

Parkland College

Global Studies Initiatives in Social Sciences
2017-2018

Global Studies Initiatives in the Social Sciences

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Global Studies Initiative Final Report: Sociology 101

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Global Studies Initiative in Social Sciences Courses

Parkland College, AY 2017–2018



Aims of Global Studies Initiative: Recall that the goals for participating in the Global Studies Initiative course redesign project are: To promote the addition to Parkland’s social science courses of instructional materials on global issues with a focus on the European Union, Russia, Eastern Europe, and Eurasia. Further, to provide social science faculty with instructional design tools and aid them with the implementation of new course materials in the classroom.

To achieve the goals of the Global Studies Initiative and finish your participation in this project, please fill out the form below on the course you taught in the Spring semester of 2018, and upload it to the shared folder on Parkland’s One Drive at the following link:

Global Studies Faculty Project Final Report

Faculty Name: _____ Evelyn Reynolds _____

Course Taught (course name, section number, term): Soc 101-051W, Soc 101-052W

Format of Course (face to face, online, hybrid): Online

A. Goal(s) for Course.

Please describe here the changes that you made to your class objectives to increase global studies content and learning about global issues. Keeping this in mind, please answer the following:

1. Please describe here each of your new goal(s) or objectives for the course. These can be based on the Teaching Goals Inventory we covered in EDU 931, and/or related to Parkland College’s General Education Goals.

The new assignments developed for this project emphasize Parkland’s general learning outcome of global awareness and ethical reasoning. Although Sociology 101 already has some global emphasis, this project brings focus to a specific region of the world and students must think critically about how morality and cultural values are connected to ideas about what is ethical. I also think that this project illustrates a teaching goal from inventory provided in EDU 931, higher-order thinking skills.

2. Please explain how the new goal(s) promotes the aims of the Global Studies Initiative (described above).

The goals and objectives developed for this project are aligned with the Global Studies Initiative because they focus on the designated regions for the project and the articles and rubric used for related assignments can be shared to faculty and staff for classroom/college use.

B. New Course Material(s) To Achieve Goals.

Please explain the new material(s) you used for the course. Keeping this in mind, please answer the following:

1. Please list the new material(s) that you used to enhance the global studies and/or world area studies component of your course. Please also provide links online, or reference citations for each of the new material(s) you used in this redesigned course. These may be books, journal articles, magazines, videos, movies, web links, or any other materials that fit the aims of the Global Studies Initiative.
- 2.

Two articles were used for this project:

Sentencing and Prison Practices in Germany and the Netherlands

<https://www.vera.org/publications/sentencing-and-prison-practices-in-germany-and-the-netherlands-implications-for-the-united-states>

The Plight of Trans Women in Prison

https://www.buzzfeed.com/rozennelecarboulec/trans-women-in-french-prisons?utm_term=.gbjZKBBP6#.mx9epDDQM

3. Please explain your rationale to show how the new materials fit the aims of the Global Studies Initiative.

The first article (Sentencing Practices) provides a good glimpse into how definitions of crime and deviance are constructed in parts of Europe. It also highlights some of the significant differences in incarceration rates, recidivism, and prisoner well-being between the U.S. and Europe.

The second article (The Plight of Trans Women) provides some information about the experiences of gender non-conforming and transwomen in prisons in France. What is most significant about this article is how gender non-conformity is viewed as deviant, even criminal, in the absence or presence of an actual offense.

C. New Activities, Assignments, and Assessments to Achieve Goals.

Please describe here the new activities, assignments, direct and indirect assessments, and the new syllabus you developed to achieve the aims of the Global Studies Initiative. Keeping this in mind, please answer the following:

1. Please describe all new in class activities and/or take-home assignments that you created for your redesigned course to increase global studies content and learning about global studies issues. In your description, please be sure to explain very concretely how each of these activities/assignments are linked with each of the new course goals (described in Part A).

The new assignments incorporated into the course were the two articles listed previously. One rubric was used to assess each of the assignments. These assignments are linked to the Global Studies Initiative because they provide information from the topical area and engage students in global analysis of ethical issues.

2. Please describe all new direct assessments that you used for these new activities/assignments to explore student performance (at one time) and/or learning (across two or more times). In addition, please explain whether each direct assessment is: formative or summative, or quantitative or qualitative. Also, if you used a rubric to help with direct assessment, please explain whether the rubric is holistic or analytic. In your answer here, please be sure to explain very concretely how each of these direct assessments, and any rubrics you created, show student performance and/or learning related to the new course goals (described in Part A).

One rubric was used for each of the response papers assigned after reading the articles.

