Societies), AN 360 (Nat. Amer. Cultures), GE/ID 335 (Sociocultural Aspects of Design), **GE/POL 4XX (Current Issues in the Pacific)**, **GE/POL 4XX (Current Issues in East Asia)** or **SO 4XX (Asian-American Experience)**
- Regional Histories: [6 cr]: Two courses focused on a particular region from the following: HI/POL 343 (HI/POL SE Asia), HI/POL 444 (HI/POL Modern SE Asia), HI/POL 442 (HI/POL Modern China), HI/POL 443 (Way of Tea), HI/POL 444 (HI/POL Modern Japan), HI/POL 452 (HI/POL Early Pacific), HI/POL 453 (HI/POL Modern Pacific) or RE 365 (Intro. Chinese Thought)
- External Realities [3 cr]: One course from outside the department from the following: EN 305 (Multicultural Lit), RE 250 (Haw. Religion), RE 355 (Buddhism), RE 360 (Ch'an Buddhism), RE 367 (Taoism), RE 368 (Confucianism), RE 478 (Psychology of T'ai Chi Ch'uan)
- Pre-Professional Course [3 cr]: PSY 4XX
- Senior Thesis [4 cr]: SO494 and SO498

Option: Hawaiian Studies emphasis within Multicultural/International Studies (40 hours) [Note that the increase in hours is due to the Hawaiian Language requirement]

- Research Methods [3 cr]: SO 317 (Beh. Science Methods)
- Culture and History of Hawai`i Emphasis [18 cr]: GE 204 (Landscapes of Hawai`i)
SO 3XX (Social Issues in Hawai`i)
GE/POL 4XX (Current Issues Pacific)
AN 340 (Peoples of Hawai`i)
HI/POL 450 (HI/POL Early Hawai`i)
HI/POL 451 (HI/POL Modern Hawai`i)
- **Hawaiian Language [6 cr]: HA 101-102
- Hawaiian Religion [3 cr]: RE 250
- Pacific Realities [3 cr]: One course from: AN 350 (Cultures of Oceania), EN 422 (Pacific Literature), HI/POL 452 (HI/POL Early Pacific) or HI/POL 453 (HI/POL Modern Pacific)
- Pre-Professional Course [3 cr]: PSY 4XX

Senior Thesis [4 cr]: SO 494 and SO 498

Model 4 Year Plan for Multicultural Studies Track (entering 2006-07)

<p>Fall Year 1</p> <p>CUH 100 (First Year Experience)</p> <p>EN 101 (Intro to Expository Writing)</p> <p>CS 103 (Computers and Applications)</p> <p>COM 101 (Intro to Communications)</p> <p>MA 103 or equivalent (College Algebra)</p> <p>AN 200 (Cultural Anthropology)</p>	<p>Spring Year 1</p> <p>EN 102 (Expository Writing)</p> <p>Religion (RE 103, 205 or 211)</p> <p>History (any 100-200 level course)</p> <p>Science (including lab)</p> <p>Philosophy (PH 100, 103 or 105)</p>
<p>Fall Year 2</p> <p>English Literature (EN 201, 255 or 256)</p> <p>Science (including lab)</p> <p>SO 200 (Intro to Sociology)</p> <p>Social Science (GE 102 or 103)</p> <p>Foreign Language recommended (1 year)</p>	<p>Spring Year 2</p> <p>Fine Arts (any 100-200 level course)</p> <p>Foreign Language (recommended)</p> <p>General electives</p>
<p>Fall Year 3</p> <p>AN/SO 302 (Theory in Beh. Sciences)</p> <p>Research module: CJ/PSY 315 (Statistics)</p> <p>Multicultural module (AN 340, AN 350 or AN 357)</p>	<p>Spring Year 3</p> <p>Social Institutions module (SO 305, SO 360 or SO 412)</p> <p>Social Issues module 2: SO 3XX (Social Issues Hawai'i)</p> <p>Social Issues module 1: SO 308 (Social Problems)</p>
<p>Fall Year 4</p> <p>Social Issues module 3: SO 320, SO 407 or SO 491</p>	<p>Spring Year 4</p> <p>Social Structure module 2: SO 4XX (American Culture)</p> <p>External Voices module: EN 305, HI 300-400 course from</p>

