Introductory Sociology Learning Outcomes

CENTER FOR
CURRICULUM
REDESIGN

About the Center for Curriculum Design

The Center for Curriculum Redesign (CCR) is a non-profit global organization dedicated to improving Education via answering the question, "***What* should students learn for the 21st century?**" CCR brings together international organizations, jurisdictions, academic institutions, corporations, and non-profit organizations including foundations. It focuses on both designing and propagating new curricula.

Project Team

Charles Fadel, Founder, Center for Curriculum Redesign

Charles Fadel is a global education thought leader and author, futurist, inventor, founder and chairman of Center for Curriculum Redesign, project director Harvard Graduate School of Education, member President's Council at Olin College of Engineering, education committee chair at BIAC/OECD, and co-author of "Artificial Intelligence in Education" (2019), "Four-Dimensional Education" (framework in 21 languages), and best-selling "21st Century Skills."

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Eve Howard has extensive experience in post-secondary curriculum design and development, and editorial and academic product management across the humanities, business, and STEM disciplines. Before her work with CCR, Eve was VP Editor-in-Chief for Cengage Learning.

Paul Thomas, Team Lead

Paul Thomas has spent the past 25 years developing research-driven curriculum for small startups, public corporations, and nonprofits. His work includes dozens of courses for virtual, blended, and traditional classroom contexts as well as textbooks. Paul began his career as a high school math and computer science teacher and holds degrees in Mathematics and Operations Research from George Mason University

Claude Cruz, Team Member

Claude Cruz is a systems architect and learning engineer. His diverse interests include personality theory, cognitive psychology, neuropsychology, and intelligence. He holds a double BS in Electrical and Biomedical Engineering from the University of Southern California and a joint MS in those same subjects from the University of Illinois at Champaign-Urbana.

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Introduction and Executive Summary

Project Goals and Definition of Learning Outcomes

Our goals are to benchmark and develop a set of faculty and discipline-association aligned and equity-centered learning outcomes for Introductory Sociology. For the purposes of this work, we define learning outcomes as **measurable student performance expectations based upon what the student learned in each core topic area**.

Project Approach

This work represents a codified process and scalable approach to developing faculty and discipline-association aligned learning outcomes that function as measurable instructional goals for faculty teaching these courses; domain associations endeavoring to codify essential undergraduate domain knowledge; courseware providers developing rich, interactive, and adaptive curriculum resources to support instruction and assessment in gateway courses; and students as consumers and earners of college credits to better understand the core knowledge and competencies they will gain by the completion of Introductory Sociology. Course curriculum is defined as the organizing principles, essential and factual content, and procedures that constitute the knowledge base of a domain. Quality curriculum includes structured learning activities that foster problem-solving and inquiry enabling students to both encode new knowledge based on prior knowledge and *transfer* new knowledge into additional contexts.

The Center for Curriculum Redesign (CCR) is a Boston-based international non-profit research and "education engineering" organization working with educators, researchers, organizations, associations and thought-leaders to define a 21st-century curriculum for students in K-12 and Higher Education. CCR was selected by the Bill and Melinda Gates Foundation to lead this demonstration project because:

1. Global reputation: CCR was founded by Chairman/CEO Charles Fadel in 2012 with the goal of reshaping the "What" of Education in the context of social and economic justice/equity, which are being amplified by new technologies (AI, Biotech, etc.) and planetary-wide problems (global warming, pandemic, etc.). CCR has extensive experience managing large-scale curriculum redesign and learning outcomes development projects for global organizations such as the Organization for Economic Cooperation and Development (OECD). Its organizational focus on K-12 and Higher Ed, using innovative approaches based on science- and evidence-based, precise, and diligent processes have led CCR to become the only strategic partner to the OECD's Education Directorate (PreK-20), with a decade-long relationship. CCR has a decade-long track record of developing equity-minded and social justice-centered policy recommendations, tools, resources, methodologies, and frameworks for making education more relevant for the 21st century and better prepare all students - particularly historically marginalized students - for life and work in a rapidly changing global economy.
2. CCR is *the* leading organization in Competencies - aka "21st Century Skills" and "Social-Emotional Learning" (SEL) - development, developing a sophisticated yet actionable competencies/sub-competencies framework to include 21st-century workforce skills - in addition to "Knowledge" and describes precise implementation at the instructor level, as well as formative assessments.
3. Equity is a centerpiece of this framework, as there are *explicit intersections* between the sub-competencies and elements of social justice.
4. Technology tools for deeper human analysis: CCR has made ongoing investments in technology tools to help synthesize and speed up the comprehension of deep structures in Knowledge and Competencies and their deployment to include analyzing the competency employment needs of industry. CCR's pre-authoring environment will help Courseware developers effectively develop a range of formative assessment types aligned to learning outcomes and access a robust equity-enabling *instructional strategies* database to incorporate key instructional tools into the curriculum to support faculty professional development for outcome-driven course design and delivery.

CCR combines a rigorous methodology which includes collection and analysis of multiple points of data as well as collaborations that encourage creativity to break down boundaries and highlight salient innovations for inclusion in a modern curriculum in the various disciplines.

Higher Education Gateway Courses

Each year, more than three million students enroll in roughly 20 general education courses in US higher education. According to research from the National Center for Academic Transformation (NCAT), just 25 courses generate roughly half of all student enrollments in community colleges and about a third of enrollments in four-year institutions. Successful completion of these courses is key to student progress toward a quality degree or credential. The Gardner Institute has identified these "gateway courses" as foundational, credit-bearing, lower-division courses, for which large numbers of students are at risk of failure, and thus stand as "gatekeepers" to degree completion.

