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**Minutes of
The Lehman College Senate Meeting
Wednesday, October 6, 2021
Senate Meeting**

Senators Present: Akinkuolie-Ibidapo, O.; Amend, A.; Austin, L.; Babalola, V. ; Banks, R.; Baraldi, C.; Barroso, G.; Bergmann, R.; Bettiol, R.; Burton-Pye, B.; Campeanu, S.; Cheng, H.; Cooper, W.; Delgado, F.; Dominquez, V.; Donkor, B.; Echevarria, T.; Ewing-Morgan, D.; Fakhouri, S.; Fera, J.; Finger, R.; Firpo, A.; Ford, G.; Fulakeza, S.; Goring, S.; Guerrero-B.; Harrison, E.; Hattori, T.; Holtzman, B.; Hood, J.; Hurley, D.; Kalb A.; Kim, C.; Kim, H.; Kolya, S.; Loscocco, P.; Machado, E.; MacKillop, J.; Mahon, J.; Markens, S.; Mazza, C.; McKenna, C.; Mills, P.; Moalem, L.; Murphy, B.; Neumayer, C.; Nevers, N.; Nwosu, P.; Nzeocha, D.; O’Boy, D.; Ohmer, S.; O’Neil, C.; Ongley, J.; Opoku, O.; Pitts, W.; Prince, P.; Prohaska, V.; Ramirez, M.; Rashid, H.; Rice, A.; Rosario, Y.; Rotolo, R.; Saforo, E.; Sarmiento, R.; Schlesinger, K.; Schwittek, D.; Sisselman, A.; Sofianos, E.; Soto, J.; Staton, G.; Vann, M.; Vitiello, S.; Waring, E.; Wills-Jackson, C.; Wright, J.; Zerphey, N.

Senators Absent: Aisemberg, G.; Bayne, G.; Castillo, Jose R.; Di Raimo, S.; Farrell, R.; Gerry, C.; Hyman, D.; Jones, S.; Joshua, R.; Kolade, D.; Martinez, L.; Nasher, S.; Parmar, R.; Perez, R.; Stein Smith, S.; Tetteh, B.; Yavuz, D.; Zhao, L.

The meeting was called to order by President Fernando Delgado at 3:32 p.m.

1. Approval of the Minutes

The minutes of the September 1, 2021 Senate meeting was approved by unanimous vote.

2. Announcements and Communications

a. Report of the President—

Dr. Fernando Delgado briefed on his meeting with the subcommittees of the Board of Trustees. He shared that the Central Office’s outlook on budget projections for fiscal year 2022 and 2023 was overall positive. Conversely, he shared that a positive outlook for fiscal year 2024 was met with some hesitation. Dr. Delgado went on to inform that a budget request was drafted by the Central Office and that the Chancellor would present the proposed budget to the Board of Trustees on October 25, 2021.

b. Student Legislative Assembly—

41 Ms. Blessing Babalola greeted all with well wishes and gave a special thanks to the CIO of
42 Information Technology, VP Ronald Bergman, and the VP of Administration and Finance,
43 Rene Rotolo, for extending the Carmen Hall Cafeteria's operation hours. She shared that
44 students were very appreciative of the accommodation.

45
46 Ms. Babalola made several announcements. She informed that the Student Government
47 Association (SGA) conducted special elections, in which ten student senators were elected
48 to serve as members of the College Senate, bringing the total up to twenty-six; she
49 congratulated the new senators and thanked all student senators for their commitment. Ms.
50 Babalola apprised that another special election would take place to fill the eight remaining
51 vacant seats. She urged all interested students to apply at clubs.lehman.edu before the
52 deadline, October 15, 2021. Ms. Babalola also informed that voting would take place from
53 October 19th to October 21st.

54
55 Ms. Babalola encouraged faculty and staff to share with students the following: that the
56 Lehman College foodbank would be offering fresh organic produce to students. She further
57 informed that this was a free service located at the farm stand in the Student Life Building.
58 The hours of operation were scheduled for Tuesdays, Wednesdays, and Thursdays, from
59 10:00 a.m. to 4:00 p.m.

60 61 **3. REPORTS OF STANDING COMMITTEES-**

62 63 **1. Graduate Studies**

64 Professor Janet DeSimone presented one proposal for a curriculum change in the Department
65 of Languages and Literatures. The proposal was approved by unanimous vote.