Social Structure module 1: SO 401 (Race Relations) Minorities module: AN 360 or SO 4XX Pre-Professional module: PSY 4XX Senior Thesis module 1: AN/SO 494 (Senior Research)	approved list Senior Thesis module 2: AN/ SO 498 (Senior Thesis)
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Areas of Concentration:

2) Sociology (37 hours):

The following courses are required:

- Research Methods [3 cr]: CJ/PSY 315 (Beh. Science Statistics)
SO 317: (Social Science Methods and Evaluation)
- Social Issues [9 cr]: SO 3XX (Social Issues Hawai'i)
SO308 (Social Problems)
SO320 (Deviance), SO 407 (Society Mental Disorders), or SO491 (Juvenile Deviancy)
- Social Structure [6 cr]: SO401 (Race-Ethnic Relations)
SO4XX (American Culture)
- Minorities [3 cr]: AN360 (Nat. Amer. Cultures) or SO4XX (Asian-American Experience)
- Social Institutions [3 cr]: SO305 (Soc. of Religion), SO360 (Soc. of Gender) or SO412 (Soc. of Sports)
- External Voices [3 cr]: One course from outside the department from the following: EN 305, HI/POL 344, HI/POL 405, HI/POL 442, HI/POL 444, HI/POL 446, HI/POL 451, HI/POL 453, PSY 436
- Pre-Professional Course [3 cr]: PSY 4XX
- Senior Thesis [4 cr]: AN/SO494 and AN/SO498

Model 4 Year Plan for Sociology Track (entering 2006-07)

Fall Year 1	Spring Year 1
CUH 100 (First Year Experience)	EN 102 (Expository Writing)
EN 101 (Intro to Expository Writing)	Religion (RE 103, 205 or 211)
CS 103 (Computers and Applications)	History (any 100-200 level course)
COM 101 (Intro to Communications)	Science (including lab)
MA 103 or equivalent (College Algebra)	Philosophy (PH 100, 103 or 105)
AN 200 (Cultural Anthropology)	

<p>Fall Year 2</p> <p>English Literature (EN 201, 255 or 256)</p> <p>Science (including lab)</p> <p>SO 200 (Intro to Sociology)</p> <p>Social Science (GE 102 or 103)</p> <p>Foreign Language recommended (1 year)</p>	<p>Spring Year 2</p> <p>Fine Arts (any 100-200 level course)</p> <p>Foreign Language (recommended)</p> <p>General electives</p>
<p>Fall Year 3</p> <p>AN/SO 302 (Theory in Beh. Sciences)</p> <p>Research module: CJ/PSY 315 (Statistics)</p> <p>Social Issues module 1: SO 308 (Social Problems)</p>	<p>Spring Year 3</p> <p>Research module: SO 317 (Methods)</p> <p>Social Institutions module (SO 305, SO 360 or SO 412)</p> <p>Social Issues module 2: SO 3XX (Social Issues Hawai`i)</p>
<p>Fall Year 4</p> <p>Social Issues module 3: SO 320, SO 407 or SO 491</p> <p>Social Structure module 1: SO 401 (Race Relations)</p> <p>Minorities module: AN 360 or SO 4XX</p> <p>Pre-Professional module: PSY 4XX</p> <p>Senior Thesis module 1: AN/SO 494 (Senior Research)</p>	<p>Spring Year 4</p> <p>Social Structure module 2: SO 4XX (American Culture)</p> <p>External Voices module: EN 305, HI 300-400 course from approved list)</p> <p>Senior Thesis module 2: AN/ SO 498 (Senior Thesis)</p>

APPENDIX I: COURSE SPECIFIC STUDENT OUTCOMES

AN 200: Cultural Anthropology

2. the reciprocal relationships between the individual and the group (ethnic or society):

- a. how to critique inequalities within and/or between social systems
- b. the relevance of multicultural studies to contemporary public issues

- c. the ability to explain how the self develops socially
- d. how societal and social structural factors influence individual behavior and the development of the self

4. anthropological and sociological concepts and appropriate use of the discipline terminology

a. the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity

b. to describe cultural diversity in the United States and in the world

5. summarize basic knowledge, questions and issues in substantive areas of sociology and anthropology

a. ethical practices in conducting multicultural research

b. to integrate and/or incorporate multiple authors, ideas and perspectives from anthropology and sociology

c. the methodological possibilities employed in anthropology and sociology

d. the ability to design and carry out a social research project

e. write a professional-level paper that conforms to the basic rules of English grammar, syntax, and spelling.

f. the paper will show an understanding of the appropriate format for citing source material.

g. apply the principles of academic honesty and professional ethics as defined in the Student Handbook and within the program.

