

# THE N.C. SCHOLAR OF GLOBAL DISTINCTION PROGRAM



**WORLD VIEW**



Europe and the  
European Union

SOC 210

## Sociology

Liane She & Kimberly Miller | Stanly Community College

This course 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 module is culture-based and focuses not only on the U.S. but also on European cultural and sociological features. As such, students acquire knowledge of sociological concepts such as language, gestures, and other cultural dynamics from European countries. This module is taught during the third week of class, which implies that students already acquired basic knowledge on structural functionalism, conflict theory, feminist theory, symbolic interactionism, and postmodernism.

### Student Global Learning Outcomes:

Upon successful completion of this module, students will be able to:

1. Compare characteristics of European cultures such as gestures, geographical, educational, food, linguistic and dress code features to the U.S. culture by scoring a 70 or higher on the discussion forum.
2. Evaluate topics in socialization, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations as demonstrated by earning a 70 or higher on the reflection paper.

### Activity 1: Discussion Forum

#### Objectives:

The aim of this discussion forum is to collaboratively engage in a discussion with their classmates. Through this assignment, students will have the opportunity to connect their previous knowledge on culture and sociological topics with a European country of their choice.

#### Procedures:

First, students will pick a current event from a country in Europe to examine from a sociological perspective. Then, students will explain why they chose this current event, and how does this current event fit within the realm of sociology. Lastly, from the current event, students will examine what populations are most affected, as it relates to either race, gender, sexual orientation, socioeconomic status, religion or education.

#### Assessment & Follow-up:

Students' initial post should be at least 350 words. As a follow-up activity, students will reply to at least two of their classmates. Each response should be constructive, and at least 300 words. Each post and response will be evaluated based on content accuracy, critical analysis of the chosen European current event, and properly APA-cited references. Constructive feedback will be provided by the instructor.

Students will get to choose their events from the following sources:

Europe:

EuroNews:

<https://www.euronews.com/>

Politico (EU):

<https://www.politico.eu/>

EU Observer:

<https://euobserver.com/>

Euractiv:

<https://www.euractiv.com/>

Euro-Islam:

<http://www.euro-islam.info/>

France:

RFI:

<https://www.rfi.fr/en>

Germany

Deutsche Welle English:

<https://www.dw.com/en>

Eastern Europe:

Radio Liberty:

<https://www.rferl.org/>

Transitions:

<https://tol.org/>

Southeastern Europe:

Balkan Insight:

<https://balkaninsight.com/>

Spain:

El Pais:

<https://english.elpais.com/>

Russia:

Meduza:

<https://meduza.io/en>

TASS:

<https://tass.com/>

Ukraine:

Ukrinform:

<https://www.ukrinform.net/>

## Activity 2: Reflection Paper

### Objectives:

The reflection paper aims to interpret topics in socialization, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations through a theoretical lens, based on a European movie. The theories that have previously been studied in the first modules of the class are the following: structural functionalism, conflict theory, feminist theory, symbolic interactionism, and/or postmodernism.

### Procedures:

Movies are arguably the most popular and influential part of popular culture, not only in the United States but also in Europe. As sociologists collect data by conducting surveys, observational studies, and experiments, they also scavenge existing data, hunting for evidence of social patterns in movies. Therefore, students will have the choice to watch one of the following three European movies:

#### 1. Identities: Culture and Nationality Today

Director: Wilson R. Ruiz

Summary: This documentary film is an overview of the multiculturalism and racial, social, sexual and cultural identity questions that exist in Europe. Some of the areas covered are: multiculturalism and language diversity in United Kingdom and particularly Europe, and all over Europe, Germany's celebration of gay culture, cultural diversity and diverse cuisines, and immigrant cultures in Europe. Therefore, this film offers an overview of African, Asian, Middle Eastern influences in European countries.

#### 2. Les Misérables

Director: Tom Hooper

Summary: The film deals with abject poverty, prostitution, imprisonment, corruption, war, and death; all of which fans of the musical will be expecting – but bringing the story to the screen means it has a much more realistic feel (despite the fact that the actors sing virtually all of the dialogue). Characters suffer painful beatings, degrade themselves out of desperation, engage in gun and bayonet fights, claw their way through unspeakable filth, and more. Ultimately, Les Misérables is about the redemptive power of love and faith, and there are many moments of hope and beauty amid the miserable ones.

Film Review can be [accessed here](#).

#### 3. My Italian Secret: The Forgotten Heroes

Director: Oren Jacoby

Summary: This movie is a documentary about Italian Jewish survivors from World War II who returned to Italy after the war was over and shared their stories. The film portrays how WWII cyclist, Gino Bartali, physician Giovanni Borromeo and other Italians worked with Jewish leaders and high-ranking officials of the Catholic Church in their efforts to save thousands of Italy's Jews. The movie is made with interviews and narrated by [Isabella Rossellini](#).

