COMMITTEE ON INSTRUCTION AND CURRICULUM

15-16 CIC 48
Monday, April 18, 2016

TO: The Academic Senate

FROM: The Committee on Instruction and Curriculum (CIC)

SUBJECT: 15-16 CIC 48: New course request for SOC 3530: Continuity and Change in Brazilian Society-Study Abroad

PURPOSE: Approval of the Academic Senate

ACTION REQUESTED: That the Academic Senate approve the new course request for SOC 3530: Continuity and Change in Brazilian Society-Study Abroad and grant upper division GE area D4 credit. Effective upon the signature of the President.

BACKGROUND INFORMATION:
At CIC’s February 15, 2016 meeting the Committee considered a request from the Sociology Department via the CLASS Curriculum Committee to approve a new course, SOC 3530: Continuity and Change in Brazilian Society-Study Abroad. The instructor, Prof. Sukari Ivester, met with the Committee and informed it that the course was developed as a result of a call from the administration to have more study abroad opportunities for students. Since the course also sought approval for GE D4, the Committee referred the course to the GE Subcommittee.

The GE Subcommittee recommended, in light of the call for study abroad opportunities, to grant an exception to 14-15 CIC 5 and approve the proposal. Analogously and pursuant to 14-15 CIC 21, new course proposals for quarter-based courses must be approved by CIC in addition to the usual process. The request was approved unanimously by the Committee on April 18, 2016.
First Quarter of Offering: Summer
First Year of Offering: 2016
Catalog new course will First Appear: 2016-2017
Date Submitted to APGS: 12/8/2015

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.)
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.)

g) 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 online or hybrid format. (Discuss the instructional methods for offering the course(s) content in an online or hybrid format)

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>TurnItIn on BB will be used to raise consciousness of and avoid plagiarism. GradeMark on BB can be used for electronic grading with rubrics.</td>
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</tbody>
</table>

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.
Hybrid courses are subject to the same evaluation processes as on-ground courses as part of the department’s annual student learning outcomes assessment processes. Online courses will be assessed by students in the courses by using the CSUEB’s standard student course evaluations implemented online, according to the university’s policy on student course evaluations. In addition, SOC has annual assessment activities, assessing one programmatic PLO each year, and complete assessing all SOC PLOs within each 5 year cycle.

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]
Application for General Education Credit for Upper Division Social Science Course (Area D4)

Course Title: Continuity and Change in Brazilian Society  
Course number: SOC 3530  
Maximum enrollment: 35

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible in your explanations, describing topics, readings, assignments, activities and assessments that illustrate how the course supports students’ acquisition of the learning outcomes. Remember, there may be no one on the review committees who has any knowledge of your discipline. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template to address ALL of the following learning outcomes.

D4 Goal: Courses meeting this requirement must apply the research findings of the social sciences to significant contemporary problems and emphasize advanced writing and information literacy skills.

1. Students will demonstrate an understanding of and ability to accurately apply disciplinary concepts of the social or behavioral sciences to the study of human behavior, individually and in society:

   **Explain and use** at least two standard or basic theories and models

   SLO: demonstrate an understanding of theories including, but not limited to, mercantilism, colonial and post-colonial theory, world systems theory, globalization, dependency theory, conflict theory, and neoliberalism, during in-class essay, exams, class discussion, and on the research paper. Theory versus praxis also considered.

   **Define and use** key disciplinary terms

   SLO: demonstrate an understanding of and be able to apply key disciplinary terms, including, but not limited to, Social stratification, Urbanization, Modernization, Industrialization, Social mobility, forced labor, global systems, social movements, civil society, social justice, non-state actors during in class discussion, essay exams, and research paper.

   **Explain and critique** professional applications of disciplinary concepts

   SLO: be able to identify, explain, and assess the theoretical and empirical claims of professional applications in class readings during discussion and essay exams as well as in materials investigated for the research paper.

2. Students will demonstrate an understanding of and the ability to effectively conduct or plan research using an inquiry method of the social or behavioral sciences.

   **Identify key research issues and conduct an appropriate literature review**

   SLO: ability to formulate a contested issue in the debate over colonialism, dictatorship and/or globalization; identify Brazil’s historical and contemporary location in the global
system(s), as well as determine the kind of evidence that will be needed to support an argument.

**Write** research-based hypotheses or research questions

SLO: develop through several iterations a clear thesis statement and research plan, including the identification of the appropriate professional literature.

**Collect data or use existing data to address** important social issues

SLO: demonstrate ability to collect data from primary and secondary sources through participation an in-class data-base workshop and the development of appropriate bibliographies and research notes in support of the research paper. Topics may include, but are not limited to: Settlement, colonization and colonial life; Slavery and its Legacy; Culture & social norms in the Country-side; Issues in the Transition to Free Labor & Republic; Becoming Modern in the Twentieth Century; Brazil during the Vargas Regime; Racial Democracy; Gender in Brazil Women; Indigenous Brazil.

