**Introduction to Sociology (SOC 210)**

**NC GLOBAL SCHOLAR OF GLOBAL DISTINCTION COURSE**

**Course name, information, and description**: Introduction to Sociology (SOC 210) introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences***. Additionally, this module is included for the purpose of meeting the standards required to make this a globally intensive course as defined by UNC Worldview for the Scholar of Global Distinction Program. The three assessments include an in-depth study of sociological issues within, and between, Europe, the European Union (EU), and the United States (US).**

Number of students enrolled in course in an academic year: ~100

Description of *module*: This module pairs selected course content with additional material to facilitate a globalized assessment and comparison of sociological aspects within, and between, Europe, the EU, and the US. After reviewing the material and completing the assessments, students shourld have a better understanding of the global impact of societal shifts—large and small, past and present—within Europe, the EU, and the US. Additionally, students will see both differences and similarities in specified cultural norms, and racial and ethnic issues specific to Europe, the EU, and the US.

Student Global Learning Outcomes:

1. Recognize the global consequences of war, civil unrest, and policy changes within Europe, the EU, and the US.
2. Identify differences and similarities, through a global perspective, between selected social and cultural norms in Europe, the EU, and the US.
3. Appreciate similarities and differences in global diversity, especially regarding race and ethnicity within, and between, Europe, the EU, and the US.

**Student Global Learning Activity 1: Sometimes, the only constant is change.**

Objectives: Recognize the elements of change due to war (i.e., Russia and Ukraine), civil unrest (i.e., French protests), governmental policies (i.e., SCOTUS rulings), and fluctuations in social norms (i.e., immigration and population change). Additionally, consider how these issues are changing the societal and relational dynamics within, and between, Europe, the EU, and US.

Procedure: Review the geographic and demographic information, and material regarding the elements of change, keeping the objectives and assessment in mind. This assignment correlates with course content related to social movements, the economy, politics and government, and war.

Geographic and demographic information:

Census regions and divisions of the United States. US Censor Bureau. (n.d.). Retrieved April 26, 2023, from https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us\_regdiv.pdf

*EU country profiles*. European Union. (n.d.). Retrieved February 13, 2023, from <https://european-union.europa.eu/principles-countries-history/country-profiles_en>

Nationsonline.org, K. K.-. (n.d.). *List of European countries - nations online project*. Countries by Continent: European Countries - Nations Online Project. Retrieved February 13, 2023, from <https://www.nationsonline.org/oneworld/europe.htm>

Elements of change:

ABC News Network. (2023, June 30). *SCOTUS ruling prompts fear, criticism from LGBTQ community leaders*. ABC News. https://abcnews.go.com/Politics/scotus-ruling-prompts-fear-criticism-lgbtq-community-leaders/story?id=100539612

Ausloos, M., & Foroudi, L. (2023, March 18). *Police clash with protesters at Paris demonstration against pension overhaul.* Reuters. Retrieved April 26, 2023, from <https://www.reuters.com/world/europe/pressure-mounts-macron-after-violent-unrest-over-pensions-2023-03-17/>

Cohen, R. (2023, February 26). *War in Ukraine has changed Europe forever*. The New York Times. Retrieved April 26, 2023, from https://www.nytimes.com/2023/02/26/world/europe/ukraine-russia-war.html

Lawless, J. (2023, February 25). *Global impact: 5 Ways War in Ukraine has changed the world*. AP News. https://apnews.com/article/russia-ukraine-war-5-things-c183ddfe6c140393464d3e0c3828c328

NBC News. (2022). *World leaders react to Roe v. Wade ruling*. *YouTube*. Retrieved June 30, 2023, from https://www.youtube.com/watch?v=-ML2se0-L5Y.

Schofield, H. (2023, June 30). *France riots: Nanterre rocked by killing and unrest*. BBC News. https://www.bbc.com/news/world-europe-66070033

Assessment: Utilize the information you have learned, sharing your knowledge by creating a ten to twelve-minute monologue, similar to a special news report. Create a video of your “report” that clearly details the information learned in a structured and coherent presentation.

Follow-up: All students will be assigned two videos to review and compare to their own, followed by an open discussion on differences in perspective and content. This input will be incorporated into the grading process.

Resources and references are included in the content posted for student review.

**Student Global Learning Activity 2: Are the differences in cultural norms trivial?**

Objectives: Recognize and appreciate the differences in cultural norms in everyday life within, and between, Europe, the EU, and the US. Grasp the concepts of cultural relativism and ethnocentrism in relation to these differences, and how they might influence social interactions between Europeans and Americans.

Procedure: Review the information below, considering the differences through both an ethnocentric and culturally relativistic lens. Keep the objectives and assessment in mind, while reflecting on the course content related to material and non-material culture.