For this project, the Center for Curriculum Redesign's charter is to undertake a demonstration project to define the measurable, specific learning outcomes for four key undergraduate gateway courses, and for which successful completion is critical for college success. These four courses are Introductory Statistics, General Chemistry, Introductory Psychology, and Introductory Sociology.

For this demonstration project, CCR focused on Introductory Sociology due to the following factors. Sociology:

- Presents compelling opportunities for complementary exemplars with potential to impact our focus students while also driving market innovation and setting a new standard for excellence in the market.
- Has high annual enrollments and high drop-fail-withdraw-incomplete (DFWI) rates (17-24% DFWI rate), making Introductory Sociology an excellent candidate for new, innovative, and more effective courseware. Targeting high enrollment courses also increases the potential to recruit sufficient populations of students from our priority populations to enable rigorous research design.

- Is widely offered as a general education requirement, and is often required for business, nursing, social work, and education majors.
- Has a strong tradition in the scholarship of teaching and learning. Faculty place relatively strong value on evidence-based teaching, providing a good testbed for validating assumptions about how courseware can best enable and support evidence-based teaching practices.
- Offers opportunities to test various content and technical approaches to improving student learning outcomes such as eliminating knowledge gaps and engaging students with real-world problems, while also allowing for opportunities to measure and assess shifts and improvements in content.
- Has synergies with exemplars of excellence in features and function of equity-centered courseware that addresses gaps in availability, curriculum alignment between learning outcomes, activities, and assessments.
- Is the premier discipline for developing students' understanding and knowledge of diversity, equity, and inclusion due to its content focus.

To advance the work, CCR worked with a team of experienced faculty currently teaching Introductory Sociology. Additionally, Equity experts in the field of Sociology were commissioned to guide the development of course learning outcomes, discipline core concepts, key missing topics, and profound examples to enliven the concepts and equity focus of the work.

The lead subject matter experts for the Sociology Learning Outcomes are Dr. Stephanie Medley-Rath and Dr. Andrea Hunt. Dr. Medley-Rath teaches Introductory Sociology at Indiana University Kokomo and is past-chair for the American Sociological Association's Section on Teaching and Learning in Sociology. Dr. Hunt teaches Introductory Sociology at the University of North Alabama along with a range of other courses with diversity, equity, and inclusion as the major focus, and one of the co-authors of *The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers and Online Learning*.

About General Sociology

The role of diversity, equity, and inclusion in everyday life and in professional decision-making continues to grow in importance for all citizens. The Introductory Sociology course may be selected by students to fulfill a general education requirement, co-requisite requirement, or as a prerequisite to a discipline specific-second course, or to simply explore and discover a prospective career interest. **It is our position that in present times, Introductory Sociology is needed by every student to be prepared for the 21ˢᵗ century workforce and for understanding the influences and forces that shape our lives every day.** This course should be an AP course as well as a recommended general education course. Advisors should understand this course is NOT a secondary course to take after Introductory Psychology but a primary course for today's world, for understanding diversity, equity, inclusion, and justice. Our work as follows is built upon the diligent and insightful work of others; most notably the American Sociological Association's report, *The Sociology Major in the Changing Landscape of Higher Education,* and the Social Science Research Council's "Measuring College Learning in Sociology" (referred to as the Sociological Literacy Framework or SLF).

Feedback

Please send any feedback on this document to HigherEdLOs@curriculumredesign.org.

Key Understandings

The following pages present tables of Learning Outcomes (LOs) logically grouped by Introductory Sociology anchoring topics rather than a linear sequence that suggests a single way to progress through the material in a classroom. The conceptual ideas in each topic are woven together with ideas in other topics; how intricately or loosely that is done depends on student preparedness and classroom environment (meeting schedule, class size, available technology, etc.). Topics are ordered in a way that makes sense, but the full list of LOs are not ordered in an exact sequence that must be perfectly followed. For example, the concept of intersectionality is not only a part of "Explain intersectionality using an example" where it will be introduced as fundamental for the general understanding of inequality that is in many subsequent LOs. A course developer could design a course that progresses through these topics in order, however it is quite reasonable to create other sequences that cover all the same Sociology Topics and LOs. That said, the course developer may want to review Table 2 to see our suggested order of LOs by topic. For example, a course developer could use Time on Task to determine an organizational structure. Time on Task is indicated for each LO in terms of More/Less, Primary/Secondary/Optional, and Spiral, which are described below.

Our work began with canvassing sociology curriculum recommendations from authoritative sources such as the discipline association sections and respected standards in the field. This search led to the American Sociological Association (ASA), the leading scholarly association and the Social Science Research Council (SSRC), an interdisciplinary organization of social scientists who use research to address societal issues. The ASA has adopted and endorsed the recommendations from the SSRC for Introductory Sociology and is referred to as the Sociology Literacy Framework (SLF). Further comparison was done with the content of best-selling academic textbooks such as Ferris and Stein, *The Real World*, 8th ed, 2022; OpenStax, *Introduction to Sociology*, 3rd ed, 2021; the ASA Report on the Major, and recommended "cutting edge" textbooks. The LOs were mapped to the textbooks to demonstrate how our curriculum maps to what many instructors are familiar with. After analyzing and documenting the concepts covered in these various curriculums, as well as tapping into our previous sociology work, our experts identified topics that were not adequately

represented in the LOs for both equity and modernity. To achieve our equity goals of ensuring that the Introductory Sociology LOs 1) reflect the diverse racial, ethnic, and socioeconomic make-up of today's higher education students, and 2) provide a culturally representative experience for all students, we specifically examined and, in many cases, reframed the learning outcomes using an equity and social justice lens. Examples of ways we reframed learning outcomes include ensuring that learning outcomes:

- Provide opportunities and examples for diverse students to connect what they are learning to their lived experiences.
- Integrate a range of diverse viewpoints that are sociologically sound.
- Incorporate stratification and intersectionality under the first Core Concept so that students understand that studying inequality is a major component of the discipline. Specifically, students should learn how race, gender, and class are socially constructed early in the course. In contrast, most introduction to sociology textbooks do not address intersectionality, race, gender, and social class until midway through the course.
- Include opportunities to highlight how the discipline has harmed through the exclusion of groups from the discipline and how the discipline has been used to justify discrimination and oppression through policy and the law. For example, contemporary cases of how research has been deliberately misrepresented to support political agendas that harm are identified as critical topics.
- Eliminate the focus on the "big three" perspectives (i.e., functionalism, conflict theory, and symbolic interactionism) to push the discipline towards incorporating contemporary understandings of concepts such as race, gender, and social class early in, and repeatedly through, the introductory course.

