

BA Sociology and Anthropology

Assessment report

2010

The BA program in the Department of Sociology and Anthropology program earlier has had no assessment plan. In 2008-2009, after the hiring of a new department chair and subsequently the reorganization of the leadership of the undergraduate program, discussions were conducted in the department on how to improve many aspects of our program. Subsequently, a new program, including the creation of separate majors in Sociology and Anthropology, was presented and approved in 2008-2009. This first step also included the total reorganization of the department's undergraduate anthropology offerings; a similar reorganization of the undergraduate sociology offerings was approved in 2009-2010 (and was coordinated with parallel changes made to the MA in sociology). The conclusion to our work with developing the undergraduate program enabled us to commence work with a proper assessment plan that would evaluate the results of the new program, would satisfy the obligations we have towards the institution and would yield information that we could use as we continue to make adjustments to our undergraduate majors.

In fall 2009, Associate Professor Fred Roth was granted a one class reassignment of time to lead the department's efforts with developing an assessment plan for our undergraduate programs. The first draft of a comprehensive assessment plan was presented with our 2009 assessment report. Over spring 2010, we continued under Fred Roth's leadership with refining this plan and assessment activities were then scheduled for fall 2010, including a number of entry and exit tests that should yield interesting information from both introductory and upper level courses. Due to a number of factors, it turned out that running assessment activities was more complicated than developing them!

Firstly, the undergraduate program in the Department of Sociology and Anthropology consists of two majors within the same degree program. While two required seminars (Junior and Senior) are taught together and some elective classes are crosslisted between the majors, each major has its independent set of requirements, course offerings, and, largely, associated faculty. Thus, a comprehensive and meaningful assessment plan for the department's undergraduate program must consist of two parallel plans that while structured similarly, must address the particulars of each program. By August 2010, we had accomplished the development of such separate, but connected plans as well as developed tools to go through "test runs" in the fall term (please see the attachments).

Secondly, with the implementation of the university's new Core Curriculum, the department rather unexpectedly adopted a new and expanded role. While the department through its introductory courses, SOC 200 and ANT 201, has always contributed very significantly to the institution's general education program (the Marshall Plan), it turned out that few courses in spring 2010 were approved as CT courses. While SOC 200 and ANT 201 were both CT-ed (and additionally also recognized as "Multicultural" and "International"), we experienced a very significant pressure to offer a very large number of introductory level sections. In fact, at the end of add/drop week in August 2010, the Department of Sociology and Anthropology accounted for 53% of the total number of CT credits across the entire university taken by freshmen students. This pressure, of course, consumed some of the attention that the implementation of our assessment plan probably had deserved at the start of fall term 2010.

Thirdly, our assessment plan included the running of a number of entry and exit tests in different courses – including in our introductory courses where these tests also should yield information for the assessment of CT, MC and IN. Realizing how complicated it would be to tabulate the very large amount of information that would be gathered, Fred Roth discussed with Mary Beth Reynolds, Director of Academic Assessment, whether the department could get some kind of support for this task. Eventually, the department was referred to Dr. Shane Tomblin, Associate Professor in the Lewis College of Business, who agreed to have students in one of his classes do a service learning project that would develop an electronic matrix for the tabulations of the tests. On this background, entry tests were run in our introductory classes and a small number of upper level classes at the start of the term.

Similarly, exit tests were run in the same classes at the end of the 2010 fall term and, thus, a very large body of information has been created.

Number of students responding to entry and exit tests fall 2010:

Class	# of entry tests	# of exit tests
SOC 200	246	177
ANT 201	119	73
SOC 344	7	11
SOC 360	11	0

Our problem now is that we have yet to receive the result of the service learning project and, thus, we are unable to extract any relevant knowledge from the work done to be presented in this report. Furthermore the communication between Drs Roth and Tomblin has limited the service learning project to only work with the entry/exit test in SOC 200. It is right now unclear whether the tool developed will be "translatable" to be used also in our other classes (including ANT 201).

The unfortunate conclusion is that while we under some pressure indeed have carried out a significant number of assessment activities in fall 2010, we are currently unable to use the gathered information to assess the program and how well its students fulfill the established learning outcomes. As this report is being written, we are working on evaluating how we can secure that a similarly confused situation does not exist at the end of the spring 2011 term. In making such decisions, we will consult with Mary Beth Reynolds, Director of Academic Assessment.

As indicated above, our assessment work in spring 2010 was focused on getting the plans and tools ready for being used in the fall. Our only separate activity was Assessment Day, which attracted only a few majors from sociology, but a good number of majors from anthropology.

The discussions with anthropology majors on Assessment Day clearly indicated that:

- our majors are very enthusiastic about the reorganization of the anthropology major. They find the new program easy to understand and are very happy with the requirements as well as the flexibility it provides.
- our majors would like to have more electives in socio-cultural anthropology at the

advanced level (300 and 400 level). The department is trying its very best to meet this demand – however, our anthropology resources are desperately limited. With our limited resources we have though this year forwarded two more courses to be approved for regular delivery: ANT 365 Anthropology through Film and ANT/SOC 468 National Identity.

- our majors would like to have more classes with a focus on local/regional socio-cultural anthropology and archaeology. With our current resources, it is very unlikely that any of the faculty will be able to develop such classes.

Attachments with this report include:

- the assessment plan for the major in Sociology
- the assessment plan for the major in Anthropology
- the entry/exit tests for SOC 200
- the entry/exit tests for ANT 201
- the entry/exit tests for SOC 344
- the entry/exit tests for SOC 360

ASSESSMENT PLAN
FOR THE UNDERGRADUATE SOCIOLOGY
PROGRAM

DEPARTMENT OF SOCIOLOGY AND
ANTHROPOLOGY

MARSHALL UNIVERSITY

I. Department Mission Statement

According to Marshall University's Mission Statement (<http://www.marshall.edu/president/strategic/mission.asp>), the faculty charge is to support and actively contribute to the "preservation, discovery, synthesis, and dissemination of knowledge." The section of the statement most relevant to faculty involvement with students assigns to the professoriate the following responsibilities:

- a) to sustain an active student involvement in the learning process
- b) to develop the critical thinking skills necessary to an engaged citizenry
- c) through interaction and mentoring, to prepare students to better understand the world they occupy

The Department of Sociology and Anthropology wholeheartedly endorses the university's prescriptive and pledges to assure an instructional protocol designed to accomplish all these purposes. The undergraduate sociology curriculum is intended to provide an understanding of the interactions and workings of societies, their institutions, organizations and groups. Through an introduction to the basic concepts, theoretical perspectives and methodological approaches of the discipline, we seek to familiarize students with the sociological imagination, encouraging a deeper understanding of the relationships between personal experience (one's own and others) and the social world. Our courses are explicitly designed to acquaint students with diverse cultures and social structures and to emphasize the dynamics of power and inequality on local, national and global levels, as they operate through race, ethnicity, class, gender and sexuality. The wider goal, of course, is to provide opportunities for students to develop agency and a sense of social responsibility by critically engaging the social world outside the classroom.

The department emphasizes the active engagement of our students in sociological inquiry. Toward that end, many courses are designed to teach students the basis of theory construction and methodological processes. Our courses encourage students to make their own discoveries about human social experiences, and all seniors are required to synthesize and apply what they have learned in the completion of a faculty-mentored Senior Capstone course.

While the department's curriculum provides a strong foundation for graduate work in the discipline, our strength is in the development of strong critical and analytical skills which are essential for success in any chosen life course. In the tradition of a liberal arts education, the sociology curriculum hopes to promote in our students a sense of curiosity about the diverse ways humans create, transform and adapt to their surroundings and a self reflection and appreciation of perspectives and experiences outside their own. If successful, we will have done our part to create a public intellectualism, a citizenry that

maintains an attentive, constructive and articulate engagement with community issues and the social affairs of the day.

II. Assessment Plan: Program Goals/Outcomes

The architecture of a viable assessment plan rests on a general statement of program goals accompanied by specific outcomes that should clearly define what students are expected to accomplish as they proceed through the program. The Department of Sociology and Anthropology's assessment plan for its undergraduate sociology program (see addendum) consists of five program goals broadly outlined that are characteristic of sociology's historic traditions and are consistent with the university's mission.

