Table 2. A Comparison of Learning Goals in Introductory Sociology

Scholarly Leaders' Views of "One or Two Most Important Principles You Would Like Students to Understand" After an Introductory Course	Wagenaar Survey (2004) (In Top 5 for Introductory Sociology From a List of 72 "Core Concepts, Topics and Skills")	*Liberal Learning and the Sociology Major* (2004), A Report of the ASA Task Force on the Undergraduate Sociology Major	Grauerholz and Gibson's 2006 Analysis of 402 Syllabi for Most Commonly Taught Courses in Sociology
1) The "social" part of sociology, or learning to think sociologically	• "Sociological imagination" (9.8%, p. 9) • "Think like a sociologist" (3.7%, p. 9) • "Applications to students' lives" (4%, p. 9)	• Understand "the importance of social structure and culture—the sociological perspective" (p. 1)	• "Appreciate concept of structure" (61%) • "Think sociologically" (54%) • "Connect personal and social" (23%) • Theoretical sophistication" (11%, p. 14)
2) The scientific nature of sociology	• "How to use and assess research" (3.5%, p. 9)	• "Infuse the empirical base of sociology throughout the curriculum" (p. 8)	• "Data analysis or methodological skills" (12%, p. 14)
3) Complex and critical thinking	• "Sociological critical thinking" (6.8%, p. 9)	• "Offer community and classroom-based learning experiences that develop students' critical thinking skills and prepare them for lives of civic engagement" (p. 22)	• "Critical thinking" (40%, p. 14)
4) The centrality of inequality	• "Stratification-general" (8.4%) • "Intersections of race/class/gender" (2.6%, p. 9)	• "Underscore the centrality of race, class, and gender in society" (p. 5)	• "Race/class/ gender" (29%, p. 14)
5) A sense of sociology as a field	• "Sociology as a discipline" (2.9%, p. 9)		
6) The social construction of ideas	• "Culture" (5%, p. 9) [although culture includes more than the idea of social construction]		
7) The difference between sociology and other social sciences		• "Recognize explicitly the intellectual connections between sociology and other fields" (p. 19)	

8) The importance of trying to improve the world		• "Offer community and classroom-based learning experiences that develop students' critical thinking skills and prepare them for lives of civic engagement" (p. 22)	• "Other (e.g., social change)" (15%, p. 14) • "Service learning or community building" (2%, p. 14)
9) The important social institutions in society	• "Social structure" (6%, p. 9) [although the concept of social structure includes more than social institutions]		
	• "Socialization" (4%, p. 9)		
		• "Increase students' exposure to multicultural, cross-cultural, and cross-national content" (p. 19)	• "Socio-historical awareness" (35%) • "Cross-cultural/cross-national awareness" (34%) • "Multi-cultural awareness" (9%, p. 14)
			• "Written communication skills" (11%) • "Oral communication skills" (9%) • "Technological literacy" (2%, p. 14)