Since the goals of an education are both Expertise *AND* Transfer, our work has focused on paying deep attention to four facets, which need to be intertwined and "braided" together - during courseware development:

- Essential Content: These are the LO's, expanded to include the equity and modernization aspects discussed above.
- Core Concepts: They represent the epistemological lens that experts apply when looking at the world (see further description below).
- Equity, Diversity, Inclusion, and Justice: The core concepts, LOs, and critical examples teach students how to examine the most pressing social issues today and prepare them to live, work, and engage in a globalized society.
- Competencies: Life and work require the mastery of "21st Century Skills/Social-Emotional Learning," yet precious little is done in Education to insure their explicit identification and their learning - *deliberately*, *systematically*, *comprehensively*, *demonstrably*.

Our work provides this guidance to the course developer, by explicitly identifying the relevant competencies for Introductory Sociology in Table 1. The top two are indicated as "Core," the next two high-priority competencies are in dark green, medium-priority are in light green, and lower-priority (opportunistic) competencies are in gray.

Table 1. Competencies for the Social Sciences

Competencies

Discipline	Skills				Character						Meta-Learning	
	Creativity	Critical Thinking	Communication	Collaboration	Mindfulness	Curiosity	Courage	Resilience	Ethics	Leadership	Metacognition	Growth Mindset
Social sciences		Core									Core	

It is the *combination* of all these aspects - content, concepts, interdisciplinarity (examples), competencies, and pedagogy (including technology) - that not only reinforces knowledge creation but *ensures knowledge transfer*.

Core Concepts

Core Concepts are abstract principles that can be used to organize broad areas of knowledge for a given domain, make inferences within a domain, and solve a wide range of problems. Each Core Concept describes a lens that experts use to

see their domain and the world. Learning Outcomes convey what students will learn, while Core Concepts describe the "so what."

The set of Core Concepts creates a scaffold that helps students develop meaningful connections which lead to deeper real-world understanding and more robust ability to solve problems. They are an essential piece to Transfer.

Definition of Core and Stretch LOs

LOs are presented in two columns labeled "Core" and "Stretch."

The primary use case for Core learning outcomes is to support a one-semester, introductory college course in sociology. For many students, this sociology course may be their only course of study in the domain.

Stretch learning outcomes incorporate more advanced skills from Bloom's Taxonomy and are appropriate for sociology majors and can be included in Introductory Sociology courses that provide the foundation for further study in sociology. Few students who enroll in Introductory Sociology are majors at the time of enrollment. Therefore, there are only a few stretch learning outcomes.

The table column "Time on Task" gives general guidance about the priority and time commitment at the Core level (legend below).

A = priority, substantial part of the class period

B = priority, notable amount of time in the class period

C = cover, doesn't take notable time

D1 = optional coverage, but it will take a notable amount of time

D2 = optional coverage, won't take much time

Spiral = not a once-and-done concept, needs revisiting at various other points in the curriculum

Relative Priority and Time Coverage Guidelines help instructors decide what to cover in the likely event that they do not have enough time to cover everything. These designations can also help instructors identify what they need to cover in a class lecture or instructional activity, versus what students could be left to learn about on their own through assigned reading or skipped altogether.

Optional LOs (D1 and D2) take some of the Priority LOs to greater depth or may be more relevant depending on student interests and career goals.

Spiral LOs are those LOs that are foundational and should be referenced repeatedly throughout the course. There are 14 Spiral LOs.

Prerequisites

There are no prerequisites for Introductory Sociology.

Critical Topics/Examples

Subject matter experts and reviewers provided critical topics/examples. Topics were gleaned from the Sociological Literacy Framework, existing textbooks, and expert knowledge as to what is often taught in this course. New topics

were introduced to modernize the course and incorporate an equity approach. As such, topics were intentionally included that center Black, Indigenous, Latino/a/x, and socioeconomic diversity. Modernization topics center equity and introduce topics related to technology. Reviewers provided useful feedback to strengthen these topics. Critical Topics/Examples are labeled as General (i.e., Gen); diversity, equity, inclusion (i.e., DEI); and Modernization (i.e., Mod). Examples are only listed once in each cell. Many DEI topics are also Modernization topics, but they are only listed as DEI.

Introductory Sociology Learning Outcomes
The LOs described in this document are also in a spreadsheet available at: https://curriculumredesign.org/wp-content/uploads/CCR-LOs-Intro-Sociology-Protected.xlsx

Introductory Sociology Learning Outcomes

TOPIC 1: Social life is a result of interaction.

Social phenomena emerge from the interaction between groups and individuals with unequal power, thus human behavior and thinking are socially patterned and socially constructed.