A) Cultivating critical thinking and analysis

Evaluating the ability of our students to master such critical thinking will involve a determination of whether they have the capacity to identify the assumptions and limitations that underlie the various theoretical perspectives and methodological approaches typically employed in sociological research. Such mastery should also entail the ability to recognize the basis upon which sociological viewpoints are constructed and an appreciation for rival hypotheses. Moreover, when interpreting social science data and literature students should be able to indicate when generalizations are germane and when they are inappropriate.

B) Developing the capacity to think sociologically (cultivating the “sociological imagination”)

The “sociological imagination” defines the discipline's unique approach to knowledge of the social world and thus constitutes its very foundation. It is vital, therefore, that students be able to distinguish between sociology and the other social sciences as well as describe sociology's distinct contributions. Furthermore, students must come to apply the sociological imagination routinely; to “see” the intersection of history and biography and appreciate how “private troubles” are often precipitated by “public issues.” Finally, our majors should be able to explain how culture shapes our thoughts, feelings, and actions and that “who we are” is profoundly influenced by social processes and traditions we are sometimes only vaguely aware of.

C) Equipping students with the ability to apply sociological concepts/theory to an analysis of human agency and social structure

All social science disciplines have a theoretical core and sociology is no exception. To navigate the sociological literature, students must be able to distinguish between various theoretical orientations, appreciate how theory informs empirical research, and explain the historical and cultural contexts of theories' origins and evolution. In the process, certain basic concepts must be assimilated so that sociologists can communicate using a common vocabulary. Moreover, students should never lose sight of theoretical explanations for the role of the individual and how social interaction is crucial for the development of culture and structure but the formation of the self as well.

D) Equipping students with the methodological tools needed to gather and use data to study social life

No enterprise can be constructed without the use of the proper tools. If theory constitutes the foundation stones, the building blocks of the edifice are represented by empirical research and therefore, to carry the analogy one step further, the sociological craftsman must master edgers and trowels. The student must thus be able to formulate a research question, identify data specific to that question, and choose a method best suited to the investigation. The ability to apply various statistical principles and techniques should also be a part of the students' toolbox. A mastery of these tools will enable a skillful execution of one's own research and the ability to critically evaluate the research efforts of others.

E) Providing students with the opportunity to plan and implement original research demonstrating an integration of sociological thinking, theory and research methods

A novice working independently, deftly and with confidence, should be the culminating signature of any apprenticeship program. In most sociology courses, especially upper division and independent study courses, selecting a research topic, collecting data and reviewing the literature, and composing a manuscript that details findings and conclusions is a characteristic feature of the syllabus. It is during the Senior Capstone experience, however, that all the research skills that students have assimilated are brought to bear in an original project that includes the collection and analysis of primary or secondary data grounded in relevant theoretical and empirical literatures.

III. Assessment Plan: Course/Outcomes Matrix

The assessment of programmatic objectives commences with a linkage between the specified goals and the courses where the measurement of those goals will take place (see addendum). It should be noted that all sociology courses, to one extent or another, tend to pursue the stated departmental aims so that the matrix is essentially arbitrary. However, since those concentrating in sociology will all pass through certain courses, the template primarily features the department's course requirements; all other course offerings are collapsed under an "electives" category. The matrix, therefore, characterizes only the principal or major linkages between courses and goals. It is within the required courses that students' abilities can be most accurately captured.

For most of the objectives, student outcomes will be measured in more than one course permitting a conventional pre- and post-test model over some duration of time. Where that is not feasible and only a single course is linked to a specific outcome, several complementary measures administered at different points in time should assure a valid measure of student competency. Instead of attempting to measure all outcomes annually over a 4-year cycle, the department is inclined to stagger the measurement of different outcomes in a sequential fashion. Ultimately, in the near term, the departmental faculty will collaboratively design the various measurement instruments and establish benchmarks compatible with the department's objectives.

IV. Assessment Plan: Portfolio Requirement

An assessment of student capabilities typically involves measurement instruments that yield quantifiable sums (e.g., percentages, ratios, means, medians, etc.). Although useful as an aggregate gauge of capacity, such measurements usually ignore a visceral sense of how students actually conceive of the quality of their own educational experience. In order to measure the quality of the educational experience, the department will require each student, as part of the Senior Capstone, to submit a portfolio (see addendum) that will include:

- a)** at least one (1) paper taken from Soc. 360 (Sociological Perspectives) turned in upon completion of the course
- b)** the paper written for the Senior Capstone course submitted to the department prior to graduation
- c)** any sociology paper/assignment that the student considers the strongest work completed during his/her tenure

Each submission will be accompanied by a short essay that details its strengths and weaknesses in accordance with the departmental goals. Moreover, the essay should also include a brief statement describing how the paper might differ if it were to be revised in retrospect. Finally, for the paper that the student volunteered as his/her “best,” the essay should explain how and why the spirit of the “sociological imagination” became manifest.

All the portfolios will be reviewed and evaluated by the departmental faculty to determine whether or not the department is meeting its objectives.

Marshall University
Department of Sociology and Anthropology

Program Goals (Sociology)

The Sociology program at Marshall University seeks to develop each student's knowledge of and abilities in the following areas:

I. Cultivating critical thinking and analysis

The Sociology major should be able to:

- a) identify assumptions underlying theoretical arguments
- b) identify limitations of theoretical arguments
- c) identify assumptions underlying particular research methodologies
- d) identify limitations of particular research methodologies
- e) recognize alternative viewpoints on social scientific issues
- f) generalize appropriately or resist inappropriate generalizations across cultural groups and through historical time

II. Developing the capacity to think sociologically (cultivating the “sociological imagination”)

The Sociology major should be able to:

- a) describe the similarities and differences between sociology and the other social sciences
- b) describe how sociology contributes to understanding human experiences
- c) apply the sociological imagination - - the understanding of the intersection of biography and history within social structure
- d) apply sociological concepts and principles to individual experiences and the social world
- e) explain how personal and cultural values result from and affect social processes
- f) explain the degree to which values are historically and culturally situated
- g) explain the relationships between beliefs and behavior

III. Equipping students with the ability to apply sociological concepts/theory to an analysis of human agency and social structure

The Sociology major should be able to:

- a) describe how theory contributes to sociological knowledge
- b) compare and contrast major theoretical orientations
- c) explain how theories reflect and affect the historical and cultural contexts in which they developed
- d) identify major theories in selected substantive areas of sociology

- e) explain basic concepts such as culture, roles, norms, social structure, social institution, socialization, and stratification
- f) explain how the self develops sociologically
- g) explain how societal and structural factors influence individual behavior and the self's development
- h) explain how social interaction and the self influence society and social structure

IV. Equipping students with the methodological tools needed to gather and use data to study social life

The Sociology major should be able to:

- a) explain how empirical evidence contributes to sociological knowledge
- b) formulate empirical research questions
- c) identify materials, research, and data relevant to research questions
- d) identify major methodological approaches and describe the general role of methods in constructing sociological knowledge
- e) explain and apply basic statistical principles and techniques
- f) evaluate statistical information and analyses
- g) design and execute a research project
- h) critically assess the empirical research of others

V. Providing students with the opportunity to plan and implement original research demonstrating an integration of sociological thinking, theory and research methods

The Sociology major should be able to:

- a) summarize basic issues in an area
- b) compare and contrast theoretical orientations and middle-range theories in an area
- c) explain how sociology contributes to an understanding of the area
- d) summarize the current research in an area
- e) suggest specific policy implications of research and theories in an area
- f) describe the relationship between culture and structure
- g) describe how structure and culture vary across time and place and describe the effects of such variations
- h) explain how demographic and other social changes affect structures and individuals
- i) explain how social institutions affect each other
- j) explain the effects of social institutions and their interactions on individuals

Course/Outcomes Matrix

Department/Program: Sociology (The table links courses to specific goals. These linkages are to a considerable extent arbitrary since pursuance of most goals runs through all sociology courses. This table identifies major or primary

linkages. _____

Template

Program's Student Learning Outcomes The Marshall University Sociology program seeks to develop each students knowledge of and abilities in the following areas	Courses Offered in the Major					
	Intro. To Soc.	Soc. Research	Soc. Statistics.	Soc. Persps.	Senior Seminar	Electives
	Soc. 200	Soc. 344	Soc. 345	Soc. 360	Soc. 475	
1. Critical Thinking and Analysis The Soc. Major should be able to:						
identify assumptions underlying theoretical arguments				X	X	
identify limitations of theoretical arguments				X	X	
identify assumptions		X	X		X	

underlying particular research methodologies						
identify limitations of particular research methodologies		X	X		X	
recognize alternative viewpoints on social scientific issues				X	X	
generalize appropriately or resist inappropriate generalizations across groups and through historical time	X					

