

Appendix C

Sociology 211: International Perspectives on Children

Content standard	Assessment tool
All Social Studies teachers shall demonstrate knowledge and skill in:	Sociology 211, International Perspectives on Children
1. The history, organization, conceptual framework, modes of inquiry, ethics, and current research and methodologies of the disciplines within the Wisconsin model Academic Standards.	Exams cover the Social Construction of Childhood and Research methods applicable to sociological research with children and relevant and research ethics. Hands-on research experience in computer lab.
2. The major themes, basic principles, philosophic bases, ethics, assumptions, perspectives and schools of thought of the disciplines	Same as above.
3. The practical applications of the methodology appropriate to the disciplines.	12-page paper consisting of a review of professional research literature and classroom presentation demonstrating an understanding of methods and ethics in research.
4. The application of knowledge of each discipline to past and present economic, social, cultural, and political events and situation.	Exams and paper cover these dimensions.
5. The skills associated with the discipline including: <ul style="list-style-type: none"> • Communication. • Data-gathering. • Model building. • Problem solving. • Policy making. • Narrative explanation. • Decision-making. • Scenario building. • Identification of multiple perspectives. • The ability to observe, organize, interpret, infer, analyze, question, evaluate, synthesize, form hypotheses, recognize bias, weigh alternative and develop participatory skills. 	Skills needed in exams, paper, and classroom presentation.
6. The interdisciplinary nature and integrative aspects of the disciplines in social studies and their connections with disciplines other than social studies.	This course is strongly interdisciplinary and draws on research and readings from Anthropology, History, Psychology, Social Psychology, Economics, and Political Science.
7. The strategies for conducting investigations and research using multiple primary and secondary sources.	Paper requires these research skills and use of these sources.
8. The Wisconsin Model Academic Standards for Social Studies in order to assess the evidence or assessment of student understanding and develop curriculum.	NA
9. Professional organizations, publications, and resources in social studies.	We use ASA and UN publications and refereed journals as reference sources in papers.
10. State and national laws and current leadership initiatives in the discipline.	NA

Soc. 211

Sociology Standards	Assessment Tool
1. Describing and applying each of the sociological perspectives (functionalist, conflict, and interactionist) methods of social research and the contributions of major theorists in sociology	Covered in text and lecture, assessed by exams, and must appear in paper and presentation.
2. The key concepts of culture and/or society, socialization and the self and social structure.	same as above
3. Distinguishing between primary and secondary groups; peer and primary groups; and recognizing characteristics of informal and formal structures within an organization.	same as above
4. Methods of social control and differentiate between deviance and crime.	same as above
5. Social stratification and social inequality and its relation to race, ethnicity, gender and age and their relationship to interactions between individuals, groups and institutions in society.	same as above
6. Analyzing the function of the social institutions of family, the economy, politics, religion, education, science/technology and arts and entertainment and how they further both continuity and change, meet individual needs, and promote the common good in contemporary and historical settings	same as above
7. Comparing and contrasting the functionalist and conflict perspectives of these institutions.	same as above
8. The demographic concepts which influence changes in population such as migration, industrialization, urbanization and suburbanization	same as above
9. The theories and types of collective behavior, social movements and social change.	same as above

Soc. 211

Anthropology Standards	Assessment Tool
1. Describing and analyzing the major components that make up a culture.	Covered in lecture, readings, and assessed through paper, presentation, and exams.
2. The major cultural areas of the world and representative societies from each of the areas.	Course is strongly international and comparative, across all regions of the world. World maps and graphs are extensively used in course and are covered in exams and are required as part of research paper and student presentations to the class.
3. How people from various cultural perspectives and frames of reference may interpret data and experiences.	The Comparative Cultural Construction of Childhood is emphasized and this perspective and reflexive thinking must be evidenced in paper and presentation.
4. The factors that lead to conflict and cooperation between cultures, how conflicts are resolved and how cooperation is sustained.	Evidenced in paper and covered in exams.
5. The cultures of American Indian tribes and bands in Wisconsin.	Child and adolescent socialization in Hopi, Mohave and Lakota Sioux cultures are covered in lecture and audio visuals. Also boarding school experience of American Indian Children is covered. These lectures are assessed by exam.