Core Concepts: Sociological Eye, Stratification

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A Spiral	Explain what the sociological perspective is.		**Gen:** Sociological perspective DEI: Mod:
D2	Distinguish sociology from other sciences and social sciences.		**Gen:** Sociological perspective; Other sciences; Other social sciences (Anthropology, History, Communications, Psychology, Economics, Criminal Justice); Highlight how sociology is distinct from sociology DEI: Mod:
A Spiral	Describe the sociological imagination.	Summarize the major tenets of the sociological imagination.	**Gen:** Sociological Imagination; C. Wright Mills; the use of the sociological imagination for understanding social problems **DEI:** Police brutality (Is the disproportionate police killings of Black men and women a case of a few bad apples or is the tree rotten?) Mod:

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A	Use examples to distinguish personal troubles from public issues.		**Gen:** Sociological Imagination; Personal troubles vs. public issues **DEI:** Sexual harassment, mass incarceration **Mod:** Cybersecurity
A	Explain how personal biography and social history are interconnected.		**Gen:** Sociological Imagination; Biography and history DEI: Mod:
B	Compare the major contributions of key thinkers in early sociology.		**Gen:** Scientific nature of sociology; Theory; Karl Marx's explanation of economic inequality under capitalism; George Herbert Mead's theory of the development of the self; Émile Durkheim's ideas on social forces, deviance, and sacred/profane; Max Weber's description of bureaucracies, Verstehen; how early sociologists understood social class stratification; how early sociologists (Jane Addams, W. E. B. Du Bois, and Ida B. Wells) merged activism with sociology **DEI:** W. E. B. Du Bois' concept of double consciousness Mod:

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
C	Describe how sociology has marginalized women and sociologists of color and has promoted harmful ideas.	Examine how sociology has marginalized women and sociologists of color and has promoted harmful ideas.	Gen: **DEI:** Historicizing sociology (excluding white women and men and women of color; Examples - Harriet Martineau, Jane Addams, Anna Julia Cooper); How sociology has harmed (Example: functionalism, White as a reference group); Decolonization **Mod:** ASA's recent advocacy efforts
A Spiral	Use examples to explain the meaning of the social construction of reality.		**Gen:** Social construction of reality; Social construct DEI: **Mod:** Example: how climate change is socially constructed as natural v. human-caused; reasons for worker shortages post-Covid 19 restrictions
D2	Relate the Thomas Theorem to self-fulfilling prophecy.		**Gen:** Thomas Theorem; Self-fulfilling Prophecy; Cultural hegemony **DEI:** Police brutality **Mod:** Artificial intelligence and machine learning

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
B	Describe impression management.		**Gen:** Dramaturgy, Impression management, Front Stage, Back stage, Stigma **DEI:** Resume audit studies using Black-sounding and White-sounding names **Mod:** Online impression management: the different ways we do impression management on different social media platforms (for different audiences)
A Spiral	Describe how race, class, and gender structure social life.	Examine how race, class, and gender structure social life.	Gen: **DEI:** Inequality; Race; Social class and Socioeconomic status; Gender; Intersectionality; Differences between White and Black middle class (Examples: differences in household wealth, differences in the direction of economic help - parent to adult child in White households and adult children to parents in Black households) Mod:

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A	Explain intersectionality using an example.		Gen: **DEI:** Inequality; Kimberlé Crenshaw's concept of intersectionality; Patricia Hill Collins' concept of matrix of domination; #SayHerName; Impact of Covid-19 on Filipina healthcare workers; Student loan debt and race; Poor People's Campaign; Black feminist sociology (Patricia Hill Collins' work) Mod:
A	Contrast how the meanings of race and ethnicity vary historically and cross-culturally.		Gen: **DEI:** Racialization of immigrants; Whether Middle Eastern North African (MENA) should be a category on the US Census; the addition of selecting multiple racial categories on the US Census; how racial and ethnic categories used in the US tend to homogenize groups that have different cultures and different experiences (e.g., Asian American, Native American); how the social construction of racial categories are linked to power; how changing US Census definitions of race reflect and contribute to how racial categories are socially constructed Mod:

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A	Contrast how the meanings of gender, sex, and sexuality vary historically and cross-culturally.		**Gen:** Gender categorization; Sociological explanations of Gender; Limits of biological explanations of gender; How gender, sex, and sexuality are socially constructed; Gender binary; Nonbinary; Sex categorization; Transgender; Cisgender; Sexual identity (asexual, bisexual, homosexual, heterosexual) **DEI:** X Gender on U.S. passports and some state drivers' licenses; U.S. Census measures of sexual identity (House Pulse Survey); Legislation criminalizing gender-affirming care; Pronouns **Mod:** School computers that block content about LGBTQ

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A	Describe how sociologists and the US government measures social class categories.		**Gen:** Socioeconomic status (Education, Occupation, Income); Social class categories (lower class, lower-middle class, middle class, upper-middle class, upper class, elite-upper class); Poverty (relative and absolute); Wealth; Income; Lifestyle **DEI:** Racial wealth gap; Reparations; Income/wealth gap among Asian American subpopulations; Gender wage gap; Declining middle class; rise of the elite-upper class; Increasing wealth gap; Federal definition of poverty historically linked to U.S. Department of Agriculture; compare U.S. federal poverty line to other ways of government's measuring poverty (i.e., half the median income); Compare to European countries or other global regions Mod:
B	Outline the core concepts for sociology.		**Gen:** The sociological eye; Sociological skills; Culture; Socialization and identity; Social structure; Power and social control; Stratification (inequality); Social change and social reproduction DEI: Mod:

TOPIC 2: Sociological skills help us understand social life.

Sociologists use scientific methods and thinking to study social life; thus, sociology is distinct from common sense.