Course/Outcomes Matrix

Department/Program:

Sociology

Template

Program's Student Learning Outcomes	Courses Offered in the Major					
	Intro. To Soc.	Soc. Research	Soc. Statistics	Soc. Persps.	Senior Seminar	Electives
	Soc. 200	Soc. 344	Soc. 345	Soc. 360	Soc. 475	
2. Develops the capacity to think sociologically (cultivating the "sociological imagination") The Soc. Major should be able to:						
describe similarities and differences between sociology and other social sciences		X		X		
describe how sociology contributes to understanding human experiences				X		
apply the sociological imagination to an understanding of the intersection of	X	X			X	

biography and history within social structures						
apply sociological concepts and principles to individual experiences and the social world		X			X	
explain how personal and cultural values result from and affect social processes	X					
explain the degree to which values are historically and culturally situated	X					
explain the relationship between beliefs and behavior	X					

Course/Outcomes Matrix

Department/Program:

_____Sociology_____

Template

Program's Student Learning Outcomes	Courses Offered in the Major					
	Intro. To Soc.	Soc. Research	Soc. Statistics	Soc. Persps.	Senior Seminar	Electives
	Soc. 200	Soc. 344	Soc. 345	Soc. 360	Soc. 375	
<p>3. Equipping students with the ability to apply sociological concepts and theory to an analysis of human agency and social structure</p> <p>The Soc. Major should be able to:</p>						
describe how theory contributes to sociological knowledge				X		
compare and contrast major theoretical orientations				X		
explain how theories reflect and affect the historical and cultural context in which they developed				X		
describe major theories in selected				X	X	

substantive areas of sociology						
explain basic concepts such as culture, roles, norms, social structure, social institution, socialization, and stratification	X			X		
explain how the self develops sociologically	X					
explain how societal and structural factors influence individual behavior and the self's development	X					
explain how social interaction and the self influence society and social structure	X					

Course/Outcomes Matrix

Department/Program:

_____ Sociology _____

 Template

Program's Student Learning Outcomes	Courses Offered in the Major					
	Intro. To Soc.	Soc. Research	Soc. Statistics	Soc. Persps.	Senior Seminar	Electives
	Soc. 200	Soc. 344	Soc. 345	Soc. 360	Soc. 475	
4. Equipping students with methodological tools needed to gather and use data to study social life. The Soc. Major should be able to:						
explain how empirical evidence contributes to sociological knowledge		X	X		X	
formulate empirical research questions		X	X		X	
identify materials, research and data relevant to research questions		X			X	
identify major methodological approaches and describe the general role of methods in constructing sociological knowledge		X				

explain and apply basic statistical principles and techniques			X		X	
design and carry out a research project					X	
evaluate statistical information and analysis			X		X	
critically assess empirical research of others		X	X		X	

Course/Outcomes Matrix

Department/Program:

_____ Sociology _____

 Template

Program's Student Learning Outcomes 5. Providing students with the opportunity to plan and implement original research demonstrating the integration of sociological thinking, theory and research methods. The Soc. Major should be able to:	Courses Offered in the Major					
	Intro. To Soc.	Soc. Research	Soc. Statistics	Soc. Persps.	Senior Seminar	Electives
	Soc. 200	Soc. 344	Soc. 345	Soc. 360	Soc. 475	
summarize basic issues in an area					X	X
compare and contrast theoretical orientations and middle-range theories in an area					X	X
explain how sociology contributes to an understanding of an area					X	X
summarize current research in an area					X	X
Suggest specific policy implications of research and theories in an area					X	X
describe the relationship between culture and	X					

structure						
describe how culture and structure vary across time and place and describe the effect of such variation	X					
explain how demographic and other social change affect structures and the individual	X					
explain how social institutions affect each other explain the effects of social institutions and their interactions on individuals	X X					

Marshall University

Department of Sociology and Anthropology

Assessment: Portfolio Requirement

In addition to a standardized instrument administered intermittently and/or embedded within our curriculum which is designed to assess in quantitative terms how effectively the department cultivates a comprehensive knowledge of all things sociological we may want to augment such measures with a more qualitative methodology. Such an evaluation would take place as part of a Senior Capstone portfolio, asking students to assess how effective the department had been in accomplishing its goals. The evaluation portfolio would constitute 5-10% of the final grade and would be organized as follows:

Departmental Goals Summarized

- 1) development of the capacity to think sociologically (cultivating the “sociological imagination”)
- 2) equipping students with the ability to apply sociological concepts and theory to an understanding and analysis of human agency and social structure
- 3) equipping students with the tools needed to think methodologically about how to gather and use data to study social life
- 4) the cultivation and strengthening of critical thinking and analytical writing
- 5) providing students with the opportunity to plan and implement original research demonstrating an integration of sociological thinking, theory and research methodologies

As part of the Senior Capstone experience each student would be required to submit a portfolio that would include (the original assignment should accompany each submission):

- a) at least one (1) paper taken from Soc 360 (Sociological Perspectives) turned in upon completion of the course
- b) the paper written for the Senior Capstone course submitted to the department prior to graduation
- c) any sociology paper/assignment that demonstrates what the student considers the strongest sociological work completed during his/her major career

For each submission, the student would compose a short essay (500-1000 words) that attempts to analyze the strengths and weaknesses of the submission in relation to the departmental goals. The essay would also include how the work might be different if permitted to go back and do it all over again. For submission c (the “best”), the essay should also include a comment on how/why the sociological imagination “came alive” through the experience of doing the work.

The portfolios will be read and evaluated by sociology faculty to determine if we are meeting our curricular goals.



LIBERAL ARTS

Assessment Plan for the Anthropology Program at Marshall University v1 [06.10]

Purpose

The overall goal of this Assessment Plan is to enable the faculty of the Anthropology Program at Marshall University to evaluate their ability to effectively fulfill the program's stated mission and in so doing to identify and respond to areas of need. The Anthropology Program at Marshall University provides an undergraduate liberal arts curriculum leading to a Bachelor of Arts degree. In providing instruction to students as majors and non-majors, we assert that the perspective of the discipline of Anthropology serves and affirms the mission of Marshall University and the objectives of general education, particularly in educating "a citizenry capable of living and working effectively in a global environment" and who "appreciate and cultivate diversity."

Program Overview

Despite its relatively small size, the Anthropology Program at Marshall University incorporates a number of resources typically expected of much larger departments. These include an Archaeological Laboratory, where materials from the annual summer field school are stored and analyzed. The program also owns an extensive collection of ethnographic artifacts from all over the world. We are part of the work of the Oral History of Appalachia Collection, a vast oral history archive comprised of thousands of interviews conducted in Appalachia over the last 40 years. No other anthropology program in West Virginia has such resources, available for research to both students and faculty, in and out of state.

Anthropology is the systematic study of humans, their practices, and the myriad ways they experience these practices. Anthropologists study humanity in its diverse cultural, social, physical, and linguistic forms. As an academic discipline, anthropology bridges the humanities and social sciences in addressing fundamental questions having to do not only with how the human world works and how people negotiate their social and cultural realities but also with what it means to be human. Anthropology draws from pre-historical, historical, and contemporary cases and is distinct in addressing all levels of sociopolitical organization and subsistence strategies ranging from foraging bands and horticultural tribes to modern industrialized states and the globalized realities of the world today. Anthropology is, by its nature, interdisciplinary and international in both theory and practice.

Our program offers students from diverse backgrounds the opportunity to thoroughly and creatively explore the world and peoples around them. Anthropology classes stress the exchange of ideas and build strength in critical thinking, communication, and intellectual exploration. An anthropological perspective will become increasingly important in the 21st century. There is today a growing demand for sensitivity to the values, beliefs, and cultural structures of other groups that might be different from one's own. In all parts of society, people progressively need the ability to live, work, and appreciate diversity while simultaneously becoming more aware of the relations that connect various groups and the commonalities they share.

