Course and Contact Information

Instructor  
Peter Chua

E-Messaging  
Please use Canvas <Inbox> for electronic communication.

Communication  
Check Canvas <Announcements> weekly at minimum.  
Also, use the Canvas <Discussions> forum for specific questions and feedback.

Course Format  
Fully online (with recorded Zoom lectures) with guided online activities and modules to deepen and advance your learning.

Live & Recorded Zoom Sessions  
The zoom link available via the Canvas course site for live sessions to be held 1:30 – 2:45 p.m., tentatively on Feb. 1, Mar. 15, and May 10 (see canvas schedule). These sessions will be recorded for those that cannot attend.

Zoom Student Hrs.  
Tuesdays & Thursdays 12 noon – 1 p.m., and by appointment.  
The zoom link is available via the Canvas course site.  
I personally welcome you to contact me outside of class. We can address together, for instance, how to better understand a major topic, to improve study skills, to learn more from the assigned readings, and to address barriers in your learning of course materials. I hope you find the course accessible, inclusive, and personally transformational.

Prerequisite  
SOCI 1 Introduction to Sociology and junior-level standing

Recommendation  
Completion of at least one other sociology courses to appreciate fully the issues and debates discussed in this course

Course Website  
sjsu.instructure.com  
To log-in, use:  
• Your 9-digit SJSU ID number as the username  
• Your SJSUOne password as the password

What You Will Learn: Course Description

This course provides an overview of the field of sociology of international education by focusing on the interplay between education, justice, and international development. We will examine  
(a) how national and international social forces, policies, and frameworks affect schooling inequities and educational injustice in various communities internationally,  
(b) why and how national educational systems, processes, and outcomes vary and interrelate, and  
(c) how to address these inequities and advance genuine national progress and development.

The course will be (1) critical in its perspective, (2) analytical and practical in its approach, (3) oriented around national case examples and solving social problems, and (4) attentive to questions of context, diversity, power, and justice.
**Course Learning Outcomes (CLOs)**

Upon successful completion of this course, you will be able to:

CLO1: Identify the national and international social forces, policies, and frameworks related to schooling and education

CLO2: Describe similarities and differences among national educational systems, processes, and outcomes

CLO3: Analyze how national and international social forces (such as the World Bank), policies and frameworks (such as neoliberalism) affect schooling inequities and educational injustice in various countries

CLO4: Analyze the national variation in educational systems, processes, and outcomes as well as their interrelations among national educational systems and processes

CLO5: Evaluate existing policies and (and even design) possible proposals on how reduce educational inequities in various countries

**Required Readings and Materials**

**Required Readings**

- Sociology 147: Education & Global Justice Readings, Spring 2022. Available at the Canvas site.

**Reference Readings on Introducing Sociology & Social Problems**


**Technology Requirement**

You are required to have regular access to:

- A dependable personal computer with capacity to access the internet and the Canvas learning management system course website
- A dependable web browser with appropriate settings and an updated version for your computer to access and use Canvas, library databases, and other relevant websites
- A dependable personal computer printer to print reports and assignments
- An office software suite with basic word-processing capacities as such LibreOffice (available free at www.libreoffice.org)
- An PDF reader app

Students are required to have an electronic device (laptop, desktop, or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students.

Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

SJSU operates a web-based learning management software called “Canvas by Instructure.” This course uses Canvas as its website to distribute reading materials, selected handouts and assignments, and other instructional materials and to submit selected assignments.

- See www.sjsu.edu/at/ec/canvas/index.html to
familiarize yourself with the login process and security

- To reset your password, go to sjsuone.sjsu.edu/sjsuone/resetpassword/
- For technical support, go to isupport.sjsu.edu/ecampus/ContentPages/Home.aspx
- Contact me if you have course-specific questions on Canvas
- For context, guide, and challenges regarding technology security and privacy, see:
  - www.eff.org/deeplinks/2017/08/student-privacy-tips-students
  - www.eff.org/deeplinks/2020/03/what-you-should-know-about-online-tools-during-covid-19-crisis

The SJSU Library and Our Library Liaison

The library provides online tutorials on using the library and academic integrity (see library.sjsu.edu/online-tutorials). See login.libaccess.sjlibrary.org/login to get online access to library databases. Michael Aguilar [michael.aguilar(at)sjsu.edu], the library liaison to sociology, is available by appointment and for consultation.