Assignment 1

For this activity I would like for you to read [this article](#) and reflect on the social stratification among those imprisoned and those who are not. For example:

- 1.) How does U.S. stratification by class, race, sexuality, etc. influence and shape the criminal justice system?
- 2.) What differences exist for those imprisoned in the U.S. compared to Germany, and the Netherlands?
- 3.) Do you think it is possible for the U.S. to replicate some of the more beneficial and positive aspects of the prison systems in Germany and the Netherlands? Explain.

***500 words minimum**

Rubric: The first question for this assignment is drawing you back to the week's readings and asking that you explore the ways in which the U.S. criminal justice system replicates larger societal

stratification systems. I recommend that you discuss no more than 3 types of stratification that can be reflected in the U.S. criminal justice system. Each type of stratification listed and its presence within the criminal justice system should be explained. The second question relates directly to the assigned article's discussion of how those who are incarcerated in the U.S. often have very different experiences than those incarcerated in Germany or the Netherlands. You will need to provide examples of specific differences. The last question requires that you consider the structural, cultural, and institutional aspects of each society and consider whether it would be possible to have similar prison systems. You may find it helpful to do a little additional research on each place in order to adequately address this question.

Your response should be a minimum of 500 words, but you will likely need to go beyond the minimum to adequately respond to each question. Please see the general Activity grading rubric for an explanation on length and content-related point deductions.

Total: 10 points

Assignment 2

In the U.S. the number of women incarcerated continues to increase each year, particularly for Black, ethnic minority, and transgender women. Transgender women face a variety of issues when placed in a cameral state. Perhaps the most significant issue for transwomen is being placed in men's prisons because of their assigned gender at birth. The experiences of transwomen in France mirror those of imprisoned transwomen in the U.S. After reading [this article](#), please address the following:

- 1) In what ways does trans identity itself increase the likelihood of incarceration?
- 2) Briefly describe some of the issues trans women face in men's prisons.
- 3) Discuss a couple of alternatives for transgender individuals facing jail and prison time.

*500 minimum required

Rubric: The first question for this assignment is drawing you back to the week's readings and asking that you explore the ways in which the U.S. criminal justice system replicates larger societal stratification systems based on gender. Consider the rationale provided for incarcerated transwomen with men. Reflect back on Chapter 6 (Deviance) and its discussion of the social construction of deviance and mechanisms of social control. You may find it helpful to do a little additional research on each place in order to adequately address this question.

Your response should be a minimum of 500 words, but you will likely need to go beyond the minimum to adequately respond to each question. Please see the general Activity grading rubric for an explanation on length and content-related point deductions.

Total: 10 points

3. Please describe any new indirect assessments you used (if applicable) for these new activities/assignments to explore student attitudes. In your answer here, please be sure to explain very concretely how each of these indirect assessments was created to show student attitudes related to the new course goals (described in Part A).

The emphasis this time around was on direct assessment, but I did review responses from Assignment 1 and Assignment 2 to see if there was any development in student understanding around the topic. I did notice some elevated comprehension of this issue from the first assignment to the next. Below are a couple of examples of comments from Assignment 1 and Assignment 2.

Assignment 1, question 1, student responses:

- A big difference between U.S. prisons compared to prisons in Germany and the Netherlands is how long their prisoners are being sentenced. A lot of non-violent crimes that would have mandatory prison time here get very little or none at all in Germany and the Netherlands and most of their inmates have a prison sentence of 1 year or less.
- The Netherlands and Germany focus more on the seriousness of the crime. So many go in and out because they have all the things needed to survive and do not understand how to function in the society outside prison walls.

Assignment 2, question 1, student responses:

- Transgendered individuals are more likely to leave school early due to bullying, harassment, and/or violence. This lack of structure and support system is typically accompanied with low economic resources and/or homelessness. Individuals then turn to jobs like prostitution for survival. It is much like the domino effect – one event (like leaving school before graduation), sets off a chain of life-altering events. The life circumstances that surround some of the individuals who identify as trans are unfair and dejected.
 - I think that the trans identity increases the likelihood of incarceration in a few ways. One way is that often times if someone identifies as trans, their family is unaccepting of that identity. Paola for example was excommunicated from her family when she came out, so she was forced to live on the streets. Because she had nowhere to go, she turned to prostitution to make a living for herself which got her in some very dangerous situations and had no one to help her out of them.
4. Please attach a copy of your class syllabus for the course you revised for this project. In the syllabus please highlight changes that you made to the syllabus to show what was changed as a result of this project. Please upload your revised syllabus to the shared folder on Parkland's One Drive:

D. Faculty Reflection on New Course Material

Please provide your opinion on the degree of usefulness of the new course material you implemented and whether you recommend its continued use. That is, would you use it again? If not, what other material could you use or how else could you better implement the objectives of this initiative?

I would/will use both of these articles again for Sociology 101 and even my 200-level Sociology courses. I think this material has general applicability in Sociology.

Thank you very much for participating in this the Global Studies Initiative and completing this report!