AN 210: Archaeological Methods and Analysis

Course Competencies:

- 1) To demonstrate that they understand and can apply basic techniques of archaeological methods;
- 2) To demonstrate basic communication skills;
- 3) To demonstrate an understanding of the professional ethics and values in the field of archaeology;
- 4) To demonstrate an awareness of the diverse interest groups that impact archaeology;
- 5) To demonstrate an understanding of the issue of stewardship of the archaeological heritage and its implications;
- 6) To demonstrate an awareness of the social relevance and real-world problem solving possibilities in archaeology.

AN 340: Peoples of Hawai'i

This course meets the program goals: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

General Learning Outcomes:

AN 350: CULTURES OF OCEANIA

This course meets the following program goals for the Behavioral Sciences Program: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

General Learning Outcomes

AN 357: East Asian Societies

This course meets the program goals: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

General Learning Outcomes:

AN 360: Native North American Cultures

This course meets the following program goals for the Behavioral Sciences Program: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

General Learning Outcomes:

AN 494: Senior Thesis Research

See SO 494.

AN 498: Senior Thesis Writing

See SO 498.

Geography

Geography provides a synthesizing perspective towards the interrelationship of the human population and the planet. The goals of the geography courses are oriented towards emphasizing the relationship of people with the various landscapes they operate in: physical, perceptual, cultural and ritual. All the courses emphasize the following key aspects of the geographical way of thought:

1. the complex dialog between human cultures and nature;
2. how human-environment relationships are reflected on the physical landscape; and
3. complex ways in which the physical landscape shapes and modifies human behavior.

Specialty courses are offered that place these concepts within a regional framework. Students in behavioral sciences, business administration, communication, education, history, international studies and political science should consider courses in geography to complement their major field of study.

GE 204: Landscapes of Hawai'i

This course meets the following program goals for the Behavioral Sciences Program: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

General Learning Outcomes

- 1) To develop a greater awareness of the relevance of the geographical perspective;
- 2) To develop a greater sensitivity to the complex dynamics of human-environment interaction in the unique ecosystems of the Hawaiian islands;
- 3) To encourage a more sophisticated awareness of complex relationship between social and environmental needs in a small and isolated environment;
- 4) To directly address the Program goal of providing students with the tools they need to provide leadership roles and competency in a complex multicultural world, through understanding the perceptions and motivations of diverse ethnic groups and how they interact;
- 5) To directly address the Marianist goals of building collaborative learning communities and also integrating diverse viewpoints and values, through broadening your horizons as to the motivations and attitudes of individuals from cultural and ethnic backgrounds outside of your own experience.

GE/ID 335: Socio-Cultural Aspects of Design (Cross-listed as ID 335)

This course meets the following program goals for the Behavioral Sciences Program: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

General Learning Outcomes:

- 1) To increase the students understanding of how pervasive cultural aspects of design, especially spatial and symbolic, are in most societies, including contemporary American society;
- 2) To sensitize the student to the need to accommodate cultural logic in design decisions;
- 3) To develop a more comprehensive understanding of the basic logic underlying some geomantic systems and feng-shui principles and their application in design decisions;
- 4) To enhance the ability to “read” symbols and icons, both physical and spatial, and be able to interpret their meaning.

Sociology

SO200 Introductory Sociology

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 2) the diversity of peoples and cultures--other ways of seeing and understanding the world.

Course Learning Outcomes:

- to think critically about and analyze everyday life and social events from the sociological perspective;
- to know the major theoretical perspectives in sociology;
- to be able to do basic sociological research;
- to understand the social nature of the basic social institutions of society;
- to be able to apply social theory in their understandings of everyday life,
- to be able to demonstrate an understanding of cultural relativism in a culturally diverse society & world;
- to be able to explain, sociologically, major social issues, such as racism, sexism, etc., and
- to work collaboratively in small group tasks in order to explore and explain topical issues in social life.