How You’ll Know You’re Learning, What You’ll Be Doing: Course Requirement and Assignments

The following activities and assignments ensure that your successfully achieve your learning outcomes:

1. **Active engagement in peer-to-peer online discussions and with course learning materials** (to assess CLO#1, #2, #3, #4, and #5): Required readings and online activities provide introductory insights and important details on course concepts and perspectives. If you do not understand specific readings, I urge you strongly to meet with me in my office, so we can discuss them more thoroughly. Online mini-lectures focus on substantive materials and analysis and expand on the materials introduced in the readings. The lectures relate to but not necessarily cover every important aspect of the readings. Make sure not to form improper habits of passive listening, passive note-taking, and regurgitation.

Evaluation of class engagement is based on the following criteria: your contribution in online discussion through critical dialogue and your active and frequent engagement with course learning materials.

**Recorded Zoom Sessions**

Portions of this course will be recorded for instructional and educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then temporarily turn-off identifying information from the Zoom session, including student name and picture, prior to recording.

**Students are not allowed to record without instructor permission**

Students are prohibited from recording class activities (including class sessions, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student
Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

2. **Skill-practice “quiz”-survey responses** (to assess CLO#1, #2, #3, #4, and #5): You are expected to complete several short skill-practice surveys. You’ll demonstrate your comprehension of readings and your ability to use and apply course concepts and perspectives.

3. **Assignments** (to assess CLO#1, #2, #3, #4, and #5): The assignments expand on issues raised in the readings and mini-lectures and allow for the sharpening of your analytical, speaking, creative, and argumentative abilities. You will be expected to complete the assignments and participate in discussions and presentations related to these assignments. I will give details on these assignments later in the semester.

4. **Major reflections and discussion posts** (to assess CLO CLO#1, #2, #3, #4, and #5) You’ll demonstrate your learning of concepts and perspectives and your ability to apply these perspectives through midterm and end-of-semester reflections and discussion posts.

University Policy S16-9 Course Syllabi ([www.sjsu.edu/senate/docs/S16-9.pdf](http://www.sjsu.edu/senate/docs/S16-9.pdf)) requires the following language to be included in the syllabus:

> “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Final Examination**

More details can be found in University policy S17-1 ([www.sjsu.edu/senate/docs/S17-1.pdf](http://www.sjsu.edu/senate/docs/S17-1.pdf)), which states that: “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

**Grading Information**

**Approach to Grading**

Your final grade derives from multiple methods of evaluation and several opportunities for practice, improvement, and learning with meaningful feedback. Evaluation is fair and just, reflecting your effort and learning based on clear directions and criteria.

**Determination of Your Course Grade**

The satisfactory completion of the following requirements determines your overall grade:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Analytical creativity in your “practice-by-doing” survey responses</td>
</tr>
<tr>
<td>10%</td>
<td>HW#1 presentation and participation assignment</td>
</tr>
<tr>
<td>15%</td>
<td>HW#2 presentation and participation assignment</td>
</tr>
<tr>
<td>15%</td>
<td>HW#3 facilitation and participation assignment</td>
</tr>
<tr>
<td>30%</td>
<td>Two major reflections and discussion posts (15% each)</td>
</tr>
</tbody>
</table>
Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>98-100%</td>
<td>Demonstrates highly exceptional work at a level of distinction exceeding the requirements for an “A” grade.</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
<td>Demonstrates excellent understanding of the course materials. Embodies a sociologist-in-training who is highly ethical, competent, and professional or equivalent. Consistently contributes in promoting class discussion and the learning of others and deepens learning that is self-initiated.</td>
</tr>
<tr>
<td>A minus</td>
<td>90-92%</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “A” grade yet attained the level greater than a “B plus” grade.</td>
</tr>
<tr>
<td>B plus</td>
<td>88-89%</td>
<td>Demonstrates work relatively stronger than the level of distinction needed for a “B” grade but not attaining the level required for an “A minus” grade.</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td>Demonstrates good level of understanding of the course materials. Embodies a sociologist-in-training who is ethical, competent, and professional or equivalent. Shows some gaps in argumentation, writing, and completed tasks. Contributes to class discussion, yet in a limited manner.</td>
</tr>
<tr>
<td>B minus</td>
<td>80-82%</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “B” grade yet attained the level greater than a “C plus” grade.</td>
</tr>
<tr>
<td>C plus</td>
<td>78-79%</td>
<td>Demonstrates work relatively stronger than the level of distinction needed for a “C” grade but not attaining the level required for an “B minus” grade.</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
<td>Demonstrates an acceptable yet uneven level of understanding of the course materials. Embodies a sociologist-in-training who is satisfactorily ethical, competent, and professional or equivalent. Shows major gaps in argumentation, writing, and completed tasks. Contributes to class discussion minimally.</td>
</tr>
<tr>
<td>C minus</td>
<td>70-72%</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “C” grade yet attained the level greater than a “D plus” grade.</td>
</tr>
<tr>
<td>D plus</td>
<td>68-69%</td>
<td>Demonstrates work relatively stronger than the level of distinction needed for a “D” grade but not attaining the level required for an “C minus” grade.</td>
</tr>
<tr>
<td>D</td>
<td>63-67%</td>
<td>Demonstrates poor but passing understanding of the course materials. Embodies a sociologist-in-training who is not quite ethical, competent, and professional or equivalent. Shows highly significant gaps in writing, assignments, and participation.</td>
</tr>
<tr>
<td>D minus</td>
<td>60-62%</td>
<td>Demonstrates work relatively weaker than the level of distinction needed for a “D” grade yet attained the level greater than a “F” grade.</td>
</tr>
<tr>
<td>F</td>
<td>59 &amp; below</td>
<td>Demonstrates serious deficiency in competing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.</td>
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</table>