As reported by the American Anthropological Association and the Society for American Archaeology, demand for graduates with degrees in anthropology is high. Anthropology graduates work in many fields in which research on humans and their behavior is needed, including private corporations, nonprofit organizations, and government agencies. Anthropology majors commonly find employment in state and federal governments, non-governmental and other international aid organizations, education, business, human resources, social work, historical resource management/field-technicians in archaeology, and, increasingly, health care. Many anthropology majors continue to graduate school in such fields as anthropology, history, law, geography, and medicine.

Program Mission Statement

The Anthropology Program at Marshall University has a mission to provide students with an understanding of the nature and role of varied cultural forms throughout human history as well as the intellectual skills that can enable them to think critically about a similarly wide range of contemporary issues. A corollary of this primary element of our mission is our intent to help students see the relevance of anthropological theory and methods within different contexts as well as apply these approaches in their lives as individuals, members of families and local communities, and as creative citizens of different nations and the world.

We maintain that our mission is best fulfilled by a curriculum in which human cultural diversity is approached from the complementary perspectives of sociocultural anthropology, archaeological anthropology, physical anthropology, and linguistic anthropology. The program is designed to provide each major a solid and systematic foundation in the basic principles, theories, and techniques of analysis within these four disciplinary subfields. Since students majoring in anthropology vary in their interests and career goals, the curriculum allows for flexibility in developing individual courses of study, including opportunities for elective course offerings and independent study.

Majors who successfully complete the program will be able to understand and apply core anthropological concepts (such as culture, social organization and social structure, and adaptation), and formulate reasonable arguments and defensible positions on the fundamental questions addressed by the discipline at large – such as the past, present and future of human diversity and the evolutionary basis of human cultural and biological variation. Consistent with our mission, we stress the application of knowledge in each of these areas. Finally, because many areas of inquiry within the discipline are subject to ongoing investigation and debate, we prepare our majors to continue their own pursuit of anthropological and other forms of knowledge after they graduate and assume various roles in their communities.

The Major in Anthropology

To graduate with a major in anthropology, a student must take 39 credits of required **core classes** and electives as described below. The required core of the anthropology major consists of 24 credits (8 classes):

- ANT 201 Cultural Anthropology
- ANT 322 Archaeology
- ANT 331 Physical Anthropology
- ANT 478 Introduction to Sociolinguistics
- ANT 361 Ethnographic Methods

- ANT 391 Junior Seminar (a professional preparation course)
- ANT 491 Theory in Ethnology
- ANT 492 Anthropological Analysis (Capstone)

An additional minimum of 15 credits of electives must be chosen from classes with the ANT prefix; these electives must include a minimum of 3 credits archaeology and 3 credits socio-cultural anthropology. All classes numbered ANT 320-329 and ANT 420-429 count as archaeology. All classes numbered ANT 350-369, ANT 410-419 and ANT 450-469 count as socio-cultural anthropology. Classes with an area study focus (ANT 440-449) count as socio-cultural anthropology, except ANT 440 African Cultures, ANT 441 Oceania, and ANT 442 Native Americans, which each counts as 1½ credit archaeology and 1½ credit socio-cultural anthropology.

A student with a particular anthropological interest that can be best served by courses without the ANT prefix may suggest a coherent selection of up to 9 credits from such classes to be counted towards the major as electives. A plan for such a selection must be presented to and approved by the student's advisor and the department chair in the student's junior year or, for those students entering the program at the junior level, at a time stipulated by the chair.

Program Objectives

The primary objectives of the Anthropology Program are to provide learning opportunities that:

1. introduce students to the various theoretical perspectives of anthropology and historical development of the discipline as a social science
2. enable students to understand the interrelationships among the cultural, social, and biological bases of human behavior
3. help students achieve competence in understanding, critically assessing, and applying core anthropological concepts
4. equip students with a knowledge of research methods appropriate to the four fields of anthropology
5. provide students with the means to consider the nature and consequences for varied forms of discrimination and inequality and to explore social alternatives

Program Learning Outcomes

Anthropology majors successfully completing the program should be able to exhibit:

1. Fluency with major theoretical perspectives of anthropology and an understanding of the historical development of the discipline. Specifically, students should be able to demonstrate that they can:
 - a. define the four specialized fields within anthropology (archaeological biological, linguistic, and cultural anthropologies), and how these interrelate to provide a holistic, *bio-cultural* approach to understanding human differences and similarities
 - b. describe similarities and differences between anthropology and other sciences
 - c. explain how different anthropological theories reflect the historical and cultural contexts in which they develop

2. Understanding of the interrelationships among the social, cultural, and biological bases of human behavior. Specifically, students should be able to think holistically and comparatively in describing human diversity and thus demonstrate that they can:
 - a. utilize basic processes of theory formation in order to explore how various explanatory models have been developed, applied, and evaluated as part of a dynamic social science
 - b. describe significant cross-cultural *differences* in human behavior (in evolutionary and/or contemporary contexts) as well as account for those differences in terms of the interaction among cultural, societal, and biological factors
 - c. describe significant cross-cultural *similarities* in human behavior (in evolutionary and/or contemporary contexts) as well as account for those similarities in terms of the interaction among cultural, societal, and biological factors
3. Competence in critically assessing and using core anthropological concepts. Specifically, students should be able to demonstrate that they:
 - a. can define and explain core anthropological concepts
 - b. can apply core anthropological concepts to specific situations, thus indicating that they are able to:
 - (1) apply concepts to organize and make sense of what they find in particular cases
 - (2) use these cases to illustrate core anthropological concepts
 - (3) consider ways in which core anthropological concepts may be practically used to address contemporary problems
 - d. apply anthropological theory to practical problems and issues through taking a position and constructing an argument
4. Knowledge of research methods appropriate to the four fields of anthropology. Specifically, students should be able to demonstrate that they can:
 - a. identify, define, and give examples of various methods used in anthropological research of human groups past and present
 - b. recognize and interpret research methodology in the anthropological literature
 - c. describe potential ethical issues in the conduct of ethnographic and archaeological fieldwork
 - d. discuss potential ethical issues related to the analysis, presentation, and interpretation of data
 - e. carry out a research project (fieldwork, laboratory, library, or archive-based) in either sociocultural or archaeological anthropology, that includes:
 - (1) formulating and justifying a research question
 - (2) creating a research design
 - (3) collecting and analyzing data
 - (4) drafting a research report that effectively articulates original conclusions
 - (5) identifying a scholarly contribution through review of relevant literature

5. Recognition of the nature and consequences of varied forms of discrimination and inequality. Specifically, students should be able to demonstrate that they can:
 - a. reflect critically on his/her own cultural beliefs, the manner in which these are variously challenged or reinforced through cross-cultural comparison, and to develop and adapt these beliefs
 - b. define the circumstances that create and perpetuate prejudice and discrimination (e.g., racism, ethnocentrism, bigotry), and the multi-cultural, pluralistic alternatives which value a broad range of human behavior and adaptations to the challenges of everyday life
 - c. discuss the impact of inequality and race and/or gender on society and in the experience of individuals and groups

Assessment Methods and Schedule

The procedure for assessing achievement of program learning outcomes will utilize several formal methods. These consist of the following:

1. *Entrance Exam* [direct]. All students will take a comprehensive exam at the beginning of ANT 201: Cultural Anthropology, which is effectively the gateway course to the program. This exam will provide the starting point for assessment of substantive or content-related learning outcomes
2. *Exit Exam* [direct]. All senior majors will take a comprehensive exam as part of their completion of the required capstone course. This exam will provide a cumulative assessment of content-related learning outcomes begun with the Entrance Exam
3. *Individual Portfolio* [direct]. All majors will be required to assemble a portfolio composed of materials [*** regular or assessment specific work such as short essays and/or exams] from their work in [*** **a select set of program core and elective upper-level courses to be defined**]. These portfolios will be submitted during the capstone course in their senior year. In addition to providing a means of assessment in the program's achievement of its mission objectives through specific learning outcomes, the portfolio will provide a means of individualized feedback to students on the performance not only within particular courses but the program as a whole.
4. *Capstone Course* [direct; indirect]. All majors are required to take the capstone course (ANT 492: Anthropological Analysis) during their senior year, which is now scheduled every spring semester. The course provides a means for assessing the degree program in several ways. In addition, the course provides a unique experience for majors and presents them with a series of activities designed to enhance their knowledge and appreciation of anthropology. Together with our course in professional development (ANT 391: Junior Seminar), the capstone practically prepares them for entry into a relevant career or graduate program. During this course, students will:
 - a. Take the Exit Exam
 - b. Assemble, submit, and critically examine their Individual Portfolio
 - c. Interact with faculty in discussions centered on current issues, cutting-edge research, ethical dilemmas, and the application of contemporary anthropology to present-day concerns. Following these discussions, program majors will produce a reflective essay in conjunction

with their capstone report that is designed to demonstrate their proficiency in a number of the Learning Outcomes (most specifically ***). These essays will become part of the student's complete Individual Portfolio.