Abadi, M. (2018, February 1). *12 things Europeans think are weird about the US*. Business Insider. Retrieved February 9, 2023, from <https://www.businessinsider.com/weird-things-about-america-europeans-2018-1>

Ciolli, C. (2023, January 3). *What you need to know before driving in Europe*. AFAR Media. Retrieved March 16, 2023, from <https://www.afar.com/magazine/everything-you-ever-wanted-to-know-about-driving-in-europe>

Doherty, P. (2022, July 2). *The ultimate country-by-country guide to tipping in Europe*. Travel + Leisure. Retrieved March 13, 2023, from <https://www.travelandleisure.com/travel-tips/guide-to-tipping-in-europe-hotels-restaurants-taxis-tours>

The Infographics Show. (2020). *Why Public Bathroom Doors Don’t Go to the Floor*. *YouTube*. Retrieved March 16, 2023, from <https://www.youtube.com/watch?v=as0_oApd2dU>

Kerleem. (2021). *Why Driving in Europe is BETTER than America | An American Expat's Perspective!* Retrieved March 16, 2023, from <https://youtube.com/watch?v=hGvTr67YLkg&amp;si=EnSIkaIECMiOmarE>

Lowes. (2022, November 30). *American bathroom stalls vs. European - which is better*. One Point Partitions. Retrieved March 16, 2023, from <https://onepointpartitions.com/blog/2022/11/30/american-bathroom-stalls-vs-european/>

Magenta Otter Travels. (2022). British vs. American Bathrooms. YouTube. Retrieved March 16, 2023, from <https://www.youtube.com/watch?v=s35XDf6a1FA>

North Carolina Consumer Council. (2021, July 30). *How Much You Should Tip and When You Should Tip in Today's Changing Service Sector Economy*. Retrieved March 13, 2023, from <https://www.ncconsumer.org/news-articles-eg/how-much-you-should-tip-and-when-you-should-tip-in-todays-changing-service-sector-economy.html>

Assessment: (This is a group assignment, with two to four students assigned to work together.) After reviewing the material, coordinate and create a fictional dialogue between members of your group. There must be at least one American and one European character. The age, gender, race, etc. are up to you; however, give each character a culturally appropriate name (you may use your own name if it fits the character). The American(s) is/are visiting your selected European country (indicate if it is in the EU). Specify the home location of the American character(s). Make it a casual conversation based on the reviewed material. Submit as a written dialogue, video, or live presentation (in face-to-face classes).

Follow-up: Each student will review the work of each group and rate the dialogue with 1 to 4 points (1=poor, 2=fair, 3=good, and 4=excellent). There will be a follow-up discussion. This input will be incorporated into the grading process.

Resources and references are included in the content posted for student review.

**Student Global Learning Activity 3: Is the perception of race and ethnicity the same everywhere?**

Objective: Identify differences and similarities in the perceptions of race and ethnicity between, Europe, the EU, and the US. Recognize that the concepts of race and ethnicity are not synonymous, nor are historical aspects the same between the various regions of Europe, the EU, and the US.

Procedure: Review the information below, noting differences in the historical context and subsequent perceptions of race and ethnicity over time. Compare and contrast the racial and ethnic issues within Europe, the EU, and the US. This will correspond with the course content relevant to race, ethnicity, and diversity.

Atlanta Journal-Constitution. (2020). *Bloody Sunday*. *YouTube*. Retrieved March 20, 2023, from https://www.youtube.com/watch?v=DBCTUmTf4GE.

Baird, M. L. (2020). *(dis)connections: Civil rights and discrimination in America and Northern Ireland*. Irish Journal of American Studies. Retrieved February 20, 2023, from http://ijas.iaas.ie/issue-9-melissa-l-baird/

The Black Archives. (2020c). *Patta x the black archives - making hidden history visible: on the RBG-flag and Pan-Africanism*. *YouTube*. Retrieved June 22, 2023, from https://www.youtube.com/watch?v=a8J\_TK5Itfs&t=16s.

Fitch, N. (2020). *Globalizing Race: Antisemitism and Empire in French and European Culture. Antisemitism Studies, 4(1), 183+. https://link-gale-com.proxy104.nclive.org/apps/doc/A641090301/GPS?u=nclivemarcc&sid=bookmark-GPS&xid=85116797*. Accessed 18 Oct. 2022.

The Institute for European, Russian and Eurasian Studies. (2020, November 20. *Black lives matter in Europe, too*. The Institute for European, Russian and Eurasian studies. Facebook. (n.d.). https://www.facebook.com/watch/?v=3559491564137362

Public Broadcasting Service. (2022, January 30). *Bloody Sunday: Northern Ireland marks anniversary, calls for Justice*. Bloody Sunday: Northern Ireland marks anniversary, calls for justice. Retrieved March 20, 2023, from https://www.pbs.org/newshour/show/bloody-sunday-northern-ireland-marks-anniversary-calls-for-justice

Sorrell, K., Khalsa, S., Ecklund, E. H., & Emerson, M. O. (2019). *Immigrant identities and the shaping of a racialized American* self. *Socius*, *5*. <https://doi.org/10.1177/2378023119852788>

Assessment: Create a PowerPoint presentation with at least 15 slides (the cover slide and references slide(s) are not included in the 15). Use the compare and contrast method to indicate perspective differences and similarities regarding race, ethnicity, civil rights, etc. within Europe, the EU, and the US. Include images and source content. Cite your sources within the PowerPoint to avoid plagiarism.

Follow-up: The PowerPoint will be posted under an open discussion for students to review. Each student will be required to view and comment on at least two other PowerPoints in the open discussion. Grades are based on expectations and requirements that are at the discretion of the instructor.

Resources and references are included in the content posted for student review.