Film Review can be [accessed here](#).

Students will then identify the main theme of the movie, which can be: socialization, diversity and inequality, cooperation and conflict, social change, social institutions, or Organizations in Europe. After choosing one of the topics, students must describe the movie through a theoretical lens. The theories are the following: structural functionalism, conflict theory, feminist theory, symbolic interactionism, and postmodernism. They will then have the choice between three different movies: Les Misérables, My Italian Secret: The Forgotten Heroes, and Identity: Culture and Nationality in Europe Today.

Assessment:

Students will write a constructive, two to three page-long, APA formatted reflection paper. The paper MUST be in APA 7th edition for students. This includes a title page, internal citations, and a reference section. Student papers do not require an abstract, and they may [click here for APA eBook](#). The paper must have an introduction, a body of paragraphs and a conclusion. In addition, students may examine the [writing tips](#) herein provided.

They will be evaluated on following the prompt directions which include: identifying and describing one of the sociological topics in one of the three European movies, interpreting one of the sociological theories and connecting it with the movie reflection, properly citing their sources and references without plagiarizing, and ensuring there are no grammatical errors. Students may take into consideration the following guiding questions for the movie reflection: How does the movie reflect its social context in the particular region of the world where it takes place? How does the movie distort social reality? To what degree does the movie shed light on common or universal social and human problems? To what degree does the movie provide evidence for or against sociological theory and research? To what degree does the movie connect biography, social structure, and history?

### Activity 3: Final Cultural Reflection Presentation

Objectives:

The aim of this presentation is for students to present about the movie they picked in the Reflection Paper to all their peers. Through this assignment, students will have the opportunity to talk about the reasons why they picked one movie or the other, and the connections they made with the theories of structural functionalism, conflict theory, feminist theory, symbolic interactionism, and/or postmodernism.

Procedures:

Students will create a presentation using Loom, so they can record themselves and create an interactive presentation for the entire class. Students will have the opportunity to embellish their presentations by including information about the country the film is located in, such as its capital city, name of the president/prime minister/king/queen and a traditional dish from the country.

Examples of recipes can be found on [this link](#). If you have any questions about how to find resources, you may utilize [NCLive.org](#), [SCC's library](#), or you may ask a UNC Chapel Hill librarian by clicking [this link](#).

Assessment & Follow-up: Students will get to watch their peers' videos and make constructive comments on two of them. Constructive feedback will be provided by the instructor.

### Resources and References

Resources and References used in the creation of the module (e.g. books, articles, etc.):

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

APA 7th Edition ebook presentation. Retrieved from:

[https://docs.google.com/presentation/d/1Z\\_boGNcX50nRE7kZ\\_Cr6HZEqUzgV9hWIRIRfcYFjw/present?ueb=true&slide=id.p](https://docs.google.com/presentation/d/1Z_boGNcX50nRE7kZ_Cr6HZEqUzgV9hWIRIRfcYFjw/present?ueb=true&slide=id.p)

Ferris, K. and Stein, J. (2020). The real world: An introduction to sociology (7th ed.). Norton & Company, Inc.

Chapter 3 Google Slides Presentation. Retrieved from:

<https://docs.google.com/presentation/d/1WWbsjJCJ0IKjHypgbpmNwtxYHkBxIWHFfISzH6aQ6hA/edit?usp=sharing>

Hooper, T. (1982). Les Misérables. Retrieved from:

[https://fod-infobase-com.proxy169.nclive.org/p\\_ViewVideo.aspx?xtid=191900&tScript=0](https://fod-infobase-com.proxy169.nclive.org/p_ViewVideo.aspx?xtid=191900&tScript=0)

Jacoby, O. (2014). My Italian Secret: The Forgotten Heroes. Retrieved from Netflix and/or Prime Video

MCAT, Khan Academy (2015). Milgram Experiment on Obedience. Retrieved from:

[https://www.youtube.com/watch?v=PJFzgfLMBIw&feature=emb\\_title](https://www.youtube.com/watch?v=PJFzgfLMBIw&feature=emb_title)

NC Live

<https://www.nclive.org>

Ruiz, W. (2007). Identity: Culture and Nationality in Europe Today. Films on Demand. Retrieved from:

[https://fod-infobase-com.proxy169.nclive.org/p\\_ViewVideo.aspx?xtid=37175](https://fod-infobase-com.proxy169.nclive.org/p_ViewVideo.aspx?xtid=37175)

SCC Library

<https://stanly.libguides.com/home>

UNC Library if questions about finding resources:

<https://library.unc.edu/ask/>

Yummly for international recipes and dishes:

<https://www.yummly.com/cuisines>