The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course will be accessible.

1. **DEPARTMENT (Name of department or program which offers the New Course):** Sociology and Social Services

2. **ALPHABETICAL PREFIX (ALL CAPS):** SOC  
   **COURSE NUMBER:** 3530  
   [Check Course Inventory to make sure number has not yet been used. Check with Department chair, Dean/Associate Dean, or college Curriculum Coordinator. Course numbers may only be used once, even if course is no longer offered.]

   **FULL TITLE (in Catalog):** CONTINUITY AND CHANGE IN BRAZILIAN SOCIETY - STUDY ABROAD  
   [maximum of 100 spaces]

   **SHORTENED TITLE FOR CLASS SCHEDULE (if full title is over 30 spaces):** CONTINUITY CHANGE BRAZIL - ABROAD  
   [maximum of 30 spaces]

   **UNIT VALUE of course:** 4  
   [Number of units each student will earn for passing this course. Component Units.]

3. **CATALOG DESCRIPTION (Course Content. 40 words maximum):**

   ON-SITE EXPLORATION OF LATIN AMERICA’S LARGEST COUNTRY FROM PORTUGUESE COLONY TO THE PRESENT GLOBAL POWER, INCLUDING: ORIGINS OF A MULTI-ETHNIC SOCIETY, TRANSITION FROM MONOCULTURE TO INDUSTRY, AUTHORITARIAN AND DEMOCRATIC TRENDS, LEGACY OF SLAVERY. SUMMER ABROAD ONLY.

   a) **Prerequisite(s):** NONE  
      (e.g. COMM 1000; Consent of instructor; at least a 2.0 GPA.)

   b) **Co-requisite(s):** NONE  
      (e.g. Concurrent enrollment in BIOL 1003.)

   c) **Credit Restrictions:**  
      □ Yes [Enter Restrictions Here]  
      □ No  
      (e.g. Not for biology major or minor credit.)

      ▪ Is this course replacing another course in your department where both can be considered equivalent for academic renewal purposes?  
      □ Yes  
      □ No  
      (If yes, a Course Discontinuance Request for the current course must be submitted along with this New Course Request. Also, a credit restriction must be added to the New Course Request that states: Not open to those with credit for XXXX 1234.)

   d) **Repeatability:**  
      □ Yes  
      □ No  
      (Total Units student can earn. E.g., Repeatable for a maximum of 12 units, or, May be repeated for credit for a maximum of 8 units when content varies.)
e) If the answer to d) above is yes, can students register for multiple sections of this same course in the same quarter?:

☐ Yes  ☒ No

f) Cross-listing:  ☒ Yes  ☐ No
   - If yes, list primary and secondary departments. Primary: [_________]  Secondary: [_________]
   (A New Course Request must be submitted for each of the two departments. Cross-listed courses are those that are identical, except for the course prefix.)

   ☐ Dual-listing:  ☒ Yes  ☐ No
   - (If yes, list the upper-division course number and title if this new course is at the graduate level or list the graduate course number and title if this new course is at the upper-division level. If both the upper-division and the graduate level courses are being proposed at the same time, a New Course Request form must be submitted for each of the two courses.)

   Upper-division or Graduate level: Course # and Title [______________________________]

h) Miscellaneous Course Fee:  ☐ Yes. Fee amount: $_________  ☒ No
   (If Yes, approval must be obtained from the Campus Fee Advisory Committee, which is handled by the Office of the VP, Administration and Finance. Note: all miscellaneous course fees under $50 are covered by the A2E2 fee paid by students.)

i) Grading Pattern:  ☐ ABC/NC  ☐ CR/NC only  ☐ A-F or CR/NC (student choice)  ☒ A-F only

j) Hours/Week of Lecture: [ 4 ] (If no activity or lab, entire unit value from #2 above is placed here.)
Non-Activity/lab units: [ 4 ] (If there is an activity or lab component, then list only the non-activity/lab units here.)

k) Hours/Week of Activity or Lab (if applicable): [ ]
   Activity/Lab units: [ ] (If there is an activity or lab component, then list only the activity/lab units here).
   If no activity or lab, indicate “None”: [ None ]

l) Taught entirely on-line, on-ground, or hybrid (both):  ☐ On-line  ☐ On-ground  ☒ Hybrid (both online and on-ground)
   If the answer is on-line or hybrid, also respond to the additional three questions below:
   i. Describe the strategies for teaching this course either in an on-line or hybrid format. (Discuss the instructional methods for offering the course(s) content in an online or hybrid format)

   Online teaching will include reading assignments, video clips provided through Blackboard, student discussion boards, faculty lead-discussion, assigned-topic research paper, and peer editing groups for the research paper. BB also allows presentation of video lectures and short instructional video episodes on skills available 24/7 to the students.

   Course documents and materials will be made available to students via Blackboard. Exams (both 'short answer' (i.e. multiple choice, short answer, short essay, matching, etc.) and essays are done on BB as well. Interactive tools available on BB, such as Wiki, Blog, Discussion Board, Groups, etc., will be used to engage student participation and collaboration.

   TurnInlOn BB will be used to raise consciousness of and avoid plagiarism. GradeMark on BB can be used for electronic grading with rubrics.

ii. Describe the experience, support and/or training available for the faculty members who will teach this online or hybrid course. (Discuss how you will ensure that faculty will know how to teach online or in a hybrid format.)