**Analyze data or describe how data should be analyzed**

SLO: ability to analyze data as demonstrated during in-class discussion, in-class essay exams, and the research paper.

3. Students will explain in writing, using examples, how human diversity and the diversity of human societies influence our understanding of individual and collective human behavior.

   SLO: students will demonstrate how changing patterns and conceptions of race, migration, political culture, dependent economic development, social and regional inequality, and other factors have shaped Brazilian society.

   SLO: students will demonstrate the variation in impact, opportunities, and vulnerabilities of both colonialism and globalization on individuals, groups, and nation-states during in-class discussion, in-class essay exams, and on the research paper.

4. Students will demonstrate advanced skills in oral and written argument in the social or behavioral sciences. (Possible topic areas include: biomedical and health issues, socio-economic class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.) See description of writing components below.

   SLO: students will demonstrate oral argumentation based on class readings during in-class discussions and roundtable presentations (including peer learning); students will present the argument and supporting evidence for their research project in a formal presentation.

   SLO: students will demonstrate written argumentation including ability to articulate a thesis statement, develop argument and substance-driven outlines, and establish a supporting bibliography, on homework exercises, on in-class essay exams and on the research paper (which may be revised). In-class writing includes group writing, peer review and individual portfolios, in reactions to activities in the field abroad.
5. Applicants should describe how the course will assist students in developing advanced information competence (See outcomes attached.)

SLO: students will develop advanced information competence by participating in in-class database workshops and preparing and revising bibliographies that exhibit the use of topic-appropriate research materials including professional monographs and journals, online sources of governmental, intergovernmental, and non-governmental documents, and other online databases and archives.
General Education
Advanced Information Literacy Outcomes
for GE Areas
(approved by Academic Senate 2/05)

B6 Outcomes for Advanced Information Literacy in Science
D4 Outcomes for Advanced Information Literacy in the Social Sciences

Information Literacy is a prerequisite for lifelong learning. It enables learners to engage critically with content, extend their knowledge, assume greater control over their own learning and become self-directed learners.¹

Whether taught within a specific discipline or in a multi-disciplinary context, advanced information literacy curricula should encourage students to seek multiple perspectives and use diverse sources of information to inform conclusions. Further, students should develop an understanding that information and knowledge in any discipline is in part a social construction and is subject to change as a result of ongoing dialog and research. Teaching advanced information literacy helps students understand and participate in this scholarly conversation.

Faculty can enhance student information literacy by providing problem- or inquiry-based assignments where learning results from the use of multiple information sources thereby encouraging self-directed learning and critical thinking. The development and evaluation of these types of assignments may require significant commitment and investment of time on the part of students and faculty alike.

In addition to the lower division information literacy outcomes, students who are information literate at the advanced level are able to:

1. **identify** the main disciplines, fields, and organizations which generate and publish knowledge in their area of research,
2. **develop** in-depth knowledge of the literature from the above information producers in their area of research,
3. **evaluate** the significance and validity of information found, both in the context of the disciplines and fields consulted, and also within their own knowledge base and value systems,
4. **analyze** the implications of research and publishing patterns in their area of research,
5. **formulate and reformulate** research inquiries based on the objectives above and,
6. **demonstrate** their ability to perform the above objectives when they communicate the results of their inquiry to others.

¹ This quote and other ideas contained here are drawn from the Council of Australian University Librarians’ Information Literacy Standards, (Canberra, 2001) and from Learning for Life: Information Literacy Framework & Syllabus published by the Queensland University of Technology Library (Brisbane, 2001).
General Education
Upper Division Writing Outcomes
(approved by Academic Senate 2/05)

Outcomes for upper division General Education writing components build on the lower division learning outcomes acquired in English 1001 and 1002. When Cal State Hayward students complete their upper division general education requirements, they should possess the fundamental reading and writing competencies described for lower division and the rhetorical knowledge and writing process skills described below:

Rhetorical Knowledge
Students should
- Use writing for inquiry, learning, thinking, and communicating
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources, and incorporating peer and instructor feedback into revisions
- Integrate their own ideas with those of others
- Practice the ethics of academic writing and of accuracy in the use of evidence

Writing Processes
Students should
- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proofreading
- Understand writing as an open process that permits writers to re-think and revise their work
- Learn to critique their own and others’ works

For D4 Upper Division Social Science—A 4-unit upper division course applying the research findings of the social sciences to significant contemporary problems and emphasizing advanced writing and information literacy skills. In addition to the knowledge and process outcomes above, students should
- Compose written work that manifests the key features of writing in the discipline (such as a proposal and literature review)
- Incorporate research into written work, including summarizing, paraphrasing, and properly quoting and citing material from other sources

Faculty can support student acquisition of advanced writing skills by helping students learn
- The main features of writing in their fields
- The main uses of writing in their fields
- The expectations of readers in their fields
- The uses of writing as a critical thinking method
- The interactions among critical thinking and writing
**COURSE DESCRIPTION**

This course develops insight on how Brazil reached its current condition. It covers social, political, economic and cultural developments. The major themes that we will focus on include: the nature and legacy of slavery on Brazil, the tensions between continuity/change and between individual/society in Brazil. As the capital of the country for most of its existence (and still the most visited), a city of tremendous contrast, Rio de Janeiro will serve as an excellent backdrop for the course.

