

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<b>College</b>	Lehman College
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	POL 2670
<b>Course Title</b>	Gender and Politics
<b>Department(s)</b>	Political Science
<b>Discipline</b>	Political Science
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	n/a
<b>Co-requisites (if none, enter N/A)</b>	n/a
<b>Catalogue Description</b>	How gender is constructed by multiple factors such as identity, place, space, class, sexuality, age, race, ethnicity, nationality, and culture and how these categories of difference shape the positioning and reproduction of gender in a variety of political contexts, including local, national and transnational framework.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

X  current course     revision of current course     a new course being proposed

**CUNY COMMON CORE Location**

**Please check below the area of the Common Core for which the course is being submitted. (Select only one.)**

**Required**

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

**Flexible**

- World Cultures and Global Issues
- US Experience in its Diversity
- Creative Expression
- X  Individual and Society
- Scientific World

**Waivers for Math and Science Courses with more than 3 credits and 3 contact hours**

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

**If you would like to request a waiver please check here:**

Waiver requested

**If waiver requested:**

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

**If waiver requested:**

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the

course will fulfill.	
<b>Learning Outcomes</b>	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
<b>I. Required Core (12 credits)</b>	
<b>A. English Composition:</b> Six credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>
	<ul style="list-style-type: none"> <li>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>
	<ul style="list-style-type: none"> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>
	<ul style="list-style-type: none"> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>
<b>B. Mathematical and Quantitative Reasoning:</b> Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul>
	<ul style="list-style-type: none"> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>
	<ul style="list-style-type: none"> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Apply mathematical methods to problems in other fields of study.</li> </ul>

**C. Life and Physical Sciences: Three credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

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|  | <ul style="list-style-type: none"><li>• Identify and apply the fundamental concepts and methods of a life or physical science.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li></ul>   |

**II. Flexible Core (18 credits)**

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

**A. World Cultures and Global Issues**

A Flexible Core course must meet the three learning outcomes in the right column.

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|--|---|
|  | <ul style="list-style-type: none"><li>• Gather, interpret, and assess information from a variety of sources and points of view.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Evaluate evidence and arguments critically or analytically.</li></ul>                             |
|  | <ul style="list-style-type: none"><li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>  |

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

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|  | <ul style="list-style-type: none"><li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Analyze the historical development of one or more non-U.S. societies.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Analyze the significance of one or more major movements that have shaped the world's societies.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li></ul>   |

**B. U.S. Experience in its Diversity**

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

**C. Creative Expression**

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.

#### D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

This SLO is assessed by written weekly assignments and essay exam questions. Students are required to do their weekly (required and suggested) reading assignments and write a one-paragraph weekly summary about the main points of their reading assignments.

Example: Weekly assignments are focused on how gender intersects with other aspects of interest politics and identity politics, such as the politics of race, class and/or sexuality, and how they shape our understanding and experience of the world around us. The assignments direct students to variety of readings on the concept of 'intersectionality', its definition, and its critical analysis.

- Gather, interpret, and assess information from a variety of sources and points of view.

This SLO is assessed by written short essays incorporated in the exam questions. This is different from the weekly (one-paragraph) summary of the readings). Students are required to synthesize a number of readings, find the connection between the readings and write a critical essay of the readings.

- Evaluate evidence and arguments critically or analytically.

This SLO is assessed mainly through oral presentation of a letter written to an official (e.g. politicians) expressing the complexity of gender as a social status in their lives. Students work in groups and each group presents their letter to the class for further discussions and analysis of the subject matter. Topics include: Housework and its monetary value, definition of masculinity and manliness in U.S. among different identity groups, transnational exploitation of women's labor.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

This SLO is assessed by writing assignments, and exam questions. The course provides an in-depth survey of influential theoretical approaches to sex and gender from an interdisciplinary perspective; a reflection of the field of gender.

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

This SLO is assessed by the core of what this course is about; the course examines how gendered reality is political by examining intersections of individual interests and identities such as class and/or sexuality.

- Examine how an individual's place in society affects experiences, values, or choices.

This SLO is assessed by writing assignments that addresses on-going fundamental changes in how we value gender and sexuality other than our own gender and sexual identity.

- Articulate and assess ethical views and their underlying premises.

This SLO allows students to become sensitive about the biases associated with the gendered collection of data and other information, which was lacking in the past practices of positivist sciences.

- Articulate ethical uses of data and other information resources to respond to problems and questions.

This course captures the significance of the different approaches by discussing them in reference to a range of historically salient and politically pertinent cases. In order to do so, the course explores a diversity of theories: theories of intersectionality, liberal feminism, Marxist feminism, Black feminism, French feminism, decolonial feminism, queer theory, among others.

- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

#### E. Scientific World

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>