- d. Participate in focused interviews about their experiences during their degree program
5. *Annual Assessment Day Questionnaire and Focus Group Discussions* [indirect]. All majors will complete an anonymous questionnaire and participate in structured discussions about the program during the annual Assessment Day activities for the Department as a whole. A faculty member in the program will produce a written summary of these discussions.
6. *Alumni Survey* [indirect]. Anthropology alumni will be asked to complete a questionnaire that assesses the value of their education in the program in their current position. Ideally, this will be done with a given cohort at regular intervals from time of graduation.

Assessment Data Review and Feedback

Assessment data will be examined by [*** committee organization] together with the Anthropology faculty and summarized in a report provided [*** time period, audience]. [*** Responsible party] will identify areas in which the program is meeting its objectives as well as those areas that constitute weaknesses that will need to be addressed in specified ways.

A quantitative (provided, in part, through the Office of Assessment) and qualitative summary of assessment results will be used to:

1. identify, enhance, and celebrate program strengths
2. identify potential weaknesses that may be expressed in assessment instruments and/or student work that reflect problems in achieving learning outcomes
3. submit specific recommendations to rectify identified areas of weakness
4. provide further suggestions to improve the curriculum to better meet the changing needs of program majors
5. evaluate effectiveness of elements of the assessment plan with the aim of improving program evaluation
6. provide feedback to students on their individual and relative performance within the program as a whole in demonstrating their ability to achieve the learning outcome goals

Submitted for review by Brian A. Hoey, Associate Professor
Department of Sociology & Anthropology
Marshall University
02 June 2010

Assessment Measure

1. Student Number

What is your Student Number (901)?

1. What is your Student Number?

Assessment Measure

2. Default Section

1. Sociologists emphasize the notion that our thoughts, feelings and behaviors are largely determined by:

- a) our individual personalities
- b) our natural born instincts
- c) our biologically inherited genetic structure
- d) influences drawn from our experiences

2. The idea that the mass media represents the interests of elite groups in society would reflect a position consistent with _____ theory.

- a) exchange
- b) functionalist
- c) conflict
- d) symbolic interactionist

3. Sociologists would be least able to explain:

- a) the motivations of serial killers
- b) why men give their fiancé's diamond engagement rings
- c) why religious beliefs are so important to some residents of Appalachia
- d) the reasons American-style football is so popular in the U.S.

4. Sociologists who subscribe to the functionalist perspective see society as composed of various institutions each of which contribute to an integrated society. Such a theoretical orientation would have difficulty explaining:

- a) the persistence of traditional gender roles
- b) why prostitution is the "world's oldest profession"
- c) the anti-war and civil rights protest movements of the late 1960s
- d) the reasons why MU graduates keep coming back for Homecoming

Assessment Measure

5. John is conducting survey research for the Chrysler Corporation to find out if the population in Detroit prefers Chryslers or Toyotas. John drew his sample from the union membership lists of the Chrysler Corporation and concluded that people in Detroit overwhelmingly prefer Chryslers to Toyotas. Based on this information John's research will probably have a poor level of validity because:

- a) he chose an inappropriate research design
- b) he chose a biased sample
- c) marketing research is not as scientific as social science research
- d) Americans, by their nature, prefer American made products

6. Diane Scully and Joseph Marolla conducted structured interviews with convicted rapists in prison. They divided the interviews equally between themselves, utilizing the same questions and methods. The primary objective for dividing the group equally was to:

- a) assure representativeness of the sample
- b) improve the rapport with the respondents
- c) reduce the chance of interviewer bias
- d) minimize the effects of spuriousness

7. Every research method has its drawbacks. The method that includes a current researcher being unsure of the manner in which the data being used was gathered, its accuracy, and the training of the original researcher are problems most often associated with:

- a) secondary analysis
- b) participant observation
- c) laboratory experiments
- d) interviews

Assessment Measure

8. Which of the following research errors is less prone to being classified as fraud and more likely to be considered as simply sloppy work?

- a) analyzing the data incorrectly
- b) choosing a biased sample
- c) asking biased questions
- d) disregarding undesirable results

9. In a recent study conducted with Vietnam veterans, the evidence appears to support the idea that men who have higher levels of testosterone tend to be more aggressive and, as a consequence, have more problems. Based on this study, which statement is most accurate regarding the effects of nature and nurture on behavior?

- a) Nature is the dominant force in determining human behavior
- b) Nurture is the dominant force in determining human behavior
- c) Human behavior is the result of nature and nurture working together
- d) Neither nature nor nurture are responsible for determining human behavior

10. The explanation for poverty focusing on is based on the assumption that discrimination and changes in the job market are responsible for poverty.

- a) social interaction
- b) social structure
- c) political systems
- d) social process

11. Which of the following statements is/are accurate?

- a) most young Americans aged 18-24 are now living with their parents
- b) over the last 2 decades the earnings gap in the US between men and women has been stable
- c) women in the US earn approximately 50% of what men earn
- d) the percentage of workers who the US government classifies as "low-income" has decreased since 1980
- e) all the above are accurate

Assessment Measure

12. Which of the following statements is the most accurate?

- a) low-income families remain poor over several generations because they lack ambition
- b) the wealth of the world's three richest people equals the annual economic output of the world's 48 poorest countries
- c) approximately three-quarters of the population of less-developed countries live in rural areas
- d) most people in the countries of the world are living better today than they have in the past

13. All people desire material wealth and will seek to get ahead if provided the opportunity.

- True
- False

14. American shopping malls are packed with consumers on “Black Friday,” the day after Thanksgiving, and over the past half century shopping plazas have become a fixture in many American communities. America has become a nation of consumers primarily because:

- a) over the past 50 years Americans have acquired more discretionary income to spend
- b) corporate retailers like Wal-Mart have made consumerism more convenient by establishing one-stop shopping
- c) retailing is part of a growing service economy that has largely replaced manufacturing as the engine of economic growth
- d) the media relentlessly encourages Americans to buy products they don't need

15. Which of the following statements about women in the labor force is inaccurate?

- a) most married women are in the paid labor force
- b) most married women without children are in the paid labor force
- c) most married women with children under the age of 6 are in the paid labor force
- d) almost half of all women in the paid labor force work in either clerical or service type jobs
- e) less than half of all divorced women with children work in the paid labor force

16. According to social science research, which of the following is not a central cultural value in US society?

- a) equal opportunity
- b) science
- c) racism and superiority
- d) friendship

Assessment Measure

17. The language that is the native language of 20% of the world's population (more than any other language) is:

- a) English
- b) Chinese
- c) Spanish
- d) Arabic

18. More than any other country, people in the United States tend to believe that:

- a) many problems that we face in the U.S. are not found in other societies
- b) every person is unique and possesses special talents
- c) the most talented people usually rise to the top
- d) technology can never solve all our problems

19. At the dawn of the 20th century, when the author, Henry Adams said, "The American boy of 1854 stood nearer the year 1 than to the year 1900," he meant that:

- a) in 1900, time appeared to have accelerated and no longer seemed to be a factor in the 20th century
- b) in 1854, the average person would have felt more comfortable in ancient societies than modern ones
- c) in 1900, it would have been easier for youth to make their fortune than in earlier times
- d) in 1854, the 19th century seemed remote by previous standards of time

20. Despite relatively high divorce rates, most Americans still believe in romantic love; that it is expected for men and women to fall in love and get married. This is because romantic love as a basis for marriage

- a) is reinforced by cultural ideas
- b) is a more stable foundation for marriage than arranged marriages
- c) is an inherently more satisfying way for men and women to bond
- d) is the most natural way for men and women to bond

Assessment Measure

21. Since 1985, the percentage of students receiving a bachelor's degree in which of the following areas showed the greatest increase?