SO302 Theory in the Behavioral Sciences

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes:

a knowledge of the major theorists and critical ideas in the behavioral sciences;

the ability to compare and contrast the major theoretical perspectives in the behavioral sciences;

the ability to apply these perspectives and specific theories to current social problems or everyday events;
the ability to develop critical and logical thinking to analyze events and processes.

SO305 Philosophy and Sociology of Religion

This course meets the program goals: 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes:

an understanding of the sociological and philosophical perspectives of religion;

an understanding of the seminal issues in these areas.

SO308 Social Problems

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes:

a knowledge of the social causes—the structural and sociocultural—of social problems;

a knowledge of the implications that social problems have for society, in general, and for individuals of the affected subgroups, in particular;

a knowledge of alternative solutions to the social problems studied in this course; and

the ability to articulate these problems in terms of all appropriate theoretical perspectives discussed in class.

SO311 Marriage and the Family

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes:

- an understanding and appreciation of the institutions of marriage and the family from a sociological perspective;
- the application of basic definitions, concepts, and theories to the understanding of the fundamental processes of marital and family life;
- the understanding of the ethnic diversity with respect to marriage patterns and family types, here in the U.S. and abroad;
- a knowledge of the conditions, both interpersonal and social that surround the changing patterns found in the marriage and family system;
- a knowledge of the role of interpersonal communication in significant other relationships;
- a knowledge of the causes, correlates, and consequences of family violence;
- a knowledge of the functions of marriage to the couple members; and
- the knowledge of the social and socio-psychological bases for competencies in the area of interpersonal and family relations.

SO320 Social Deviance

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes:

- a basic understanding of the nature of deviance from the sociological perspective;
- a familiarity with the different social theories;
- the ability to apply theory to the study of deviance and deviant behavior;
- a knowledge of the different types of deviant behavior;
- a knowledge of the socioeconomic and cultural correlates of deviance.

SO360 Sociology and Philosophy of Gender

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes:

- the differences and similarities between the concepts sex and gender;
- the meaning and reality of Gender: to what extent is Gender a cultural construct or a manifestation of some timeless and universal essence (biological/spiritual)?;
- the nature of: masculinity and femininity: definitions and measurements;
- religion; cosmology; mysticism;

sex and gender;

religion and the structures of gender (and gender differences/inequalities);

reflections: from feminisms to men's' movements;

patterns of oppression and domination based on sex or sexual life styles;

the nature and dynamics of patriarchy: inevitable? accidental? hormonal?;

the variations in rates of rape and sexual violence;

rape as masculine ideology: theories of heroic rape and rape cultures;

the reality of glass ceilings and escalators in employment structures;

the theories of mothering, male dominance, and capitalism;

an evaluation of the claim that her marriage is more detrimental than his?;

(Gilder's and Tiger's) crisis (and softening) of the American Male (in the midst of sexual equality)?;

the differences and similarities between the sexes (cognitive skills; psychological and biological traits;

emotional, affective and intellectual attributes; ways of making moral decisions, reasoning, etc.): real

or spurious; innate or learned; cross culturally and universally found?;

the relationships between hormones, genes, and behavioral patterns (from child rearing, to infidelity, abuse and overall aggression and violence);

sociobiological arguments: rape; sexual behavior and variations; sperm wars; etc.;

isomorphic and naturalistic sexual and gender realities (from selection, sex and rape among ducks,

chimpanzees, orangutans, and humans,...to altruistic ants, bees, etc.

SO401 Race and Ethnic Relations

This course measures the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes:

an overview of some of the major issues and controversies found in the classical and modern literature on RACE.

the historical development of the concept(s) of race, as well as the structures and processes of ethnicity, ethnic identity, prejudice, and minority-majority relations (focusing upon cross cultural systems of stratification and domination throughout history);

the explanation of human/group variations (such as intelligence or physical/athletic skills) by appealing to the factor of race.

SO412 Sociology of Sport

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior.