Core Concepts: Sociological Skills

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A Spiral	Outline how sociology is scientific and distinct from common sense.		**Gen:** Scientific nature of sociology; Common sense; introduce early positivist origins of sociology and then the research methods discussion of the last 50 years about research positionality, feminist research methods, research ethics, and challenges to positivism. DEI: Mod:
B	Explain the difference between qualitative and quantitative research methods.	Explain the difference between qualitative, quantitative, and mixed methods.	**Gen:** Scientific nature of sociology; Qualitative methods and data; Quantitative methods and data; Random samples; Convenience samples; Independent variables; Dependent variables; Generalizability **DEI:** How Asian Americans and Indigenous people are often statistically erased due to insufficient sampling of these populations; Mixed methods (Example: Desmond's Evicted); Researcher's standpoint when studying diverse people **Mod:** Big data; Datafication; GIS; Data visualization

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
C	Distinguish between correlation and causation.		**Gen:** Scientific nature of sociology; Correlation; Causation (Example: social media effects) **DEI:** **Mod:** Social media effects (correlation or causation?)
D1	Use an example to explain how the interpretation of research findings is connected to how variables are defined.		**Gen:** Scientific nature of sociology; Conceptualization, Operationalization **DEI:** How racism, not race contributes to differential outcomes among racial groups as an example of conceptualization and operationalization **Mod:**
C	Contrast different research methods used by sociologists.		**Gen:** Scientific nature of sociology; Surveys; Observation; Ethnography; Experiments; Audit Studies; Secondary Data Analysis; In-depth Interviews; Strengths and weaknesses of various research methods, including bias; The types of information different methods of data collection can reveal; How different research questions require different methods of data collection; How theory is connected to the kinds of questions sociologists ask and the methods sociologists use; Digital divide in who can participate in research if it is dependent on the internet; Big data; Online surveys; Netnography **DEI:** Digital divide in who can participate in research if it is dependent on the internet **Mod:** Big data; Online surveys; Netnography

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A	Use an example to illustrate the importance of research ethics.	Summarize the importance of research ethics using multiple examples.	**Gen:** Scientific nature of sociology; Research ethics; Confidentiality; Informed consent; Institutional Review Board; Historical cases of ethical issues (Tuskegee Experiment, Tearoom Trade); Contemporary cases of ethical issues (Shamus Khan's field note subpoenaed; Alice Goffman's possible knowledge of planned crimes; Mark Regnerus' misuse of data to support a political agenda); Ethical obligations to the communities we study and to ourselves; Facebook's experiments on users; Big tech tracking on internet-enabled devices; ASA Code of Ethics; standpoint of the researcher **DEI:** Ethical obligations for white researchers studying minoritized communities; Sharing similar identities and experiences of what is being studied **Mod:** Facebook's experiments on users; Big tech tracking on internet-enabled devices
A Spiral	Apply sociological theories to understand social phenomena.		**Gen:** Scientific nature of sociology; Theory; Theory testing; Micro/Macro/Meso; How theory can be used to explain social phenomena and suggest solutions to social problems; Theory relies on evidence DEI: Mod:

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A	Evaluate explanations of human behavior and social phenomena.		**Gen:** Where theory comes from; Deductive and inductive reasoning; How theory suggests solutions to social problems DEI: Mod:
A	Apply scientific principles to understand the social world.		**Gen:** Scientific nature of sociology; Conceptualization, Operationalization; Reliability; Validity; Probability and nonprobability sampling DEI: Mod:
A Spiral	Analyze social scientific data.		**Gen:** Locate information in a 2x2 table and other data visualizations (Example: bar chart, multi-line graph); Interpret data from 2x2 tables and other data visualizations (Example: bar chart, multi-line graph); Calculate and interpret basic descriptive statistics (mean, median, mode, range, percentages); How to interpret data on racism as opposed to race **DEI:** How to interpret data on racism as opposed to race Mod:

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A	Use sociological knowledge to inform policy debates and promote public understanding.		**Gen:** What kind of work sociologists do (Example: non-profits, government agencies, institutional researchers); How sociology is used in applied and clinical settings; The value of sociological knowledge and skills for careers **DEI:** Stephanie Coontz's research cited in Supreme Court ruling on same-sex marriage; ASA's statements on public issues **Mod:** Social science careers in big tech; Use of algorithms in social services
C Spiral	Describe how sociological and scientific knowledge is used to justify discrimination and oppression.	Evaluate how sociological and scientific knowledge is used to justify discrimination and oppression.	Gen: **DEI:** Moynihan Report (1965); the National Marriage Project; Scientific racism; Culture of poverty; Phrenology; Eugenics; Functionalism Mod:

TOPIC 3: Culture is created by people.

Human societies are characterized by socially patterned material, physical, and cognitive characteristics, thus human behavior, thinking, and physical features must be understood to be profoundly shaped by society.

Core Concepts: Culture, Stratification

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
B	Use examples to describe material and nonmaterial culture.		**Gen:** Material culture; Nonmaterial culture (behavior and cognition) **DEI:** Commodification of Indigenous tribal cultures **Mod:** Internet culture
B	Define and classify the different types of norms.		**Gen:** Norms (folkways, mores, taboos); Anomie (Covid-19 pandemic); Values; Beliefs DEI: **Mod:** Social media or texting norms
C	Explain the role of language in creating and sustaining culture.		**Gen:** Language; Symbols; Gestures; Sapir-Whorf Hypothesis **DEI:** Code-switching; Language preservation efforts in Indigenous communities; Expansion of Spanish-speaking services in the US; Non-gender-neutral language maintains patriarchy; challenging slang; implicit bias **Mod:** Emojis; Memes (including how they reinforce stereotypes)