- a) engineering
- b) library and archival science
- c) philosophy
- d) pre-law
- e) communications

22. Which of the following identifies two of the most important components of culture?

- a) values and norms
- b) social change and social statics
- c) social structure and social function
- d) people and the natural environment

23. What is the term for a recognized social position that an individual occupies?

- a) prestige
- b) status
- c) social power
- d) role

24. A system by which a society ranks categories of people in a hierarchy is called:

- a) social inequality
- b) meritocracy
- c) social stratification
- d) social mobility

Assessment Measure

25. A national sample of adolescents in the United States was asked: “Whom do you trust?” The category of people receiving the greatest percentage of “yes” for an answer (83%) was:

- a) peers
- b) parents
- c) teachers
- d) friends
- e) media

26. When we enter an unfamiliar situation quite a bit of “reality” remains unclear in our minds. So we “present ourselves” in terms that suit the setting and our purposes hoping to guide what happens next, a process sociologists call:

- a) street smarts
- b) spin control
- c) a structured reality
- d) the social construction of reality

27. A young man proudly rides his new motorcycle up his friend’s driveway and boasts “Isn’t she a beauty?” The question has little to do with gender yet he uses the pronoun “she” rather than “he” or “it.” This illustrates the way men often attach a female pronoun in order to:

- a) convey sexual images
- b) establish the power of ownership
- c) express humorous intentions
- d) direct attention to masculine activities

28. A social group whose opinions and beliefs are important to the individual and which serves the source for evaluations and decision-making is called:

- a) a control group
- b) a reference group
- c) an externalized group
- d) an internalized group

Assessment Measure

29. At some point in a child's development he/she becomes aware not just of specific individuals but an entire universe of "others." George Herbert Mead employed the term to describe an individual's consciousness of the widespread cultural norms and values shared by us and others that we use as a point of reference in evaluating ourselves.

- a) looking glass self
- b) socialization
- c) significant other
- d) generalized other

30. Culture is best defined as

- a) the process by which members of a group encourage conformity to social norms
- b) the beliefs, values, behavior and material objects that constitute a people's way of life
- c) the practice of judging another society's norms
- d) a group of people who engage in interaction with one another on a continuous basis

31. The typical patterns of a group, such as its usual relationships between men and women, students and teachers or labor and management are referred to as:

- a) social solidarity
- b) the social imperative
- c) social institutions
- d) social structure

32. When Harry returned from a business meeting in Ho Chi Minh City, Vietnam, his wife asked him what he thought of the Vietnamese people. Harry replied, "They're primitive people who eat roast dog, drive wildly around on motor scooters, and talk very fast." Harry's reply best qualifies as an example of:

- a) cultural diffusion
- b) the relativist fallacy
- c) ethnocentrism
- d) the self-fulfilling prophecy

Assessment Measure

33. 10-12,000 years ago, settlements of several hundred people who used hand tools to cultivate plants and was family-centered came into existence. This form of social organization can best be thought of as:

- a) a hunting and gathering society
- b) a horticultural society
- c) a pastoral society
- d) an agrarian society

34. The product Spanish conquistadors found in the New World and took back to Europe that greatly affected the growth of the European population, especially the lower classes, was:

- a) gold
- b) tobacco
- c) the potato
- d) the coca plant

35. The key factor in explaining the origin and development of cities was the:

- a) development of a more efficient agriculture
- b) establishment of organized religion
- c) rise of government dedicated to the needs of people
- d) origin of large-scale warfare that required greater defense of the population

36. As the proportion of the elderly has increased in the United States their needs have stimulated the development of medical technologies to treat Alzheimer disease. This illustrates how:

- a) technology can transform existing technologies
- b) technology leads to social change
- c) social change inhibits technological development
- d) social change results in the development of technology

Assessment Measure

37. The nation that is evolving into the “back office of the world” with hundreds of international companies setting up telephone banks there for customer service is:

- a) Taiwan
- b) Singapore
- c) India
- d) Sri Lanka

38. As industrialization progressed and fewer people made their living from agriculture, formal education came to be seen as:

- a) a way to keep young children off the streets
- b) essential to the well-being of society
- c) a way to reward the motivation of individuals
- d) necessary to promote individualism in a society

39. Sunday morning between the hours of ten and eleven has been called “the most segregated hour in the United States.” The reason for this segregation is that people:

- a) tend to join churches connected to their race/ethnicity
- b) feel uncomfortable attending church with other racial and ethnic groups
- c) are denied membership in churches of other racial and ethnic groups
- d) are segregated by religion based on law

40. In the United States, what is the choice of a marriage partner most dependent upon?

- a) It is totally unpredictable because “love is blind”
- b) It is based on individuals engaging in a rational cost/benefit analysis
- c) It is highly influenced by pheromones
- d) It is influenced by age, education, class, race and religion

Anthropology Assessment

1. Default Section

* 1. What is your Student Number?

* 2. What is your year at Marshall?

Anthropology Assessment

2. Assessment

Please answer, to the best of your ability and knowledge, the thirty-three questions below. This quiz is for assessment purposes only and has absolutely no effect on your future and past performances in this class.

1. Anthropology differs from other social sciences in its:

- A. Emphasis on human biological evolution
- B. Holistic approach to the study of humankind
- C. Concern for social equality worldwide
- D. Focus on non-traditional societies

2. The idea that cultures must be understood on their own terms, not ours, is called:

- A. Cultural relativism
- B. Holism
- C. Evolutionism
- D. Ethnography

3. Ethnography involves a unique method of research called:

- A. Telephone surveys
- B. Questionnaires, mailed randomly to the target community
- C. Participant-observation
- D. Culture-informatic interviews

4. Kinship terminology always includes distinctions based on:

- A. Gender and lineality
- B. Gender and generation
- C. Generation and nucleality
- D. Gender and nucleality
- E. Generation and lineality

Anthropology Assessment

5. Anthropologists often use the term gender, which:

- A. Signifies the same as biological sex
- B. Is a term for the transformation of genes (and chromosomes) from one generation to the next
- C. Signifies the biological sex of a person younger than 18 and unable to vote
- D. Signifies the social construction of biological sex

6. The U.S.A. has achieved the most democratic political system today, the envy of the world; and we have a duty to export it wholesale to nations less fortunate than ours.

This statement reflects:

- A. Ethnocentric thinking
- B. Our altruistic national character as Americans
- C. Religious teachings advocated by Christian Fundamentalists
- D. A philosophy inherited from our Founding Fathers
- E. A national policy to promote world peace

7. Which of the following statements about the attempts to assign humans to discreet racial categories (purportedly) based on common ancestry is true ?

- A. They are culturally arbitrary, even though most people assume them to be based on biology
- B. They are based on global racial categories that vary very little among societies
- C. They are based on genotypic rather than phenotypic characteristics
- D. They are applied to endogamous breeding populations
- E. They are a recent phenomena brought on by globalization

8. A status is:

- A. The Latin word for a monument celebrating a dead person
- B. A person's position in a social structure
- C. The expectations to how a person should perform in society
- D. A person performing as an unidentified character in a play/movie
- E. An object carrying cultural meaning

Anthropology Assessment

9. Which of the following theoretical approaches stresses the interconnections between the different components of a cultural system ?

- A. Cultural materialism
- B. Interpretive anthropology
- C. Structuralism
- D. Functionalism
- E. Historical particularism

10. Among which groups is it most likely that neighbors plan an extensive role in social arrangements ?

- A. Foragers
- B. Horticulturalists
- C. Agriculturalists
- D. Pastoralists

11. Who of the following is most closely associated with pioneering new methods of ethnographic research ?

- A. Bronislaw Malinowski
- B. Margaret Mead
- C. Oscar Montelius
- D. Claude Levi-Strauss
- E. Edward Tylor

12. With the spread of industrialization, the existence of indigenous economies, ecologies, and populations has become threatened all over the world.