66
67 See Attachment I

68
69 The next meeting was scheduled for Wednesday, November 3, 2021 at 11 a.m. via Zoom.

70 71 **2. Governance Committee**

72 Professor Joseph Fera outlined the responsibilities of the Governance Committee in filling
73 faculty and student vacancies on Senate Committees.

74
75 Professor Fera announced that there were two vacant seats on the Academic Assessment
76 Council committee. He then presented professors Elia Machado and Juan Jesus Payan-Martin
77 as the Governance Committee's nominees. Prof. Fera opened the floor to additional
78 nominations. There were none. Professor Fera moved to a vote on the election of candidates
79 Elia Machado and Juan Jesus Payan-Martin to the Academic Assessment Council committee;
80 both professors were elected to the committee by unanimous vote.

81
82 Professor Fera presented the slate of students nominees to serve on the College Senate
83 Standing committees. He thanked SGA's Vice President of Academic and Legislative Affairs,
84 Ms. Blessing Babalola, and SGA for their hard work in bringing nominations to the floor. He
85 then opened the floor to additional nominations. There were none. Prof. Fera moved to a vote.
86 The slate of student nominees was approved by unanimous vote.

87
88 See Attachment II

89
90 The next meeting was scheduled for Monday, October 18, 2021 at 1:00 p.m. via Zoom.

91
92 **3. Committee on Admissions, Evaluations and Academic Standards**

93 There was no report.

94
95 The next meeting was scheduled for Wednesday, November 3, 2021 at 2:00 p.m. via Zoom

96
97 **4. Undergraduate Curriculum**

98 Professor Lynn Rosenberg presented proposals for curriculum changes in the following
99 departments: Anthropology, Early Childhood and Childhood Education, Health Sciences,
100 Languages and Literatures, Political Science, and Sociology. All proposals were approved by
101 unanimous vote.

102

103 See Attachment III

104

105 The next meeting was scheduled for Wednesday, November 3, 2021 at 1 p.m. via Zoom.

106

107 **5. Academic Freedom:**

108 There was no report.

109

110 The next meeting was scheduled for Friday, October 15, 2021 at 2:00 p.m. via Zoom.

111

112 **6. Library, Technology, and Telecommunication**

113 Mr. Steven Castellano brought announcements from the Library, Division of Information
114 Technology, Online Education, and concerning Blackboard.

115

116 See Attachment IV

117

118 The next meeting was scheduled for Wednesday, October 27, 2021 at 11:00 a.m. via Zoom
119 and in person via hy-flex classroom CA-338.

120

121 **7. Campus Life and Facilities**

122 Professor Jennifer Collett presented the following informational items: on-campus parking,
123 Covid testing and vaccination, food services, and student ID cards.

124

125 See Attachment V

126

127 The next meeting was scheduled for Wednesday, October 20, 2021 at 3:00 p.m. via Zoom.

128

129 **8. Budget and Long-Range Planning**

130 Professor Haiping Cheng presented the report of the Joint Committee of Senate and FP&B
131 Budget and Long Range Planning. He discussed several items concerning Academic Affairs
132 and the Budget; provided an in-depth overview of the year-end budget for fiscal year 2021;
133 as well as discussed the College's budget operation plan for 2022 and projections for 2023.

134

135 See Attachment VI

136
137 The next meeting was scheduled for Wednesday, November 17, 2021 at 1:00 p.m. via Zoom.

138
139 **9. University Faculty Senate Report**

140 Professor Judith Duncker reported on the September 28, 2021 meeting of the University
141 Faculty Senate.

142
143 See Attachment VII

144
145 The next Plenary Session was scheduled for Tuesday, October 26, 2021 at 6:30 p.m.

146
147 **4. Report of Ad Hoc Committee**

148 **a. Report of the Academic Assessment Council—**

149 Dr. Victor Brown reported on the activities of the Academic Assessment Council.

150
151 See Attachment VIII

152
153 The next meeting was scheduled for Thursday, October 7, 2021 at 2:00 p.m. via Zoom.

