

# SOC 129: SOCIAL CHANGE AND MIGRATION IN LATIN AMERICA

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## In Workflow

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## Approval Path

1. Sun, 31 Mar 2019 15:24:44 GMT  
Bohsiu Wu (bwu): Approved for SOC Committee Chair
2. Sun, 31 Mar 2019 15:25:29 GMT  
Bohsiu Wu (bwu): Approved for SOC Chair
3. Fri, 19 Apr 2019 23:54:36 GMT  
Mical Shilts (shiltsm): Rollback to Initiator
4. Mon, 12 Aug 2019 16:28:23 GMT  
Todd Migliaccio (tmigliac): Approved for SOC Committee Chair
5. Mon, 12 Aug 2019 16:30:04 GMT  
Todd Migliaccio (tmigliac): Approved for SOC Chair
6. Tue, 10 Sep 2019 20:34:46 GMT  
Mical Shilts (shiltsm): Approved for SSIS College Committee Chair
7. Wed, 11 Sep 2019 23:55:35 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean

## New Course Proposal

Date Submitted: Wed, 07 Aug 2019 19:50:48 GMT

**Viewing: SOC 129 : Social Change and Migration in Latin America**

**Last edit: Tue, 10 Sep 2019 20:34:32 GMT**

Changes proposed by: Heidy Sarabia (216313995)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Heidy Sarabia	heidy.sarabia@csus.edu	916-2787574

### Catalog Title:

Social Change and Migration in Latin America

### Class Schedule Title:

Change/Migration in LatAmer

### Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

### Academic Organization: (Department)

Sociology; Labor Studies

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Spring 2020 (2019/2020 Catalog)

**Subject Area: (prefix)**

SOC - Sociology

**Catalog Number: (course number)**

129

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**In what term(s) will this course typically be offered?**

Fall, Spring, Summer

**Does this course require a room for its final exam?**

No, final exam does not require a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

This class provides our undergraduate students with opportunities to learn more global societies and their interconnectedness, develop discipline specific writing and research skills, and use case studies to apply sociological theories of social movements and migration.

This course is different to other sociology courses in two ways:

First, the area of study—focused on Latin America—is unique, as no other course in the sociology curriculum focuses on Latin America specifically. Second, the structure of the course is also innovative—merging migration and social movements literatures—and focusing on the ways social movements sparked migratory flows.

In addition, this course complements the sociology curriculum in three ways:

First, it adds to the global curriculum in sociology by focusing in Latin America. Second, it also adds to the immigration curriculum by focusing on a comparison across several Latin American countries and their migratory flows. Finally, it adds to the social change curriculum by focusing on the social movements that promoted social change in Latin America throughout the 20th and 21st centuries.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

This course examines the social, political, and economic changes many societies underwent in Latin America throughout the 20th and 21st century, the role the U.S. played in shaping these changes, how this past has shaped today's U.S.-Latin American transnational and international relations, and how this interconnectedness has shaped migration to the U.S. Focus will be on specific case studies and using a sociological perspective to study and understand these social changes, and on connecting course material to organizations and programs

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**

As part of this course, students will:

LO1: Demonstrate knowledge of the conventions and methods of the study of the humanities—specifically, focused on socio-historical material.

In addition, students will be able to use socio-historical theories to explain the historical emergence of radical social movements in Latin America

LO2: Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies—in particular Latin American culture and societies.

Students will also be able to recognize the social, political, and economic causes for radical social movements in Latin America

LO3: Compare and analyze various concepts of humankind—especially as it relates to inequality, agency, and collective mobilization. Students will be able to list specific case studies in Latin America where movements to demand radical social changes emerged and cite specific examples to think critically about the role the U.S. played in Latin America to try to prevent social, economic, and political changes

LO4: Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values—mainly focused on how ideas and values motivated mass mobilizations to challenges to gross inequality, how foreign responses and interventions shaped responses to those mobilizations, and subsequent migrations emerged out of these contexts.

Students will also be able to articulate the connection and disconnection between the revolutionary social changes that took place at the end of the 20th century and the electoral politics of the left in the early 21st century, and connect how U.S. presence and intervention in the region shaped subsequent migration to the U.S.

**Attach a list of the required/recommended course readings and activities:**

SARABIA FORM A READINGS.pdf

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

Assessment Strategies:

1. Country/Population profile and presentation (LO3)
2. Event/research report (LO3)
3. Weekly Quizzes (LO1, LO2)

4. Organization Profile Group Assignments (LO3)
5. Final Project (LO2)
6. In-class Exam (LO3, LO4)

**For whom is this course being developed?**

Majors in the Dept  
Minors in the Dept  
General Education

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

**Undergraduate Learning Goals:**

Competence in the disciplines  
Knowledge of human cultures and the physical and natural world  
Integrative learning  
Personal and social responsibility  
Intellectual and practical skills

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

C2. Humanities

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Read, write, and understand relatively complex and sophisticated English prose.  
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

Soc129\_syllabus\_2019\_08\_07.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

No

## **General Education Details - Area C2: Humanities**

Section 1.

**Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Is broad in scope or survey in nature.**

The 20th Century was marked in Latin America by social movements that sought to challenge inequality but also demanded radical changes. This course is a survey of these moments in Latin America. We will focus, in particular, on revolutionary social movements and their eventual incorporation into the electoral arena (in some cases). The course will use a socio-historical lens to study and understand the social and political changes societies underwent in Latin America throughout the 20th and 21st century, the role the U.S. played in shaping these changes, how this past had shaped today's U.S.-Latin American transnational and international relations, and how this interconnectedness has shaped migration to the U.S.

**Develops an understanding of and appreciation for the diversity of the human community.**

This will be a survey course, focused developing a general understanding of social change in five Latin America in the 20th and 21st century—Mexico, Cuba, Nicaragua, Guatemala, and El Salvador. In addition, you will be required to work on a group research project to study, in-depth, one example/aspect of social change in Latin America as it relates to Latinx communities in the U.S.

**Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:**

**Demonstrate knowledge of the conventions and methods of the study of the humanities.**

\* students will be able to use socio-historical theories to explain the historical emergence of radical social movements in Latin America

**Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.**

\* Students will also be able to recognize the social, political, and economic causes for radical social movements in Latin America

**Compare and analyze various conceptions of humankind.**

\* Students will be able to list specific case studies in Latin America where movements to demand radical social changes emerged and cite specific examples to think critically about the role the U.S. played in Latin America to try to prevent social, economic, and political changes

**Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.**

\*Students will also be able to articulate the connection and disconnection between the revolutionary social changes that took place at the end of the 20th century and the electoral politics of the left in the early 21st century, and connect how U.S. presence and intervention in the region shaped subsequent migration to the U.S.

**In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:**

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

\* Socioeconomic status

\* Ethnicity

\* Women

**Includes a writing component described on course syllabus**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

ORGANIZATION PROFILE (10%): You need to submit an organization profile (7-10 pages) on the last day of the class, which will be published online—as part of the online directory—and which will summarize the research you undertook throughout the semester. This assignment will focus on assessing LO3: the extent to which you are able to compare and analyze various concepts of humankind—especially as it relates to inequality, agency, and collective mobilization.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

NA

**Reviewer Comments:**

**Mical Shilts (shiltsm) (Fri, 19 Apr 2019 23:54:36 GMT):**Rollback: Please see email for details to change.

Key: 14029