

SOC-210 Introduction to Sociology

This course includes 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. (3 credit hours, 3 contact hours)

No prerequisites, no co-requisites, no entry test requirements. The ability to comprehend college-level reading and express through written assignments is imperative for success in the course.

Examining Cultural and Institutional Links in Nigeria and Uruguay, created by Ryan Cox, Nash Community College (correspondence: rmcox833@nashcc.edu)

This activity will allow a student to understand and explain how a given cultural universal related to the social institution of Criminal Justice is exhibited in a given society. Specifically, the cultural universals that will be examined are: 1) Penal sanctions, and 2) correctional philosophies.

Objectives:

This activity is constructed to help students demonstrate understanding of key sociological terms and concepts; specifically, how cultural universals related to the social institution of criminal justice is exhibited in a particular country.

The larger goals of these modules are to help students develop a sociological perspective and knowledge pertaining to....

- a. The world that exists outside of America
- b. The examination of social phenomena from another's perspective
- c. How cultures appear very different, but in many ways, are quite similar
- d. The social patterns that exist within various cultures

How the everyday, lived experiences and larger culture of a society are patterned and influenced by the social structure and constraints within that given society.

Global Learning Outcome(s):

Global Learning Outcomes 3 & 4 are specifically addressed in *this* activity. Other outcomes are achieved through related activities that can be used in successive order, as standalone activities, or as a cumulative project.

Global Learning Outcome 1:

Students will identify the demographic profile of a particular country, including standing on various measures of human development.

- a. *Level of learning:* IDENTIFICATION/KNOWLEDGE
- b. *Recommended prerequisite knowledge/Assign this activity AFTER having taught:*

METHODS

Global Learning Outcome 2:

Students will examine how specific cultural universals related to the social institutions of family, religion, and the criminal justice system are conceptualized and expressed in a particular country.

- a. *Level of learning:* IDENTIFICATION/KNOWLEDGE
- b. *Recommended prerequisite knowledge/Assign this activity AFTER having taught:*
CULTURE

Global Learning Outcome 3:

Students will interpret the norms that are reinforced by specific cultural universals related to the social institutions of family, religion, and the criminal justice system.

- a. *Level of learning:* INTERPRETATION
- b. *Recommended prerequisite knowledge/Assign this activity AFTER having taught:*
CULTURE

Global Learning Outcome 4:

Students will justify how variations in the expression of cultural universals are influenced by the larger social structure.

- a. *Level of learning:* EVALUATION/JUSTIFICATION/ANALYSIS

Recommended prerequisite knowledge/Assign this activity AFTER having taught: All previously mentioned prerequisites AND social INSTITUTIONS.

Time:

Up to 2 class periods, 100-120 minutes

Materials and Resources:

1. Internet access (preferably computer-based but may be able to access some resources using mobile device).
2. Poster board or something similar to create a Venn diagram.
3. Instructor will need to provide digital or paper access to the following articles/resources:

Ebeniro, Chioma Daisy. **African Journal of Criminology and Justice Studies : AJCJS**4.2 (Apr 2011): 28-36. Retrieved from [The Problems of Administration of Justice on Female Offenders in Nigeria](#)

Gerner, M. R. (2015). Uruguay's Advances in Drug Policy. *Sur International Journal on Human Rights*, 12(21), 4-1H,2H,3H,4H. Retrieved <http://search.proquest.com/docview/1769599197?accountid=8387>

Hetzer, H., & Walsh, J. (2014). Pioneering cannabis regulation in Uruguay. *NACLA Report on the Americas*, 47(2), 33-35. Retrieved from

<http://search.proquest.com/docview/1546277998?accountid=8387>

<http://www-rohan.sdsu.edu/faculty/rwinslow/africa/nigeria.html> from San Diego State University - Comparative Criminology from around the world.

<http://www-rohan.sdsu.edu/faculty/rwinslow/samerica/uruguay.html> from San Diego State University - Comparative Criminology from around the world.

