



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Humanities & Social Sciences
Department of Sociology

SOC 395-625: Topics in Sociology:
Social Inequalities Across the Globe
Summer 2019

Faculty-Led Study Abroad:
Travel dates

Depart Denver for Paris June 10, 2019

Depart Paris (via train) for Bruges, Belgium June 17, 2019

Depart Bruges, Belgium for Reykjavik, Iceland June 20, 2019

Depart Reykjavik for Denver June 23, 2019

Course dates: June 7 to August 2, 2019

Instructor: Angie Henderson

Office: Candelaria 2016

Office Hours: T 12-3 p.m.

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**e-mail is the preferred method of communication*

Required readings: All required readings will be posted on Canvas under the button "Readings." Announcements will be made in class if new readings are added throughout the semester. Check Canvas frequently for updates and announcements.

Course Description:

This course introduces students to the sociological study of inequalities in three countries in Europe (France, Belgium and Iceland). This course focuses on different aspects of social stratification in these countries including current and historical events that have contributed to current social problems. We use sociological concepts and critical thinking to investigate such issues as:

1. What are the major differences between France, Belgium, Iceland and the US when it comes to social inequalities?
2. How do major sporting events like the World Cup reinforce and/or exacerbate social inequalities?
3. How can we use sociological data collection and analysis techniques to answer the above questions?
4. Which sociological theories can we use to analyze cross-cultural differences observed while abroad?

Course Objectives:

This course provides an introduction to observation and interviewing techniques commonly used in sociological data collection. This course will also cover the basic sociological theoretical perspectives (both classical and contemporary) so that we can apply the methods and theories to study social inequalities in 3 European countries.

After completing this course, students should be able to:

- (1) define and understand the foundational and contemporary sociological theories of inequality;
- (2) sociologically explain historical and current issues in France, Belgium and Iceland contributing to social inequalities;
- (3) sociologically explain the differences between the 3 cultures and the US; and
- (4) draw sociological conclusions about social inequalities in these 3 countries.

COURSE REQUIREMENTS

1. Regular Attendance and Participation at Planning Meetings (25 points)

As a class, we will vote and decide on a regular day and time to meet to plan our research and our time while abroad. These meetings are not optional; students must attend and participate in planning our trip. What your experience includes while you are abroad is up to you; your research plan and itineraries depend on planning ahead. To measure this outcome, you will turn in both a research plan as well as an itinerary for the part of the trip you are in charge of planning.

2. Journaling (100 points)

For every day on the calendar that journal entries are due, you must turn in 3 paragraphs that summarize:

- a. Your reaction to the reading/data collection experience (10 points)
- b. Application of the reading/data collection experience to the inequalities you learn about while abroad (5 points)
- c. Questions on the reading/data collection experience designed to elicit class discussion with peers (5 points)

There will be 5 journal entries due over the duration of the course.

3. Data collection mini-projects (100 points)

Depending on enrollment in the course, we will divide the data collection tasks equally among the students. This includes observations done while abroad, content analysis, or interviews with locals as they are available. As a class, we will identify a master list of data collection techniques and each student will be responsible for conducting at least two "types" of data collection (e.g., everyone does at least 2 interviews and 2 observations). These each will be worth 50 points.

4. Presentation (100 points) - SOC 596 students will do "solo" presentations, 395 will do groups.

Each student team is responsible for presenting the results of their research at one of the partner schools assigned (Roosevelt High School in Johnstown, Fred Tjardes School of Innovation in Greeley, Windsor High School). The course you will be presenting in will be focused on research design and original data collection. Presentations should reflect these processes as they might help inform high school and middle school students appropriately. Specific guidelines and the grading rubric will be presented in a separate document.

NOTE: this is only for students wishing to utilize the \$1000 discount.

5. Final paper (100 points)

Each student is responsible for writing a final paper for this course that will reflect their review of the relevant literature, their own original data collection, analysis, results and conclusions. This paper will ideally be ready to submit to a journal upon completion of the course.

Grade Posting: Grades will be posted in Canvas.

ACADEMIC HONESTY

I expect complete academic honesty. Please refer to UNCO's "**Student Code of Conduct: Academic Integrity**" (http://www.unco.edu/dos/pdf/StudentCodeofConduct.pdf#nameddest=SC_integrity) for more detailed information. In short, the Code states that all work turned in for credit must be **your own work in your own words**, unless clear and explicit acknowledgement of the sources of the work is given. Cheating or plagiarizing will result in failing the assignment or the course.