Request for an Incomplete Grade

To receive an incomplete for the course, you must inform the instructor in person seven-days before the last day of instruction. A grade of incomplete will only be considered for those who are:

- Passing the course with a C or better,
- Present a legitimate, non-academic reason to the instructor, and
- Have only two major assignments left to finish.

Course Accessibility

This course provides you a learning environment that allows you to achieve your academic goals. It is designed for every student to learn and succeed.

Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed.
If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

**A Few Things to Help You Be Successful**

My pedagogical values ...
- I think that learning and teaching are complex, endlessly fascinating collaboration with everyone in the course
- I view my role is to facilitate your learning and critical thinking, so you have more control over your own learning process. My role is not to transmit (and pass on) facts, information, and pre-existing knowledge
- I am interested in your academic development and personal well-being. I believe you can do the work, and I will coach you through the process
- I think learning should be exciting while also challenging

As the instructor, I expect myself ...
- To promote a caring, accessible, enriching and respectful learning environment for all
- To work hard to help you succeed in the course
- To listen and respect the views of everyone in the course
- To be available if you need extra help
- To share my training and experiences and show how to make use of course content
- To model professional skills, ethics, and values
- To treat everyone fairly, justly, and reasonable, particularly related to grading
- To provide meaningful feedback on your work
- To take lead in maintaining a positive learning environment

As students, you are expected ...
- To be motivated and have a positive attitude to work to your fullest potential to achieve the course learning outcomes
- To commit a reasonable amount of effort to complete the readings and assignments, persevere, and have fun in learning the materials and to grow from mistakes
- To be responsible in your learning by preparing for class, participating in discussion and activities, learning from others through teamwork, and finishing and turning in assignments and exams on time
- To submit your own work for individual assignments and exams and your group work for team projects and assignments. You should be confident and know that you have what it takes to succeed in this course without engaging in academic misconduct because it is best to always practice academic integrity. You should not jeopardize the hard work you’ve put into this course.
- To know that your attendance and participation will benefit you in several ways
- To listen and respect the inputs and opinions of others
- To be comfortable in taking risks by asking questions so you’ll learn more. This also promotes greater interactive-learning and student-centered discussion
- To cooperate and collaborate with your peers in teams, in class, and outside of class

*Also, see “Communication, Netiquette, and Expectations” at the course website.*
SOCI 147 Spring 2022 Course Schedule

This course schedule is tentative, subject to change due to the COVID-19 pandemic, climate related emergencies (including major storms, climate, fire, and other environmental disruptions), technological disruptions (including major internet and electrical outages), and other serious disturbances. Fair notice through announcements will be given to adjustments to the schedule and assignments.

Tentative Schedule and Readings

Module 1: Studying Education Critically, Internationally, and Sociologically

After studying this module, you should be able to:
1.1 Competently use the Canvas Learning Management System (LMS) to be successful in the course
1.2 Distinguish between appropriate and inappropriate approaches and frameworks related to international education, including contesting reasons for learning and education
1.3 Formulate a critique by analyzing the context, forces, processes, and policies related to educational systems of various countries
1.4 Use critique to debunk dominant and conventional approaches to human capital, standardized testing, and educational achievement internationally