Brazil has been repeatedly called the "Land of the Future," (though self-deprecating Brazilians have said that it always will be!) Brazil still struggles with its past, but in many ways the future is already here. Brazil has the world’s eighth largest economy, larger than Russia, India, and Canada, and, in addition to the stereotypical tropical exports of developing nations, like coffee or minerals, it is also among the world’s major producers of soy beans, commercial jet aircraft, automobiles, and television entertainment.

In recent years, economic growth has been astonishing, and the benefits do seem to be trickling down, although still often short of the very poorest. Currently Sao Paulo, the second largest city in the Americas, is also the most expensive place to live in the Americas. However, amidst great abundance there is poverty; income inequality—few rich and many poor—is still among the world’s worst. Brazil produces like Germany but has poverty like India. The course will explore how Brazil seems to struggle as much with its past as it does for its future.

**PRIMARY TEXTS**


In addition, students will read a selection of provided book chapters and academic articles, along with newspapers articles.
**COURSE OBJECTIVES:** The students in this class will:

- 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 the social sciences
- 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.

<table>
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<tr>
<th>Learning Outcome</th>
<th>Evaluation (Assessment)</th>
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<tbody>
<tr>
<td>Students will become academically conversant in the major social, economic, and cultural developments in the history of Brazil.</td>
<td>Students will complete reaction papers measuring both their mastery of the material covered in discussions, and readings and their ability to use that knowledge to make their own arguments.</td>
</tr>
<tr>
<td>Students will be able to formulate original historical questions and answer them by systematic research in primary and secondary sources.</td>
<td>These skills will be demonstrated in an original research paper that will demonstrate the student’s historical knowledge of Brazil.</td>
</tr>
<tr>
<td>Students will be able to write a research paper that is coherent and persuasive by following norms for writing and careful documentation.</td>
<td>Mastery of these aptitudes will assessed in the evaluation of the research paper’s prose, format, and historical insight.</td>
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<thead>
<tr>
<th>Sociology &amp; Social Service Student Learning Outcomes (SLOs)</th>
<th>CSUEB Institutional Learning Outcomes (ILOs)</th>
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<tbody>
<tr>
<td>Sociology SLO1: [Critical Thinking] Students will be able to read and analyze sociological data and, thus, be able to critically examine “knowledge” veracity.</td>
<td>1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems</td>
</tr>
<tr>
<td>Sociology SLO2: [Communication] Orally and in writing, students will be able to effectively communicate and engage in educated, open-minded discussions of diverse sociocultural beliefs, perspectives, and norms.</td>
<td>2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others</td>
</tr>
<tr>
<td>Sociology SLO3: [Diversity] Students will be able to embrace social diversity, and critically analyze cultural representations of oppressed populations, while working toward equity and empowerment.</td>
<td>3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities</td>
</tr>
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<td>Sociology SLO4: [Collaboration with Diverse Groups] Students will be able to work collaboratively in diverse groups.</td>
<td>4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities</td>
</tr>
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<td>Sociology SLO5: [Responsibility &amp; Sustainability] Students will be able to promote sustainability by acquiring knowledge of local, national and global socioeconomic policies and practices that contribute to poverty, resource scarcity, violence, exploitation, and environmental degradation, as well as explore ethical, responsible alternatives to those policies.</td>
<td>5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels</td>
</tr>
<tr>
<td>Sociology SLO6: [Integration &amp; Synthesis of Knowledge] Students will able to critically read, interpret, integrate and synthesize abstract sociological arguments, theories, and practice methods.</td>
<td>6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.</td>
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**Course Requirements**

The methodology of the course consists of lectures and presentations, readings and guided visits. Attendance is required. Students have open discussions on course content. Some of these discussions are based on assignments submitted individually or as a group.