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A Spiral	Summarize sociological explanations of conformity and deviance.		**Gen:** Conformity; Deviance; Sanctions; Theories of deviance (strain theory, labeling theory, collective conscience); Social control; Medicalization of deviance; Cultural hegemony **DEI:** CROWN act; School dress codes **Mod:** Online mobs or shaming; Doxing; Surveillance
C	Use examples to explain culture shock, ethnocentrism, and cultural relativism.		**Gen:** Culture shock; Ethnocentrism; Cultural relativism **DEI:** Forced assimilation of immigrants; Child protective services role in removing Black and Indigenous children on the grounds of neglect (i.e., poverty) Mod:
D1	Contrast the major categories of crime, the crime rate, and cross-cultural responses to crime.		**Gen:** Crime; Crime rate; Types of crimes (white-collar, property, violent, drug, hate) **DEI:** Bias in how crime is reported by the media (example: Black-on-Black crime as opposed to White-on-White crime) Mod:
D2	Contrast the major types of cultures.		**Gen:** Dominant culture; Counterculture; Subculture DEI: **Mod:** How the Internet facilitates culture, subcultures, and countercultures

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A Spiral	Describe the core features of the dominant culture of the United States.		Gen: **DEI:** Capitalism; Democracy; Patriarchy; Christianity; Globalization; Myth of meritocracy; White supremacy; Heteronormativity Mod:

TOPIC 4: Identity is a result of social interaction.

Group and individual identity and behavior are a result of interaction between the individual, group, and social structure; thus, the social environment is critical for the development and maintenance of individual and group identity and behavior.

Core Concepts: Socialization and Identity

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A	Compare theories of the self and identity.		**Gen:** Socialization; Theories of the development of the self (Mead - mind, self, and society; DuBois - double-consciousness, Cooley - looking glass self, Goffman - presentation of self) **DEI:** DuBois - double-consciousness **Mod:** Presentation of self on various social media platforms compared to "in real life"; Effect of social media on body image
B	Use examples to describe major agents of socialization on the development of self.		**Gen:** Agents of socialization (family, education, peers, media) DEI: **Mod:** Tik Tok and YouTube; How algorithms work on social media and online media; Online school and possible impact on socialization and development

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A	Describe identity and challenges to identity.		Gen: **DEI:** Identity (gender, sexual, racial/ethnic, social class); Colorism; Passing; Stereotype threat; Imposter syndrome; Coming out (Example - LGBTQ, disability) Mod:
C	Summarize explanations of gender and sexual identity.		**Gen:** Sociological explanations of gender and sexual identity; Gender socialization; Sexual socialization; Limits of biological explanations of gender and sexual identity; The adultification of teenaged Black girls and boys; Narratives of people who identify as non-binary or gender queer DEI: Mod:
C	Explain how people are socialized into racial categories.		Gen: **DEI:** Racial socialization; Code-switching, the "Talk" as a component of Black racial socialization; Online media and White supremacy Mod:
C	Contrast socialization along social class lines.		**Gen:** Class-based socialization; Habitus **DEI:** Middle class measuring rod; (Example: Child welfare system's impact on families of color) Mod:

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
D2	Describe how socialization occurs across the life course.		**Gen:** Socialization across the life course; Resocialization; Ageism; Primary and secondary socialization; Childhood socialization and agency; Transition to adulthood; Theories of aging DEI: **Mod:** Number of careers over the life course; Adapting to new technology over the life course
D2	Discuss how deviance shapes identity.		**Gen:** Stigma management; Deviant identity (techniques of neutralization) **DEI:** Passing; Being biracial or bisexual **Mod:** Online arrest records
B	Outline the roles of groups in the development of identity and maintenance of social categories.		**Gen:** Groups; Primary groups; Secondary groups; Reference groups; In-groups; Out-groups; Social networks; Groupthink DEI: Mod:
B	Use examples to describe status and roles.		**Gen:** Status (ascribed status, achieved status, master status, status inconsistency); Roles (role conflict, role strain) **DEI:** Asian American stereotype of model minority and perpetual foreigner; Impact of Covid-19 pandemic on working mothers Mod:

TOPIC 5: Social forces structure human life.

Structural forces, including social institutions, affect human action and organize social life at the micro, meso, and macro levels of society.

Core Concepts: Social Structure, Power and Social Control, Stratification

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A Spiral	Define social structures.	Explain the sociological meaning of social structures.	**Gen:** Social structure **DEI:** Race and gender as social structures Mod:
D2	Describe how societies shift over time from hunting and gathering, horticultural, agrarian, industrial, to postindustrial.		**Gen:** Social organization of societies; Mechanical and organic solidarity DEI: **Mod:** Gig economy; Cryptocurrency economy
D2	Explain the impact of social networks on social capital.		**Gen:** Social networks and social capital **DEI:** Impact of racial segregation on social networks Mod:
A	Describe Weber's contributions to sociological understandings of social structures.		**Gen:** Weber; Formal organizations; Bureaucracies; ideal types; Rationalization; McDonaldization DEI: **Mod:** Datafication

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A Spiral	Identify organizing principles within major social institutions.		**Gen:** Social institutions **DEI:** How are social institutions gendered, racialized, and heteronormative Mod:
C	Explain how the definition of family is socially constructed.		**Gen:** Family as socially constructed; definitions of family vs households; different types of families (Single and living alone, married, cohabitation, divorce, remarriage, solo parenting, childfree, kinship networks); the implications of these definitions (marital status discrimination and legal violence within marriages) DEI: Mod:
C	Describe how families have varied historically and cross-culturally.	Illustrate how families have varied historically and cross-culturally using examples.	**Gen:** How families have varied historically and cross-culturally **DEI:** Intergenerational households; Fictive kin among African Americans; Importance of elders within Indigenous families **Mod:** Decline in teenage birthrate; How poverty is not associated with single parenthood in Europe to the extent it is in the US; Change in marriage rates and age of first marriage over time
D2	Identify risk factors and consequences of intimate partner violence.		**Gen:** Family - Domestic violence; IPV; Sexual assault **DEI:** Rates by gender, race, and sexuality Mod:

