

## 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>	SOC 257
<b>Course Title</b>	Queer Studies: Sociological Approaches
<b>Department(s)</b>	Sociology
<b>Discipline</b>	Sociology
<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>	This course explores the intersections of gender and sexualities with a special focus on political, social, cultural, and historical discourses of queerness at the individual level and the structural level. Special attention will be given to race, class, gender, and disability and the social construction of sexuality.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended
<b>Indicate the status of this course being nominated:</b>	
<input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed	
<b>CUNY COMMON CORE Location</b>	
<b>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</b>	
<b>Required</b> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	<b>Flexible</b> <input type="checkbox"/> World Cultures and Global Issues <input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression
<b>Waivers for Math and Science Courses with more than 3 credits and 3 contact hours</b>	
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.	
<b>If you would like to request a waiver please check here:</b>	<input type="checkbox"/> Waiver requested
<b>If waiver requested:</b> Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	

<p><b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.</p>	
<p><b>Learning Outcomes</b></p> <p><b>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</b></p>	

<p><b>D. Individual and Society</b></p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p><b>This SLO is assessed by writing assignments, projects, and/or group activities that require students to gather and interpret empirical data and/or textual evidence from a variety of sources.</b></p> <p><b>Example:</b> A group facilitation project which requires students to draw from multiple sources including journal articles, book chapters, and popular publications to understand and synthesize varying perspectives on topics within queer studies such as the social construction of sexuality and queer theories as it relates to media, families and relationships, racial neoliberalism, politics, and culture. Each student will take a turn leading the discussion on one text within that week's topic, and each student will be assessed on their facilitation corresponding to their selected text. Students will develop skills in guiding a productive and engaging discussion and leading groups through thoughtful conversation and analysis to enhance their ability to critically engage with literature and foster meaningful interactions among peers.</p>	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<p><b>This SLO is assessed by writing assignments, projects, and/or group activities that require students to gather and critically evaluate empirical and/or textual evidence from a variety of sources on the various topics covered in the class ranging from queer politics to culture and media.</b></p> <p><i>Example:</i> An ethnographic paper where students will conduct fieldwork to observe how gender and sexuality organize public space. Students will select a site and explore how norms around gender and sexuality are being (re)created and what role humans as social beings play in this reenactment or defiance.</p>	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
<p><b>Students are required to make written and are asked to present their arguments and findings orally and virtually.</b></p> <p><i>Example:</i> An online content creation project where students dive into the world of online content creation to contribute to the exploration and understanding of queer identities, histories, and issues. Students will choose a specific topic related to queer studies and create an engaging and informative piece of online</p>	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

content ranging from a blog post, an infographic, to a social media campaign.	
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
<p><b>This SLO is assessed by writing assignments, projects, and/or group activities that require students to identify and apply fundamental sociological concepts in particular examples or assigned materials.</b></p> <p><i>Example:</i> A personal testimony assignment where students will explore how they come into and develop their gender and sexuality. Students will think about how both institutions (structures and systems) and ideologies (attitudes and ways of thinking) indelibly impact the creation and development of gender and sexuality, and consider the role of public space, media, schools, family, friends, romantic relationships, culture, politics, economics, and/or religion drawing from sociological theory on gender and sexuality in the works of Michel Foucault and Judith Butler.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>This SLO is assessed by writing assignments, projects, and/or group activities wherein students examine the interconnectedness of the individual and social institutions to understand how individual agency and social structure shape values, choices, experiences, successes, and overall well-being for individuals.</b></p> <p><i>Example:</i> Classroom dialogues where students are broken into groups to discuss how their positionality within gender and sexuality hierarchies impacts their choices, lived experiences, and values. Students will read Lamya H's memoir <i>Hijab Butch Blues</i> to understand how the individual lived experience is situated within and in relation to broader society. SLO will be measured by having students complete exit tickets on Google forms in relation to the text.</p>	<ul style="list-style-type: none"> <li>Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
<p><b>This SLO is assessed by writing assignments, projects, and/or group-activities wherein students examine how queerness, along with other social statuses, is regarded in different regionalities, historical periods, and political contexts.</b></p> <p><i>Example:</i> Students will watch documentaries such as <i>Love Is Uganda</i> as well as analyze current political events within the U.S. and internationally to understand local, national, and/or global trends and ideologies with regards to the policing, surveilling, and criminalizing of queerness both domestically and globally. A short "guiding questions" paper will be assigned for each visual text.</p>	<ul style="list-style-type: none"> <li>Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>