   The proposing faculty member has participated in the the 2014 Faculty Development Summer Institute on Quality in Online Teaching. In addition, the faculty member has experience teaching hybrid courses at CSUEB for over 5 years.

iii. Assessment of online and hybrid courses. (Discuss how your department will assess the quality of the online and/or hybrid instruction to ensure it is equal or superior to your on-ground instruction). Note: Assessment of learning is NOT addressed through student evaluations.
m) Offered on state-support or self-support: □ State-Support  □ Self-Support

4. COURSE INVENTORY DATA
(All information needed to complete #4 can be found in Appendix B, Course Classification System and Faculty Workload Formula. Once you decide on the Instructional Format, the remaining information is based on the corresponding Course Classification Number and falls neatly into place. If the course contains an activity or lab component, in addition to a lecture, discussion, or seminar component, be sure to list both components and indicate the appropriate hours/week in “j” and “k” above.)

<table>
<thead>
<tr>
<th>CSU Course Classification System and Faculty Workload Formula</th>
<th>First Component</th>
<th>Second Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Instructional Format</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td>b. Course Classification Number</td>
<td>C3</td>
<td></td>
</tr>
<tr>
<td>c. Class Hours/Week [Instructor Contact Hours]</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>d. Student Credit Units [Component units/Units earned]</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>e. Workload K-factor [based on CS#]</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>f. Weighted Teaching Units [component units X K-factor; d X e = f]</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>g. Normal Limit/Capacity [based on CS#. Note: Courses approved by the GE Subcommittee of CIC to satisfy GE Area C4 or D4 must have an enrollment capacity of 40. This maximum capacity is temporary and will again be reviewed in 2012.]</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

5. GENERAL EDUCATION-BREADTH REQUIREMENT(s), U.S. HISTORY-INSTITUTIONS REQUIREMENT, UNIVERSITY WRITING SKILLS REQUIREMENT to be satisfied.  □ Yes  □ No
(If yes, list Area and Subarea, if appropriate for GE and Category for the Code. Refer to the GE Chapter in this manual for an explanation of the procedure for getting this course approved for GE or the Code Requirement. Refer to the University Writing Skills Chapter in this manual for an explanation of the procedure for getting this course approved for the UWSR.)

GENERAL EDUCATION CREDIT FOR UPPER DIVISION SOCIAL SCIENCE COURSE (AREA D4)
6. **JUSTIFICATION FOR/PURPOSE OF** the proposed new course: [Why does this course need to be added? Will this course be used in one of your existing majors, options, minors, or certificates? If so, which one and how? Will the major, option, minor, or certificate need to be revised as a result of the addition of this course?]

   Course will provide our students with a high impact learning experience visiting Brazil, a country at the center of world attention. An emerging economic power, site of the World Cup and Olympics, a front line in the struggle for conservation and sustainability, a leader in innovative social policies. Yet few Americans know much about the world’s fifth-largest country and sixth-largest economy with its second-largest black population beyond iconic images of soccer, Carnaval, and rainforests. This survey explores the social history and culture of this continent-sized country in global context from 1500 to the present, focusing on the cultural, economic, and social ties that connect Brazil to the rest of the world. It explores themes like slavery and race, regional cleavages, authoritarian rule, social inequality, and the halting attempts to expand access to prosperity and political power. It addresses several of our Institutional Learning Outcomes- Sustainability, Diversity and Social Justice.

   No Revisions To The Major, Option, Or Minor Will Be Required.

7. List of all **Student Learning Outcomes** (SLOs) for this new course.

   By the conclusion of this course, students will be able to:
   
   • Identify and discuss the key events, people, and flows of Brazilian social history, from the colonial period to the present, with a focus on global and transnational exchanges.
   • Understand how changing patterns and conceptions of race, migration, political culture, dependent economic development, social and regional inequality, and other factors have shaped Brazilian society.
   • Find evidence and analyze it effectively, using a range tools borrowed from sociology, visual studies, political science, economics, public policy, anthropology, history, etc.
   • Structure an argument rigorously and convincingly supported by evidence.
   • Present an argument in a clear and convincing manner, both orally and in writing.
   • Revisit and reconsider evidence in the light of new evidence or understanding.

8. **RESOURCE IMPLICATIONS:** (With the addition of this course, is there a need for additional student fees or other resources such as faculty, facilities, equipment, and/or library resources that will not be covered by the department budget.)

   All signatories of this course proposal understand and recognize that the approval of a new course does not guarantee that it will be offered or guarantee the frequency of its offering. Course offerings are always subject to resource availability and the discretion of the dean.

9. **CONSULTATION** with other affected departments and program committee:

   a) The following **department(s)** has (have) been consulted and raise **no objections** *(If there were no objections to this curriculum request after listing it on the Curriculum Sharepoint site for five working days, type in the following: “All Academic Departments and Programs at CSUEB were consulted using the Sharepoint Curriculum site and there were no objections.”)*

   ALL ACADEMIC DEPARTMENTS AND PROGRAMS AT CSUEB WERE CONSULTED USING SHAREPOINT CURRICULUM SITE AND THERE WERE NO OBJECTIONS. ADDITIONALLY, THE SYLLABUS WAS SHARED WITH THE DEPARTMENT CHAIRS OF HISTORY AND ETHNIC STUDIES AND NEITHER PRESENTED AN OBJECTION.

   b) The following **department(s)** has (have) been consulted and **raised concerns** *(If there were unresolved objections to this curriculum request after listing it on the Curriculum SharePoint site for five working days, indicate the objecting department or program below, along with the specific concern. If there were no unresolved objections, type in “None.”)*: 
10. Certification of DEPARTMENT APPROVAL by the chair and faculty.

Chair: Pat Jennings

(Print Department Chair’s name here. Department Chair shall sign a hard copy for the College Office files)

[Select Date]

11. Certification of COLLEGE APPROVAL by the dean and college curriculum committee.

Dean/Associate Dean: Dennis Chester

(Print Dean or Associate Dean’s name here. A hard copy shall be signed for the College Office files.)

[Select Date]