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
C	Examine how educational systems perpetuate inequality.		Gen: **DEI:** Standardized testing; equitable practices; Hidden curriculum; Concerted cultivation; Tracking (both into gifted/talented programs and special education programs); School to prison pipeline; How education maintains racial, class, and gender inequality **Mod:** College admissions; Legacy challenges at elite schools
D2	Describe educational trends.		Gen: **DEI:** International education in the US **Mod:** Educational trends; Graduation rates; Charter schools; School Vouchers
D2	Differentiate between religion and spirituality.		**Gen:** Measuring religiosity; Sacred; Profane DEI: Mod:
D1	Identify the difference between pluralism and secularization.		Gen: **DEI:** Different US and world religions that extend beyond Christianity; Trends in religious affiliations by age, political affiliation, race, gender, and sexuality Mod:

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
D2	Identify the characteristics of fundamentalism.		**Gen:** Ideological characteristics; Organizational characteristics; Examples of fundamentalist groups; Role of media in perpetuating stereotypes; Religious violence DEI: **Mod:** Fundamentalist groups
C	Compare and contrast different economic systems in a global context.		**Gen:** Capitalism; Socialism; Communism; Democratic socialism DEI: Mod:
C	Differentiate between different political systems in a global context.		**Gen:** Democracy; Authoritarianism; Monarchy; Oligarchy; Totalitarianism DEI: Mod:
B	Describe how media and technology shape social life.	Analyze the impact of media and technology on social life.	**Gen:** Impact in other areas (family, religion, education, economy, health care) **DEI:** Media representation of race, gender, and sexual identity; Storytelling for representation (BET, LOGO); Online harassment of minoritized groups **Mod:** Social media; "Fake news"; Media consolidation

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
C	Identify barriers to healthcare access and how they lead to health disparities.	Examine barriers to health care access and how they lead to health disparities.	**Gen:** Social construction of health, sickness, and disability; Availability of health care; Mental health services; Epidemiology; Epidemic; Pandemic; Social epidemiology **DEI:** Disparities by race, gender, sexuality, age, disability, social class; Policing of reproductive health (Example: criminalizing miscarriage, abortion as a moral as opposed to healthcare issue, involuntary sterilization, punishing mothers for drug use during pregnancy); Lack of affirming health care practices; Ban on transgender youth healthcare **Mod:** Telehealth
D1	Describe how racism structures healthcare and is perpetuated by healthcare.	Analyze how racism structures healthcare and is perpetuated by healthcare.	Gen: **DEI:** Harm caused by healthcare systems; distrust of healthcare systems among Black people (Example: Tuskegee Experiment); Involuntary sterilization among Black and Latino/a/x women (Mississippi appendectomies); Denial of healthcare to trans youth; Increasing maternal mortality rate (especially for Black women); Racism in training of healthcare workers (Example: medical textbooks that perpetuate myths that Black and Latino/a/x people have higher pain tolerance, the use of race in diagnosis) Mod:

TOPIC 6: Unequal relational and structural power shapes social life.

The power to control others, resources, and outcomes are unequally distributed and an organizing principle of social relationships, knowledge creation, and social structures, all of which form intersecting systems of power relations promoting conformity.

Core Concepts: Power and Social Control

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
B	Identify different types and sources of power.		**Gen:** Traditional, charismatic, and rational-legal authority; Types of leadership; Power elite DEI: Mod:
A	Describe how resistance and agency are exercised within power relations and systems.		**Gen:** Privilege; Status hierarchies; Positionality; Individual versus group resistance DEI: Mod:
D2	Explain the relationship between power and different forms of capital.		**Gen:** Human capital; Cultural capital; Social capital DEI: Mod:
A	Compare and contrast informal and formal mechanisms of social control.		**Gen:** Conformity; Sanctions; Social order **DEI:** Forced assimilation (Indigenous peoples and boarding schools) **Mod:** Shame

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
B	Describe how systems of power are enforced through social control.		**Gen:** Coercion; Obedience to authority; Laws; Police enforcement DEI: Mod:
A	Identify how practices within social institutions serve as agents of social control.		**Gen:** Systematic oppression; Educational system, law, politics, and religion **DEI:** Voting rights; Gerrymandering; Federal government's role in Indigenous law in the Marshall Trilogy and McGirt v. Oklahoma; Indian Child Welfare Act Mod:

TOPIC 7: Social life is unequally patterned.

Structural patterns of social inequality are embedded within social life and create cumulative advantages for some and disadvantages for others.

Core Concepts: Stratification, The Sociological Eye, Social Structure

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
A Spiral	Explain stratification and marginalization.		Gen: **DEI:** Systems of oppression; Discrimination; Prejudice; Stereotypes Mod:
C	Describe processes of ageism.		**Gen:** Aging; Stereotypes; Types of ageism; Elder abuse **DEI:** Gender and aging Mod:
D2	Compare theories of aging.		**Gen:** Childhood and adolescence **DEI:** Theories of aging; Gerontology; Life course Mod:
C	Analyze how disability and health conditions shape life outcomes.		Gen: **DEI:** Person-first versus identity-first language; ADA; Disability rights movement; Dis-crit theory; Physical and mental health; Neurodiversity; Social construction of health and illness; Medical vs. social model of disability Mod:

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
D2	Outline the demographics of gender, sex, and sexuality categories in the United States.		Gen: **DEI:** Demographics of gender, sex, and sexuality categories in the United States and cross-culturally; US Census measurements of sexual identity Mod:
B	Identify major patterns of negative attitudes and behavior related to gender, sex, and sexuality.		Gen: **DEI:** Sexism; Heterosexism; Homophobia; Transphobia Mod:
A	Describe theories of inequality related to gender, sex, and sexuality.	Evaluate theories of inequality related to gender, sex, and sexuality.	Gen: **DEI:** Queer theory; Theories of gender inequality (feminist theory); Hegemonic masculinity; Patriarchy and heteronormative assumptions Mod:
C	Explain how work and other organizations are gendered.		Gen: **DEI:** Gendered organizations; Gender segregated work; Gender and sexual harassment (especially their impact on Black women); Intersectionality; Structural gendered racism; Structural intersectionality approach **Mod:** Online gender and sexual harassment; Revenge porn