**Course requirements include weekly readings, ranging from 15 to 30 pages. It is imperative that each student complete the assigned reading in a timely fashion, as this enables him/her to actively participate in class. Class/activity attendance and active participation constitute one of the evaluation criteria for this course. Students also complete a final paper based on an in-depth historical investigation.**

The final grade is based on the overall performance of each student in **four** areas:

1. **Attendance / Active Participation** 15%
2. **Living History Field Reaction papers (2)** 30%
   - Students are expected to respond to two field visits in detail, describing both their reaction to the field experience and also making the connections between the contemporary and the historical.
3. **Commentary** 20%
   - Each student will sign up to be the commentator each week. The Commentary will consist of a brief oral discussion of the readings for that week and ideally, commentary should critically engage the assigned readings, using these readings as a point of departure to start our class session with an analytical discussion of the topic scheduled on the syllabus. You are quite welcome but by no means required to bring in outside readings, ideas from your other courses or your own research, images, artifacts, and so on. You are encouraged to bring our discussions and texts from prior classes into the commentary. This need not be lengthy or formal—10 minutes is sufficient—but should be a serious, carefully and thoughtfully prepared presentation. (In other words, please do not simply speak off the cuff; make sure to think in advance about and plan your comments.) No written work needs to be submitted for this assignment, it is an oral presentation.
4. **Final Paper** 35% (100 points=Prospectus 30% / Paper 70%)
   - There is one major writing assignment to complete outside of class—an essay of approximately 10-12 pages on any theme of interest in the course. This essay will be due on the Friday following our final class meeting. As the deadline draws nearer, I will distribute handouts that will help you with this essay and will provide complete instructions and guidelines for its submission.
   - Please note that this term paper assignment has two parts. During a class meeting in Week three, you must submit to me a paper prospectus: a short essay (one to three paragraphs, or a maximum of two pages in length) describing the expected topic of your paper and citing at least three scholarly works that you intend to use as sources.

**Course Grading**

I expect timeliness for all assignments, and all late work will be penalized 1/3 grade per day late (e.g B+ becomes a B). The course employs a criterion grading system. Therefore, theoretically, everyone in the class could earn an “A”. This helps to prevent students from being penalized in the event one or two students do exceptionally well. To assure a specific grade, consider the following scale:

<table>
<thead>
<tr>
<th>Grade Percentage</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
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<tr>
<td>80-82%</td>
<td>B-</td>
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<tr>
<td>77-79%</td>
<td>C+</td>
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<tr>
<td>73-76%</td>
<td>C</td>
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<tr>
<td>70-72%</td>
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<tr>
<td>67-69%</td>
<td>D+</td>
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<tr>
<td>63-66%</td>
<td>D</td>
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<tr>
<td>60-62%</td>
<td>D-</td>
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<td>&lt; 60</td>
<td>F</td>
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EMAIL

I am more than happy to correspond with you via email regarding any questions or concerns related to the course. I check email every day (except the weekends) and will reply as quickly as possible.

NOTE WELL:

* Late assignments will loose 1/3 credit for each day late.

* ASSIGNMENTS WILL NOT BE ACCEPTED VIA EMAIL UNDER ANY CIRCUMSTANCES

ACADEMIC INTEGRITY

I expect you to be familiar with and abide by the CSUEB statement on academic honesty: http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html. Academic honesty is a matter of trust within the academic community as well as a matter of respect for intellectual property. It is also essential to learning. Learning involves reading and critiquing texts for yourself, developing your own ideas, and synthesizing themes and debates through your own words. Of course, as you engage with academic debates and research, you will draw on the work of other scholars. In these cases, you must always cite your sources including books, chapters, magazine or newspaper articles, journal articles, websites, or any other resource. Learning is also a collaborative process, and I encourage you to study and discuss the course materials together with your fellow students. But when it comes time to write your essays and reports, make sure that the ideas you present as your own are your own ideas – and if they are not, be sure you cite them properly. I am always happy to discuss this matter if you have any questions.

http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html

SPECIAL ACCOMMODATIONS

If you have a documented disability and anticipate needing accommodations in this course, please inform me as soon as possible to make arrangements and contact the Office of Accessibility Services:

http://www20.csueastbay.edu/af/departments/as/
**Course Schedule**

(subject to change)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Topic Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Settlement, colonization and colonial life</td>
</tr>
<tr>
<td>2</td>
<td>Slavery and its Legacy</td>
</tr>
<tr>
<td>3</td>
<td>Culture &amp; social norms in the country-side</td>
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<tr>
<td>4</td>
<td>Issues in the Transition to Free Labor &amp; Republic</td>
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<tr>
<td>5</td>
<td>Becoming Modern in the Twentieth Century</td>
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<tr>
<td>6</td>
<td>Brazil gets BIG: The Vargas Regime</td>
</tr>
<tr>
<td>8</td>
<td>Racial Democracy?</td>
</tr>
<tr>
<td>9</td>
<td>Gender Relations and Brazilian Women</td>
</tr>
<tr>
<td>10</td>
<td>Indigenous Brazilians</td>
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</table>