Odeku, Kola; Animashaun, Sola. **African Journal of Business Management** 6.23 (Jun 13, 2012): 6754-6764. (found in Proquest Criminal Justice). Retrieved from [Poverty, human rights and access to justice: Reflections from Nigeria](#)

World Trade Press. Uruguay Travel Complete Profile. Petaluma, CA, USA: World Trade Press, 2010. ProQuest ebrary. Web. 19 April 2016.

Procedure:

As a prerequisite it is recommended that the instructor provide lectures or some form of instruction on the topic of deviance and social control. Special attention should be paid to sanctions and the criminal justice system.

- *Pocket Research (up to 45 minutes)*. Students can be placed into small groups for this activity or complete it individually. For the sake of time, groups may be more practical, as work can be distributed amongst group members. The instructor needs to be sure that every student (whether it be in groups or individual) is assigned either Nigeria or Uruguay. Students will be given specific research (identified in the materials/resources section) Once assigned a country, the individual students or the group as a whole needs to conduct research with a focus on the following questions (they apply to both countries):
 1. *Are there any class-based, gender-based, or race-based inequalities as to the distribution of justice?*
 2. *What are some of the common penal sanctions (punishments) for individuals who are found guilty of a crime?*
 3. *Does Nigeria/Uruguay have strict drug sanctions? What are the basic drug policies for Nigeria/Uruguay?*

These questions should serve as a guide when conducting research. If the instructor chooses to utilize this as a group activity, students should divvy up research responsibilities. If done individually, the student should pay close attention to all three research questions.

- *Scenarios (Up to 30 minutes – Handout #1 at the end of this document)*. Once the students have conducted their research, they are to be provided with (digitally or via a worksheet) the following scenarios and determine the most likely outcome of each according to the research they've conducted :
 1. *John is a young, white male from the United States who has travelled to Nigeria/Uruguay on a mission trip. While in Nigeria/Uruguay, he is stopped by authorities and accused of petty theft. What's likely to happen to him?*
 2. *A local woman is arrested by law enforcement for an unknown violation. She is*

	Likely law enforcement response (if applicable)	Likely judicial response – court proceedings, legal counsel, etc... (if applicable)	Likely penal outcome – fines, incarceration, etc... (if applicable)
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pregnant and poverty stricken. What's the most likely outcomes for her?

3. *While on patrol, local law enforcement officials come across a group of villagers smoking marijuana. What is the likely outcome for the villagers?*

- *Compare and Contrast (Up to 20 minutes – utilize poster board).* Once Handout #1 has been completed, each individual student should be paired with someone who had been assigned to the other country. Once paired, they should complete a Venn diagram to illustrate the differences and similarities in the countries approach to criminal justice. Each pair should report their findings to the rest of the class upon completion.

Assessment:

- *Reflection (Up to 20 minutes – Handout #2 at the end of this document).* To formatively assess the activity, the students should complete a reflection handout to measure their understanding and their attitudes towards the Criminal Justice system as a cultural universal and how it is expressed in other cultures outside of the United States. Once completed, the instructor should read through the reflections and do a debriefing session with the class in terms of the common takeaways discussed in the reflections, as well as some of the muddiest points that students may have had trouble comprehending or interpreting.

<p><u>Scenario 1</u> <i>John is a young, white male from the United States who has travelled to Nigeria/Uruguay on a mission trip. While in Nigeria/Uruguay, he is stopped by authorities and accused of petty theft.</i></p>			
<p><u>Scenario 2</u> <i>A local woman is arrested by law enforcement for an unknown violation. She is pregnant and poverty stricken.</i></p>			
<p><u>Scenario 3</u> <i>While on patrol, local law enforcement officials come across a group of villagers smoking marijuana.</i></p>			

Handout #1
Nigeria/Uruguay
(Circle your country)

Handout #2

Students should reflect upon the following questions immediately upon the conclusion of the *Compare and Contrast* exercise.

1. What are your general thoughts on how the criminal justice system operates in Nigeria and/or Uruguay?

2. What, if anything, surprised you most about the way justice is expressed in Nigeria and/or Uruguay? Do we, as a society, share some of the same issues that these countries do?

3. Based on what you've learned from this activity, is there anything the United States can or should borrow from Nigeria and/or Uruguay to improve our own system and its inadequacies?