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
D1	Describe how violence is gendered and racialized.		**Gen:** Violence; Sexual violence; Intimate partner violence **DEI:** Disproportionate impact of violence on Indigenous women and trans people of color; Hate crimes; Differences in reporting violence along racial lines (Example: history of lynching and its effect on how Black women report crimes by Black men) **Mod:** Online gender and sexual harassment; Revenge porn; Doxing
C	Identify how gender operates within families.		Gen: **DEI:** Solo parenting; Household labor; Care work; Gendered socialization Mod:
D2	Outline the demographics of race and ethnic categories in the United States.		Gen: **DEI:** Demographics of racial categories in the United States (White, Black, Latino/a/x, Indigenous, Asian American, Middle Eastern and North African American); Differences in life expectancy Mod:
A	Contrast the major patterns of racial interaction in the United States and cross-culturally.		Gen: **DEI:** Patterns of racial interaction (Genocide; Population transfer; Settler colonialism; Internal colonialism; Segregation; Assimilation; Pluralism; Apartheid; Acculturation) Mod:

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
C	Describe how organizations are racialized.		Gen: **DEI:** Racialized organizations; Segregated school; Mass incarceration; Intersectionality Mod:
A	Describe theories of racialization and inequality related to race and ethnicity.		Gen: **DEI:** Theories of racial inequality Mod:
A	Summarize the relationship between minority and dominant racial-ethnic groups.		Gen: **DEI:** Minority group; Minoritization; Dominant groups; Power; Racialization; Assimilation; Forced Assimilation; Population Transfer; Caste Systems; Genocide Mod:
A	Compare the various types of racism.		Gen: **DEI:** Racism; Subtypes of racism; Implicit bias; White privilege; Environmental racism; Colorism; Microaggressions; Systemic racism; Color-blind racism Mod:

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
D1	Outline the demographics of the different social class groups in the United States.		Gen: **DEI:** Declining middle class; the emergence of the elite-upper class; Size of the major social class groups (lower, middle, upper-middle, and elite-upper); Feminization of poverty; Structural relationship between race/ethnicity and class; Rural vs. urban analysis Mod:
B	Describe changes to the social class structure in the United States.		Gen: **DEI:** Changes to the class structure vs. changes to individuals' position within this structure; Social mobility; Upward mobility; Downward mobility; Subjective vs. objective indicators of social class Mod:
C	Analyze the major features of capitalism.		Gen: **DEI:** Capitalism; Bourgeoisie; Proletariat; False consciousness; Labor unions; Global capitalism Mod:
C	Evaluate how work has changed.		Gen: **DEI:** Changes in work including an increasing service sector, gig work, remote work, and transnational work; Minimum wage stagnation Mod:

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
B	Describe global wealth inequality and the existence of social safety nets.		Gen: **DEI:** Global wealth inequality; GINI coefficient; Social safety net; Global South and Black South African as the majority but the white minority has power Mod:
B	Describe theories of social class maintenance and inequality.		Gen: **DEI:** Theories of social class inequality Mod:
A	Explain how housing is related to the maintenance of both social class and racial inequality.		Gen: **DEI:** Housing as major form of wealth; Eviction; Redlining; Racial steering; Sundown towns; Housing segregation; Housing segregation and effect on schools; Gentrification; Differential loan rates and appraisal values based on race Mod:
A	Examine how the digital divide perpetuates US and global inequality.		Gen: **DEI:** Digital divide; Rural access to the Internet; Spread of misinformation and disinformation online; Racial, class, and age-based digital divide; Technology as a means of including people with disabilities in social life Mod:

TOPIC 8: Social life changes yet persists.

Social structures undergo processes of change and reproduction over time, which are caused by social forces operating at the micro, meso, and macro levels of society.

Core Concepts: Social Change and Social Reproduction, Stratification

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
B Spiral	Define social change.		**Gen:** Involves change in culture, social institutions, and policy DEI: **Mod:** Response to climate crisis
D2	Describe collective behavior.		**Gen:** Conditions of collective behavior; Different types of collective behavior; Crowd and types of crowd behavior; Mobs; Riots; Panic; Mass; Protests; Civil disobedience; Theories of collective behavior DEI: **Mod:** Online social movement mobilization; Hashtag activism; How misinformation and disinformation spreads
D2	Explain concepts related to cultural change.		**Gen:** Diffusion; Imperialism; Leveling DEI: **Mod:** Technology; Cultural lag

Time on Task	CORE LOs	STRETCH LOs	Critical Topics/Examples
C	Assess major components of social movements.		**Gen:** Theories; Types of social movements; Stages of social movements; Frame alignment **DEI:** Specific social movements related to race, class, gender, or sexuality; Intersectional movements Mod:
C	Analyze different patterns of social change.		**Gen:** Technological determinism; Population change; Suburbs **DEI:** Equity, inclusion, and justice; Generic processes in the reproduction of inequality; Gentrification **Mod:** Climate crisis
D2	Describe demographic change.		**Gen:** Population; Birth rate; Death rate; Migration rate; Fertility rate; Life expectancy DEI: Mod:

Recommended Resource Material

American Sociological Association

- The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers, and Online Learning
- [Teaching Resources and Innovations Library for Sociology (TRAILS)](#)

Social Science Research Council

- [Measuring College Learning + Resource Center: Sociology](#)