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<thead>
<tr>
<th>Unit: Date, Topic</th>
<th>Learning Activities and Some Reminders</th>
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</table>
| 1: Jan. 31-Feb. 4, Getting Acquainted & Building Our SOCI 147 Learning Community | 1. Join the live Zoom session Feb. 1, 1:30-2:45 p.m. or watch its recording.  
2. Complete Unit 1 activities by Feb. 4:   
(a) Read the syllabus   
(b) Log on to Canvas, get acquainted with using the Canvas site, and verify you can assess course materials on Canvas and the SJSU library   
(c) Complete the “Course & Canvas Quiz”   
(d) Read “Sociology and Education” by Ballantine, Hammack, and Stuber   
(e) Create a slide for the “Meet Your Peer” activity   
(f) Complete the “Practice Assignment” |
| 2: Feb. 7-11, Inquiries & Critique | 1. Complete Unit 2 activities by Feb. 11:   
(a) Watch the online clip on “SOCI 147: Inquiries and Critique”   
(b) Read “A Well-Rounded Education for a Flat World” by Hersh   
(c) Read “Global Education Politics and the Human Capital Education Paradigm” by Spring   
(d) Read “Challenging Deficit Thinking” by Weiner   
(e) Answer the Unit 2 practice-by-doing questions |
| 3: Feb. 14-18, Education & National Development | 1. Complete Unit 3 activities by Feb. 18:   
(a) Watch the online clip on “Education and National Development”   
(b) Watch the video: “Bringing Them Home” (33 min)   
(c) Watch the video: “We Will Rise” (first 42 min only)   
(d) Read “Education for Underdevelopment” by Rodney   
(e) Read “International Development” (pp. 54-77) by Wagner   
(f) Answer the Unit 3 practice-by-doing questions |
Module 2: Midterm Reflection and Discussion

After studying this module, you should be able to:

2.1. Refine your course notes and grasp of course materials through further dialogue and reviewing your learning in the course so far

2.2. Reflect on your ability to apply sociological perspectives to educational issues internationally covered in this course so far

2.3. Reflect on your ability to analyze comparative and international education approaches covered in this course covered in this course so far

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<tr>
<th>Unit: Date, Topic</th>
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</table>
| 7: Mar. 14-18, Midterm Guidance and Reflection & Replies | 1. Join the live Zoom session Mar. 15, 1:30-2:45 p.m. or watch its recording. Midterm guidance will be provided.  
2. Complete your midterm reflection and discussion-post replies by Mar. 18, 10 p.m. |
### Module 3: Analyzing Education, Social Justice, and International Development in the Present Crisis

After studying this module, you should be able to:

3.1 Explain how imperialism and international development policies and programs (such as those related to neoliberalism) impact national educational systems

3.2 Formulate a critique by analyzing the interrelations between international institutions (such as the World Bank) and national educational systems

3.3 Examine how groups and communities internationally resist neoliberal policies on education and seek to advance critical and alternative educational systems (including pro-people and socialist approaches)

3.4 Evaluate existing policies and (and even design) possible proposals on how reduce educational inequities in various countries