- A. True
- B. False

13. Humans have an innate capability for language, but language is learned.

- A. True
- B. False

Anthropology Assessment

14. The incest taboo is a cultural universal, but:

- A. Not all cultures have one
- B. Not all cultures define incest the same way
- C. Not all cultures know about incest
- D. Some cultures have replaced it with the levirate
- E. Some cultures practice gerontology anyway

15. A clan is a group of people who:

- A. Must wear a kilt and play a bagpipe
- B. Recognizes a common ancestor that can be presumed or mythical
- C. Must always marry within the group
- D. Recognizes a common ancestor that must be known as part of a person's kindred

16. Which of the following is most egalitarian ?

- A. A band
- B. A tribe
- C. A chiefdom
- D. A state

17. Most anthropologists have come to agree that human behavior:

- A. Is mostly determined by genetic inheritance
- B. Is usually automatic and instinctive
- C. Results from learning only
- D. Results for a combination of biology and culture

18. Globalization refers to:

- A. The political and economic domination of one nation over another
- B. The dependence of Second and Third World nations on First World nations
- C. The interdependence of nations in a world system linked economically, technically and socially
- D. The ability to sell products worldwide from one center
- E. The central position of the Earth in our solar system

Anthropology Assessment

19. The practice of marrying outside a particular group is called:

- A. Endogamy
- B. Monogamy
- C. Sororate
- D. Exogamy
- E. Hypergamy

20. An ethnographic study of the workplace:

- A. Is routinely performed by employees of the federal government of the United States
- B. Provides a close observation of workers and managers in their natural setting
- C. Provides evidence that economic factors are fundamental to understanding differential productivity
- D. Is not very useful because all workplaces are becoming increasingly homogeneous, compared to 20 years ago
- E. Is required by all organizations that want to become a non-profit, according to the American Anthropological Association

21. A woman with several husbands is practising:

- A. Polygyny
- B. Polyhusbandry
- C. Polyandry
- D. A good time !
- E. Multispousity

22. What is anthropology ?

- A. The exploration of human diversity in time and space
- B. The study of long-term physiological adaptation
- C. The study of the stages of social evolution
- D. The humanistic investigation of myths in nonindustrial societies
- E. The art of ethnography

Anthropology Assessment

23. A background in anthropology is a big asset in which of the following professional fields ?

- A. Business
- B. Medicine
- C. Civil service
- D. Academics
- E. All of the above

24. Archaeologists, since they deal with long-gone societies, are not subject to the same ethical standards required by ethnographers who study living communities.

- A. True
- B. False

25. What is the term for the physical destruction of ethnic groups (by murder, warfare, and introduced diseases) ?

- A. Sociocide
- B. Ethnocide
- C. Biocide
- D. Genocide
- E. Patricide

26. Creole is what we call a language that has developed from the mixing of two or more languages, but that has developed its own distinct grammar and is now recognized as a separate language.

- A. True
- B. False

27. The fact that women often have lower statuses than men in a society is more related to the perception of their contribution to the society than their actual role in the society.

- A. True
- B. False

Anthropology Assessment

28. When you pay taxes and the government spends your money, this is a circulation in society called:

- A. Redistribution
- B. Reciprocity
- C. Exchange
- D. Diffusion
- E. Exploitation

29. Anthropological research may help assess global issues such as population growth, environmental destruction, and technological change by providing a more cautious and analytical approach. This is because anthropology:

- A. Relies upon the concept of ethical relativism, and it can make major value judgements that other disciplines are incapable of handling or making
- B. Uses the holistic approach, and it has always been concerned with precisely those aspects of human interaction with the environment that are becoming widely recognized by scientists studying global changes in the environment
- C. Has been almost impulsive when studying cultural change and innovation, thus causing anthropologists to be very liberal and impetuous in their recommendations concerning changes in the relationship between human cultures and the physical environment
- D. Is the most unbiased social science which from its very inception combined all the 'four fields' covering every aspect of the human experience

30. Witch hunts are an example of how religion can be used to limit deviant social behaviour by instilling strong motivations to behave properly.

- A. True
- B. False

31. The term syncretism is most often applied to religions which borrow concepts and rituals from other belief systems. Which of the following would be an example of such a practise ?

- A. Christianity
- B. Islam
- C. Judaism
- D. Buddhism
- E. All of the above

Anthropology Assessment

32. Flexibility concerning marriage and sexual relations is likely to be greater in a society that is:

A. Patrilineal

B. Matrilineal

33. Paralanguage is:

A. The language people use when jumping with parachutes

B. Nonlinguistic and nonvocal aspects of communication (e.g., dress, movement)

C. Nonlinguistic vocalizations used in communication

D. A sign language used by the Para tribes in Paraguay

E. A 'parasitic language'; a language that has adopted the complete syntax of another language, but uses a separate phonology and morphology

1. Student Number

What is your Student Number (901)?

1. What is your Student Number?

2. Some questions

1. Which of the following is a false statement about the characteristics of high-quality sociological research?

- Once a sociological study is completed, findings and conclusions are considered final.
- Sociologists collect data that is observable to others.
- Sociological findings endure as long as they can be duplicated and as long as they can withstand reexamination.
- Sociologists do not let personal and subjective views about the topic influence the outcome of the research.

2. Sociological research is guided by

- methods unique to the discipline.
- a passion to change society.
- emotion and personal interest.
- the scientific method.

3. In science, researchers should maintain objectivity. This means they should

- stay away from topics in which they have a personal interest.
- not accept funding.
- clearly define the objects of their investigation.
- not let personal and subjective views about the topic influence the observations or outcome.

4. The plan for gathering data on the topic a researcher has chosen is known as the

- scientific method.
- hypothesis.
- research design.
- hidden curriculum.

5. Researchers that study letters undocumented workers have sent home to family members are studying

- traces.
- documents.
- territories.
- households.

6. Which of the following would be the best option to obtain a representative sample of students at your college?

- Ask students eating in the cafeteria at lunchtime to participate in an important study.
- At random, draw a list of students from the most recent college registrar's list.
- Stop people as they are walking to their cars in the parking lot and ask them to participate.
- Go to all the sociology classes and recruit students to participate in a project.

7. The U.S. census form, which is mailed out to every household every 10 years, is an example of

- an experiment.
- an observation.
- a self-administered questionnaire.
- secondary research.

8. When engaged in _____, researchers must be especially careful not to misinterpret or misrepresent what is happening.

- structured interviews
- unstructured interviews
- observation research
- survey research

9. For his book Coyotes: A Journey through the Secret World of America's Illegal Aliens, Ted Conover used _____ by choosing to live with his subjects.

- structured interviews
- self-administered questionnaires
- observation research
- survey research

10. An unintended effect resulting from the attention one receives from being the subject of the research is the

- Hawthorne effect.
- latent effect.
- special subject effect.
- experimental effect.

11. Researcher Kandi Stinson spent two years as a weight loss group member, “studying how women spoke about and understood losing weight.” Stinson used which one of the following methods?

- self-administered questionnaire
- nonparticipant observation
- participant observation
- secondary sources

12. The independent variable in the hypothesis “Retired populations have a higher suicide rate than employed populations” is

- employment status.
- suicide rate.
- retired populations.
- employed populations.

13. School officials announce that 90 percent of the student body support starting a football team. The sample consisted of 200 students who returned a survey that appeared in the campus newspaper. On the basis of this information, one could question the study with regard to

- reliability.
- generalizability.
- validity.
- the unit of analysis.

14. When a sample is randomly selected and almost everyone agrees to participate, the findings are considered

- reliable because the sample is representative.
- valid because the sample is not one of convenience.
- generalizable to the population from which the sample was drawn.
- operational because the research is basing findings in a representative sample.

15. Researchers choose to study nonrepresentative samples for all but which one of the following reasons.

- They are easy to study.
- When little is known about the members who make up the sample
- When those in the sample have special or unique characteristics
- When the experiences of those in the sample help to clarify important social issues

16. An independent variable explains a dependent variable when

- the dependent variable precedes the independent variable in time.
- the independent variable and the dependent variable remain uncorrelated.
- there is no evidence of a spurious correlation between the independent and dependent variables.
- the correlation coefficient between the independent and dependent variables is 0.05.

17. Sociologists view theory and research as

- interdependent.
- independent.
- separate but equal.
- unrelated.

18. Which one of the following is a false statement regarding inductive research approaches?

- Theory inspires research.
- Research inspires theory creation.
- Theory is used to interpret research findings.
- Theory comes before research.

19. Consider the answer possibilities listed below. Match one or more with the following scenario:

There is a positive correlation between ice cream sales and deaths due to drowning: the more ice cream sold, the more drownings and vice versa. The third variable at work here is season or temperature. Most drowning deaths occur during the warm days of summer—and that's the peak period for ice cream sales. There is no direct link between ice cream and drowning (Babbie 1995:70).