Course Learning Outcomes:

knowledge of the cross cultural and historical overview of sports;

the costs and advantages of competitive sports: how can competition be beneficial/detrimental to character development, especially in children?;

the structures of racism and sexism in sports;

the use of performance enhancement drugs; drug testing; privacy and (student) athletes;

the ideal role of the student-athlete and the reality of the situation;

the ethical issues in college recruitment and retention;

the real nature of the student athletic budget;

sport heroes as role models;

the violence in sports (both on and off the field/court; in and out of the pool, etc.);

the impact of commercialism on sports;

the reality of peak experiences, slumps, home court advantages, etc. in sports; and the pattern of athletic injuries.

SO491 Juvenile Deviancy and Juvenile Justice

(Cross-listed with CJ491 and offered by the Criminal Justice Program. For learning outcomes, see Criminal Justice.)

SO494 Senior Thesis Research

This course meets the program goal: 1) the scientific method and its application in the fields of anthropology and sociology.

Course Learning Outcomes:

the ability to formulate a research question or hypothesis;

a knowledge of the research process, from the conceptualization of the problem to the review of relevant literature to the specification of an appropriate research design;

the application of principles and best practices of social science research, from design to data collection and analysis.

SO498 Senior Thesis

This course meets the program goal: 1) the scientific method and its application in the fields of anthropology and sociology.

Course Learning Outcomes:

the ability to combine theory and research methods in a paper that (1) investigates an issue in the social and behavioral sciences, or (2) evaluates the efficacy of an organization.

ASSESSMENT CHECKLIST FOR SENIOR THESIS PAPERS

Student: _____

Points/Grade: _____

PROGRAM GOALS:

This Paper has exhibited the following (Lickert 1-5 scale from VU= very unsatisfactory to VS= very satisfactory):

1. A competent understanding of theory: (VU)1-----3-----5(VS)
2. Effective application of at one theoretical approach: (VU)1-----3-----5(VS)
3. Has exhibited the ability to synthesize the theoretical approach and effectively apply it to their research:
(VU)1-----3-----5(VS)
4. Has exhibited an effective command of the subject material and of key authors in that specific area:
(VU)1-----3-----5(VS)
5. Has exhibited the ability to acquire and apply research materials in appropriate fashion to the methodology: (VU)1-----3-----5(VS)
6. Has exhibited the ability to acquire and apply research materials in appropriate fashion to the hypothesis:
(VU)1-----3-----5(VS)
7. Has exhibited the ability to acquire and apply research materials in appropriate fashion to the theoretical approach: (VU)1-----3-----5(VS)
8. Has exhibited a satisfactory level of understanding and application of the scientific method and scientific techniques in their research: (VU)1-----3-----5(VS)
9. The student has exhibited awareness of cultural/ethnic diversity in their research (if relevant to their topic): (VU)1-----3-----5(VS)
10. The student has exhibited awareness of the complex relationship between social/group forces and individual perception and/or behavior: (VU)1-----3-----5(VS)

11. The student has exhibited an awareness of their own life experiences and how they relate to the group and affect both the collection and analysis of their research (postscript paper): (VU)1-----3-----5(VS)

PROFESSIONAL SKILLS

This Paper has exhibited the following (Lickert 1-5 scale from VU= very unsatisfactory to VS= very satisfactory):

1. Adequate documentation and citations: (VU)1-----3-----5(VS)
2. Well-structured and organized: (VU)1-----3-----5(VS)
3. Professional caliber of grammar and syntax: (VU)1-----3-----5(VS)
4. Consistent application of ethical guidelines suitable to their professional discipline (human subject, data collection/privacy, disclosure/protection of informants, plagiarism/appropriate citations, accurate reporting of data/field collection):
(VU)1-----3-----5(VS)

UNIVERSITY GOALS and EXPECTATIONS

This Paper has exhibited the following (Lickert 1-5 scale from VU= very unsatisfactory to VS= very satisfactory):

1. The student is aware of cultural diversity: (VU)1-----3-----5(VS)
2. The student is aware of ethnocentrism: (VU)1-----3-----5(VS)
3. The student has exhibited the ability to acquire and utilize material from multiple disciplines: (VU)1-----3-----5(VS)
4. The student has exhibited, either in the project chosen or in their research, an understanding of the Marianist values of community and service leadership:(VU)1-----3-----5(VS)