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<tr>
<th>Unit: Date, Topic</th>
<th>Learning Activities and Some Reminders</th>
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</table>
| 8: Mar. 21-25, Sociological Analysis of International Development Policies on Education: The Case of the World Bank | 1. Complete Unit 8 activities by Mar. 25:  
(a) Watch the online clip on “Sociological Analysis of Int’l Development Policies”  
(b) Watch the video: “UN SDG Review: World Educational Levels” (8 min)  
(c) Watch the video: “The World Bank: Education in Peru” (13 min)  
(d) Watch the video: “How Privatization ...” (12 min)  
(e) Watch the video: “Education in a Globalized World” (10 min)  
(f) Watch the video: “Education in Chile” (30 min)  
(g) Read “International Aid to Education” by Harber  
(h) Read “World Bank and Education” by Klees  
(i) Read “More of the Same Will Not Do” by Samoff  
(j) Answer the Unit 8 practice-by-doing questions |
| 9: Apr. 4-8, Education and International Development in the Age of Neoliberalism | 1. Complete Unit 9 activities by Apr. 8:  
(a) Watch the online clip on “Education, Development, Neoliberalism”  
(b) Watch the video: “What Does Education Get You?” (23 min)  
(c) Watch the video: “We Shall Fight! We Shall Win!” (58 min)  
(d) Read “Education Privatization as a State Reform” by Verger, Fontdevila & Zancajo  
(e) Read “How the English Language Contributes to Sustaining the Neoliberal Agenda” by Majhanovich  
(f) Answer the Unit 10 practice-by-doing questions |
| 10: Apr. 11-15, Education, Imperialism, Resistance | 1. Complete Unit 10 activities (including discussion post & replies) by Apr. 15:  
(a) Watch the online clip on “Education, Imperialism, Resistance”  
(b) Watch the video: “Chile Rising” (12 min)  
(c) Watch the video: “Escolas em Luta” (first 23 min only)  
(d) Watch the video: “Pipoy and Bandam” (16 min)  
(e) Watch the video: “Bullet-Laced Dreams” trailer (4 min)  
(f) Watch the video: “Charisse Bañez” (21 min)  
(g) Read “Education, Imperialism, Resistance” by Sison  
(h) Read “Popular Education as Community Organizing in El Salvador” by Hammond  
(i) Answer the Unit 10 practice-by-doing questions  
(j) Post Unit 10 reflection and discussion replies |
| 11: Apr. 18-22, Sharing HW#2 | 1. Submit and share your HW#2 assignment by Apr. 19  
2. Post your HW#2 discussion replies by Apr. 22 |
<table>
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<tr>
<th>Unit: Date, Topic</th>
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</thead>
</table>
| 12: Apr. 25-29, Lessons from People’s Education | 1. Complete Unit 12 activities (including discussion post & replies) by Apr. 29:  
(a) Watch the online clip on “Lessons from People’s Education”  
(b) Watch the video: Paulo Freire en Guinée-Bissau (10 min)  
(c) Watch the video: An Introduction to Zapatista Education (8 min)  
(d) Watch the video: “Cuba” segment (3 min)  
(e) Watch the video: “Maestra” (34 min)  
(f) Watch the video: “Community Doctors” (first 30 min only)  
(g) Read “People’s Education for People’s Power” by Prew  
(h) Answer the Unit 12 practice-by-doing questions |
| 13: May 2-6, HW#3 on Social Movements on Education (Int’l Cases) | 1. Submit and share your HW#3 assignment by May 3  
2. Post your HW#3 discussion replies by May 6 |

**Module 4: End-of Semester Guidance, Reflection and Discussion**

After studying this module, you should be able to:

4.1 Refine your course notes and grasp of course materials through further dialogue and reviewing your learning in the course

4.2 Reflect on your ability to apply sociological perspectives to educational issues internationally

4.3 Reflect on your ability to analyze comparative and international education approaches covered in this course

<table>
<thead>
<tr>
<th>Unit: Date, Topic</th>
<th>Learning Activities and Some Reminders</th>
</tr>
</thead>
</table>
| 14: May 9-13, Closing Remarks and End-of Semester Guidance | 1. Complete unit 14 activities by May 10:  
(a) Read “Reflection on Comparative Education and International Development” by Arnove  
(b) Read “How the Rhetoric and Reality of Privatization Distorts Education” by Klees  
(c) Read “Girls and Women in the Educational System” by Stromquist  
(d) Read “A Roadblock to Social Justice?” by Tikly  
(e) Read “A Political Sociology of Adult Education” by Torres  
2. Join the live Zoom session May 10, 1:30-2:45 p.m. or watch its recording. Closing remarks and end-of-semester guidance will be provided. |
| May 22, 10pm PT | 1. Submit your end-the-semester reflection and discussion-post replies |

**Resources for Student Support and University Policies**

Per University Policy S16-9 Course Syllabi ([www.sjsu.edu/senate/docs/S16-9.pdf](http://www.sjsu.edu/senate/docs/S16-9.pdf)), relevant university policy concerning all courses, such as student responsibility, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed the Syllabus Information web page at ([www.sjsu.edu/curriculum/courses/syllabus-info.php](http://www.sjsu.edu/curriculum/courses/syllabus-info.php)). Make sure to review these policies and resources.

Also, see the course website on university and college resources for student support.
The following table indicates how this course supports in ensuring your successful completion of the B.A. sociology program outcomes (PLOs):

<table>
<thead>
<tr>
<th>PLO1: Be able to think sociologically about the relationship between social structure, interaction, identities, &amp; inequalities</th>
<th>CLO1</th>
<th>CLO2</th>
<th>CLO3</th>
<th>CLO4</th>
<th>CLO5</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO2: Be able to identify and explain major sociological theories and apply them to everyday life</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PLO3: Be proficient in qualitative and quantitative research design, data collection and data analysis</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>PLO4: Be proficient in oral and written communication skills appropriate to the discipline</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>PLO5: Be able to practice sociology as educated and civically engaged persons</td>
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<td></td>
<td></td>
<td>X</td>
</tr>
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</table>