Citation and Plagiarism¹

When you use the ideas of someone else, whether you quote someone directly or indirectly incorporate general points made by another person, **you must cite the source**. Proper citation practices not only help you to avoid the unethical act of plagiarism, but also are a mark of good scholarship. When you appropriately cite the work of others you demonstrate your ability to apply and synthesize information and to form your own ideas regarding those of someone else. Here are three examples of typical citation formats:

- 1) "Proper citation practices...are a mark of good scholarship" (Newman 2013, p. x). [this is a direct quote]
- 2) Newman (2013) has suggested that ethical citation formats indicate good scholarship. [this is an indirect reference]
- 3) According to some (e.g., Newman 2013), proper citation indicates good thinking. [indirect reference]

¹Newman, Harmony D. (2015). SOC 231: Introduction to Sociological Practice Syllabus.

Revise and Resubmit: The instructor reserves the right to allow students to revise and resubmit an assignment if they receive a "C" or lower grade (upon discretion of the instructor).

Writing Assignment Rubric: A basic rubric will be used to grade all writing assignments. This will be presented and discussed in class, and copies will be made available to students before writing assignments are due.

Late work: Late work will be deducted 30% of the assignment grade unless prior arrangements are made with the instructor. This includes sickness and emergencies. Notify the instructor as soon as you know you will not be in class in order to avoid losing points. If you **do not** notify the instructor prior to missing work, you will not be allowed to make-up the missed work. **In addition, if arrangements are made to make-up work (such as an appointment with the instructor or the T.A.), and a student misses the originally scheduled appointment, all opportunities to make-up the work are forfeited.**

University Policies:

Academic Expectations Related to Student Conduct

Source: <http://www.unco.edu/dos/handbook/stuhndbk.htm#acadexpect>

In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with certain generally accepted norms of scholarship and professional behaviors. Because of this expectation, the University does not condone any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals.

Consequently, students who are judged to have engaged in some form of academic misconduct may be subject to (1) a zero or an "F" on the work in question, (2) an "F" in the course, (3) other academic penalties as outlined in the professor's course requirements and expectations, (4) disciplinary action as specified in the Sanctions for Misconduct

section below, or (5) any combination thereof. Procedural due process, including the right to appeal, is to be followed in making a determination of whether academic misconduct has occurred.

Generally, a student's intentions will not be the primary consideration in the determination of whether academic misconduct has occurred. A student's intentions will usually be considered only during the process of deciding on the appropriate sanctions or penalties.

Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work, but also the lifting of a substantial or essential portion thereof.

Regarding written work in particular, direct quotations, statements which are the result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotations.

As long as a student adequately acknowledges his/her sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgment may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgment and some may evaluate a project on the basis of form.

Cheating is the act of using or attempting to use, in examination or other academic work, material, information, or study aids which are not permitted by the instructor. Cheating includes, but is not limited to: Using books, notes, or calculators or copying from or conversing with others during an examination (unless such external aids are permitted by the instructor); having someone else do research, write papers, or take examinations; doing research, writing papers, or taking examinations for someone else; submitting large portions of the same work as part of the academic work for more than one course (unless such submission is permitted by the instructor).

Fabrication is the invention of material or its source and its use as an authority in academic work. Fabrication includes, but is not limited to: inventing the data for a scientific experiment; inventing the title and author of a publication in order to use the invented publication as a source; or knowingly attributing material to an incorrect source.

Disabled Persons: It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. Any student who because of a disability may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make any necessary accommodations.

Federal Policies Regarding Your Privacy: Throughout the course of the semester (and especially at the end of the semester), you may be wondering what your grade is, what you scored on an exam, or paper, etc. **I cannot legally e-mail you your grade without written consent.** Therefore, when you send me an e-mail at any time, I cannot respond with grade information unless you give me hand-written consent, with a signature, first. All spreadsheets that contain grade information will be posted outside my office and updated constantly with your "current grade" in the course up to that point. It is **your job** to look at that posting and find your grade information. As always, you are welcome to make an appointment with me to review your grades in person, but I cannot release information without written consent via e-mail, over the telephone, or especially to a third party (except those listed below). Please see the description of FERPA below for further details.

Family Educational Rights and Privacy Act (FERPA) The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those

records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Source: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>