- Function
- Qualitative Research
- Participant observation
- Spurious correlation

20. Consider the answer possibilities listed below. Match one or more with the following scenario:

I gained access to the enterprise through a friend who was a manager in a local bank from which the enterprise borrowed commercial loans. Management and workers in both factories knew I was a graduate student writing a dissertation. I was a full-time assembly worker in the Hong Kong plant, visited workers' homes, and participated in their weekend activities. In Shenzhen, I observed and talked with workers and managers on the shop floor and the office, but management allowed me to work on the line only occasionally. I lived in factory dormitories together with other Hong Kong managerial staff, but I visited and interviewed workers in workers' dormitories. I also participated in both workers' and managers' gatherings after work" (Lee 1995:380).

- Function
- Qualitative Research
- Participant observation
- Spurious correlation

1. SOC 360 Sociological Perspectives Assessment

This is a brief instrument designed to assess critical thinking skills developed in the SOC 360 Sociological Perspectives class.

★ **1. Please enter your MU Identification Number to Continue**

★ **2. Studying strategic decisions by leaders at war by focusing on their diaries, other information regarding their ways of thinking, and an in-depth understanding of the contexts in which such decisions are made would best be exemplified by which of the following?**

social facts

verstehen

the conflict perspective

structuralism

★ **3. If Durkheim was correct in his assessment of the causes of egoistic and anomic forms of suicide, which American city would we expect to see have the highest rates of suicide on a consistent basis?**

Washington, D.C.

Atlanta, Georgia

Seattle, Washington

Las Vegas, Nevada

★ **4. Dependency theory suggests that the huge discrepancies in wealth and well-being among the world's societies is due to the deliberate effort on the part of the wealthier and more powerful societies to keep other areas underdeveloped and available as a source of cheap labor, cheap raw materials, and markets. This is most in with which of the following theoretical approaches?**

functionalism

critical theory

conflict theory

evolutionary theory

★ 5. Studying how belligerents in wartime undertake actions with consideration of their enemies' recent actions and a calculation of potential outcomes would most fruitfully be undertaken with which of the following perspectives?

- conflict
- critical
- symbolic interactionist
- rational choice/exchange

★ 6. A theorist using the conflict perspective would be MOST likely to focus on which of the following?

- body language and frequency of interruptions in conversations between men and women
- women's access to productive property in relation to that of men in a society
- how women are unrealistically portrayed in television and other popular media
- differences in how men and women construct separate realities in a given society

★ 7. If I were to ask you to do me a favor, the combination of TWO theoretical perspectives that would be the most effective in understanding why you would say yes, despite the fact that you are really too busy are:

- exchange and conflict
- functionalist and symbolic interactionist
- critical and symbolic interactionist
- conflict and functionalist

★ 8. The most important disagreement between the functionalist theorists Parsons and Merton was:

- their fundamental disagreement with the very usefulness of functionalist reasoning
- the level of social reality that functionalism could best understand
- the role of sociology as an academic discipline
- assumptions regarding the basic requirements of society and of human social life

★ **9. The most important issue on which Marx and Weber disagreed was:**

- jn Weber did not believe that modern capitalism had such a negative effect on human beings
- jn Weber was more likely to believe in the oppressive nature of modern governments
- jn Weber believed that modern rationality would lead to more enlightenment, and Marx disagreed
- jn Weber believed that stratification was more complicated than Marx had described

★ **10. Which of the following is the most fundamental difference between earlier (exemplified by Spencer) and more modern evolutionary theories (exemplified by Lenski) of societal development?**

- jn later theories have come closer to determining the single factor responsible for societal evolution
- jn later theories see that there are many more possible evolutionary paths than did earlier theories
- jn later theories are more likely to be used to justify inequalities and territorial expansion
- jn later theories are more likely to use organismic analogies

★ **11. Which of the following combination of perspectives would be the most likely to offer a negative assessment of the role of media in modern social life?**

- jn functional and conflict
- jn critical and postmodern
- jn postmodern and exchange
- jn conflict and symbolic interactionist

★ **12. Someone who is committed to the use of survey research is MOST probably associated with which of the following approaches to theorizing?**

- jn positivist
- jn interpretive
- jn critical
- jn constructionist

SOC360 Assessment

★ **13. A sociologist who believes that the goal of theory and research should be to bring about positive social change is MOST probably associated with which of the following approaches to theorizing?**

- jn positivist
- jn interpretive
- jn critical
- jn constructionist

★ **14. Tönnies was a German sociologist who was a contemporary of Weber and Simmel. He described the difference between Gemeinschaft societies, characterized by greater unity and similarities among people, and Gesellschaft societies, characterized by more anonymity and distance among people, with an emphasis on exchange relations. This distinction most closely resembles which of the following?**

- jn Simmel's distinction between subjective culture and objective culture
- jn Durkheim's distinction between mechanical and organic solidarity
- jn Spencer's distinction between military and industrial societies
- jn Marx's distinction between false consciousness and class consciousness

★ **15. "The world is far more fragmented than it has ever been, so we must reject the idea of theories and ideologies that attempt to explain too much about how the world operates." This best represents the point of view of which perspective?**

- jn conflict
- jn symbolic interactionist
- jn evolutionary
- jn postmodern

★ **16. Which two other social sciences disciplines have contributed the most to modern exchange theorizing in sociology?**

- jn psychology and political science
- jn anthropology and history
- jn psychology and economics
- jn economics and history

★ **17. Which of the following theorists has had the most lasting impact on the social, cultural, political, and historical contours of the modern world?**

- jn Weber, because he showed us the dangers of the universal process of rationalization.
- jn Marx, because of the social action that he inspired through his critique of modern capitalism.
- jn Durkheim, because of his analysis of the social conditions under which people kill themselves.
- jn Mead, because he showed us how individuals develop a social self in relation to others.

★ **18. Which of the following perspectives has had the MOST difficult time in adapting its assumptions to rapid social changes in the post-World War II world?**

- jn functionalism
- jn conflict
- jn critical
- jn postmodern

★ **19. Which of the following theorists was the most influenced by the historical and cultural setting in which he or she wrote?**

- jn Homans, in deriving basic exchange principles to understand human social behavior
- jn Durkheim, in theorizing about the different bases of solidarity in preindustrial and industrial societies
- jn Simmel in developing a scheme to understand both the content and the form of modern social life
- jn Blumberg, in examining the role that the control of economic production plays in historical relations of power and authority between men and women

★ **20. Sociological approaches to understanding the social world differ from pre-sociological and common sense approaches because they:**

- jn seek to establish universal truths in the form of causal laws.
- jn are usually more grounded in everyday reality.
- jn attempt to establish propositions that are more general.
- jn are not as concerned with empirical verification of propositions.

★ **21. Feminist theories in sociology are most compatible with which of the following pairs of theoretical perspectives?**

functionalist/evolutionary

interactionist/exchange

exchange/conflict

conflict/critical

★ **22. Mills' conception of the sociological imagination, which is based on understanding the social world in an interpretive way, based on the social and historical context in which the individual is located, is most in line with the approach of which of the following theorists?**

Weber

Durkheim

Spencer

Blau

★ **23. Which of the following is the most accurate statement regarding the role of theory in the larger scheme of sociological understanding of the social world?**

Theory in sociology is generally incompatible with statistical approaches to understanding society and social behavior.

Clearly-stated theoretical propositions are the starting point for inductive reasoning in sociology.

Clearly-stated theoretical propositions are the starting point for deductive reasoning in sociology.

Theory in sociology is usually too general and abstract to be useful in describing processes at the level of empirical reality.

★ **24. Durkheim's theory of suicide was an attempt to establish sociology as a legitimate discipline and set it apart from which of the following social sciences?**

political science

anthropology

psychology

economics

* **25. A sociologist who is interested in studying social movements by focusing on the tactics that movements use to achieve their goals in relation to government targets and counter-movements is most likely informed by which of the following theoretical perspectives?**

functionalist

conflict

symbolic interactionist

structuralist

* **26. A sociologist who is interested in understanding how bureaucratic organizations are structured in such a way that maximizes their efficiency and their effectiveness is most likely using which of the following theoretical perspectives?**

functionalist

conflict

symbolic interactionist

structuralist