

Parkland College

## SPARK: Scholarship at Parkland

---

Global Studies Initiatives in Social Sciences  
2020 - 2021

Global Studies Initiatives in the Social Sciences

---

Spring 2021

### Global Studies Initiative Faculty Report: Interdisciplinary Collaborations

Cristina Prestin-Beard

Follow this and additional works at: [https://spark.parkland.edu/global\\_studies\\_2021](https://spark.parkland.edu/global_studies_2021)



Part of the [Psychology Commons](#), and the [Sociology Commons](#)

---

Open access to this Project Report is brought to you by Parkland College's institutional repository, [SPARK: Scholarship at Parkland](#). For more information, please contact [spark@parkland.edu](mailto:spark@parkland.edu).

## Global Studies Initiative

Parkland College, AY 2020–2021



**Aims of Global Studies Initiative:** Parkland’s Global Studies Initiative promotes the addition to Parkland’s courses of instructional materials on global issues with a focus on the European Union, Russia, Eastern Europe, and Eurasia, and East Asia, Southeast Asia, and the Pacific. Further, it aims to provide faculty with instructional design tools and aid them with the implementation of new course materials in the classroom.

### Global Studies Initiative Faculty Report: Interdisciplinary Collaborations

**Faculty Name:** Cristina Prestin-Beard

**Courses Taught (course name(s), section number):** Introduction to Sociology (SOC 101), Sociology of Deviant Behavior (SOC 202), Social Problems (SOC 102), Introduction to Psychology (PSY 101) and Human Growth & Development (PSY 209) at Parkland College.

**Please answer the following questions to complete this report:**

- 1. Please describe an assignment or class material covered in your course that teaches students about global issues or, better yet, teaches them about the areas of the world covered in this initiative: the European Union, Eastern Europe, Russia, Eurasia, East Asia, Southeast Asia, and the Pacific. You can attach the assignment rubric, instructions, and/or syllabus or course schedule to this report if you wish. If you have no current materials or assignments dealing with global issues, describe an idea you have for a new assignment or course material you wish to adopt.**

In a prior year working in this initiative, I designed a project where students examine the impact of incarceration around the globe. This time I wanted to focus more on the juvenile justice system worldwide. The students are assigned some materials to get them started learning about the United States. They are then asked to dig deeper into American trends and do some preliminary research into other countries. Afterwards, students are assigned one country to compare/contrast with the juvenile justice system in the United States. I have created an assignment – which could also be used as a discussion board – depending on the course modality. Please see assignment instructions at the end of this document.

- 2. Parkland College faculty have developed six general learning outcomes to help students acquire essential skills, knowledge, and values that will serve them in their future careers. The Global Awareness and Ethical Reasoning outcome states that *students will demonstrate an understanding of global issues, gender and sexual orientation, multicultural perspectives, and/or the role of ethical core values in making personal, social, academic, and***

***professional decisions.* Please reflect on how the assignment or materials you described in the previous question contributes to this learning outcome or could be modified to better fit this outcome.**

This assignment definitely will acquire knowledge in *an understanding of global issues and multicultural perspectives*. As students work on the assignment and dig deeper into the behaviors that cause children/adolescents to commit crimes leading to incarceration, they will also be forced to consider *the role of ethical core values in making personal, social, academic, and professional decisions*.

**3. How do you think learning about global issues and other areas of the world benefits your students in your field of study or discipline?**

Many students – especially in gen ed, intro level courses – are not aware of the world outside their bubble. This could be events happening across their state, the nation or the world. In order for students to have a better understanding of humans, they need to be educated on the diversity of human beings and human interaction. Sociology courses are a stepping stone for students to investigate culture, social norms, socialization, social reform and societal justice. Many will never be able to travel abroad, so learning about life around the globe is really important.

**4. Do you believe your course could benefit from more interdisciplinary collaborations on global issues participating, for instance, in some of the collaborative teaching initiatives presented by your group in your joint report? Explain your answer.**

Absolutely! This is my third year of working in the Global Studies Initiative Group. Our team this semester consisted of faculty from many disciplines. Not only were we able to bounce ideas off of each other, but it was really enlightening to see how each of us could take aspects of each other's ideas to use within their courses. I teach sociology and psychology. My assignment was primarily designed for my sociology students. However, my groupmates could edit it slightly and use it for their disciplines, too. My group included Economics (Andreea Chiritescu), Communications (Leanne Cunningham), Political Science (Dale Gardner), Geography (Brooke Ferguson), Criminology (Lauren Anaya), Sociology (Dorie Geissler), and Criminal Justice (Shannon Bridges).

**A with Honors Addendum:** During the Spring 2021 semester, I oversaw numerous A with Honors projects. A few of them were very applicable to the Global Studies Initiative. Students enrolled in Introduction to Sociology (SOC 101) had the opportunity to design and complete an additional project – allowing them to complete the course “With Honors”. Some of the global projects included: Addison Musick – examining art around the world. She created the artwork herself and wrote a report. Presleigh Warner – examining food around the world. She created meals and desserts from many countries, served her family, and wrote a report. Adena Paul – examined powerful women around the world. She made five crochet dolls all representing influential females – Queen Elizabeth, Malala Yousef, Ruth Bader Ginsberg, Jane Austen and Florence Nightingale. All of these projects turned out better than I ever could have imagined. The students learned so much by creating them and were able to tap into their own creative skills.

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

## **An Investigation into Global Juvenile Justice**



In sociology we examine how groups of people exist – based on many factors. Two of the largest factors are space (literally your location) and time (the historical aspect). This impacts our lives on all levels – including criminal justice and social reform. From a developmental perspective, we are creatures of our combined environment and genetics. All of these things come together for us to become the humans that we are.

Think back to your childhood and teenage years. Were you a “good” kid? Were you a “bad” teenager? What is the treatment for minors who commit crimes? Is it effective? Well, the answer varies based on where you live.

You will begin by examining the juvenile justice in the United States. Then, compare it to children/adolescents around the globe.

### I.

To start to learn about the United States, reviewing the following:

- Watch Ted Talk: [Why are we trying kids as adults? | Michele Deitch | TEDxAmherstCollege - YouTube](#)
- Watch Ted Talk: [America’s Juvenile Injustice System | Marsha Levick | TEDxPhiladelphia - YouTube](#)
- Then do some research of your own to learn more. Keep a list of your sources – you will provide them later. Compile some information/data from articles, clips, organizations, etc.

### II.

Your instructor will assign you country from the Eastern Union, Eastern Europe, Russia, Eurasia, East Asia, Southeast Asia, or the Pacific. Do some research into the juvenile justice system in that country. Items you are required to report on include: the main reason(s) for incarceration, ages of offenders, sex/gender, recidivism rates, housing/holding standards, and data on the government spending on juvenile offenders/facilities. You can report any additional information that you want. Keep a list of your sources – you will provide them later.

### III.

Compile everything you have learned about the United States and the country of your choice and write a brief paper (minimum three pages, double spaced, 12 pt. font + References). Include an overview of the United States and the country you were assigned (with all the required components above), your feelings about the juvenile justice system in the US in how it compares another country, and the pros/cons to each system you studied.