154
155 **b. Report of the Best Practices for Determining Class Size—**

156 Professor Wendell Cooper presented the class size resolution to the College Senate. He then
157 opened the floor to discussion. There were no questions or comments. Subsequently, the
158 resolution was moved to a vote. The resolution was approved by unanimous vote.

159
160 See Attachment IX

161
162 Professor Joseph Fera noted to all that the ad hoc committee on the Best Practices of
163 Determining Class Size would be retiring, as the committee has served its purpose—to
164 construct a resolution on class size and have it approved by the Senate body. Professor Joseph
165 Fera gave a special thanks to Professor Wendell Cooper for his hard work on the resolution;

166 he also acknowledged the hard work and dedication of everyone involved in helping to
167 establish a resolution fitting of the College.

168
169 Dr. Delgado gave a special thanks to the new Dean of the School of Education, Dr. Rene
170 Parmar, and expressed that he was happy to have her on board. He also thanked faculty, staff,
171 and students for coming together and helping to make important decisions in the interest of
172 the College community.

173
174
175 **Old Business**----None.

176
177
178 **New Business**----None.

179
180 **ADJOURNMENT**
181 President Delgado adjourned the meeting at 4:47 p.m.

182
183 Respectfully submitted:

184
185 Cynthia Cessant



GOVERNANCE COMMITTEE
Senate Report
October 6th, 2021

1. Filling Faculty/Student Vacancies On Senate Committees
 - a. Governance Committee Brings Nominations To The Floor
 - b. Additional Nominations Taken From The Floor
 - c. Move To A Vote
 - d. Uncontested Elections are Yes/No Votes
 - e. Contested Elections Wil Be Done Over Email

2. Academic Assessment Committee Faculty Vacancies
 - a. Currently **2 Faculty Vacancies**
 - b. Governance Committee Nominates:
 - i. Professor Elia Machado (EEGS)
 - ii. Professor Juan Jesus Payan-Martin (Languages and Literature)
 - c. Any Additional Nominations?
 - d. Move To A Vote

3. Student Committee Vacancies

4. Next Governance Meeting is Monday, October 18th at 1pm via Zoom.

Nominations for Senate Committee

Governance Committee

1. Blessing Babalola--- Victoria.babalola@lc.cuny.edu
2. Nehiesha Nevers---- Nehiesha.nevers@lc.cuny.edu
3. Aryeh Kalb----- Aryeh.kalb@lc.cuny.edu

Admissions, Evaluation and Academic Standards Committee

1. Giselle Barroso----- Giselle.barroso@lc.cuny.edu
2. Shirley Vitiello----- Shirley.vitiello@lc.cuny.edu
3. Saaimah Kolya----- saaimah.kolya@lc.cuny.edu

Campus Life and Facilities Committee

1. Nehiesha Nevers----- Nehiesha.nevers@lc.cuny.edu
2. Caleb Kim----- Caleb.kim@lc.cuny.edu
3. Bernard Tetteh----- Bernardkwapong.tetteh@lc.cuny.edu

Library, Technology, and Telecommunications Committee

1. Giselle Barroso----- Giselle.barroso@lc.cuny.edu
- 2.
- 3.

Undergraduate Curriculum Committee

1. Caleb Kim----- Caleb.kim@lc.cuny.edu
2. Nadine Zerphey ----- Nadine.zerphey@lc.cuny.edu
3. Ruth Perez----- ruth.perezmercado@lc.cuny.edu

Academic Freedom

1. Analia Firpo-----Analia.firpo@lc.cuny.edu
2. Jose Castillo----- Jose.castillo4@lc.cuny.edu
3. Shanell Goring----- Shanell.goring@lc.cuny.edu

Graduate Studies Committee

1. Gina Staton-----Gina.ramos@lc.cuny.edu
2. John Soto----- John.soto1@lc.cuny.edu
3. Tiffany Echevarria----- tiffany.echevarria@lc.cuny.edu

Budget and Long Range Planning Committee

1. Beatrice Donkor----- Beatrice.donkor@lc.cuny.edu
2. John Soto----- John.soto1@lc.cuny.edu
3. Olivia Opoku----- olivia.opoku1@lc.cuny.edu

Senate Meeting – October 6, 2021
Proposed Graduate Studies Report

On behalf of the Graduate Studies Committee, I would like to put forth a proposal from the following department:

Department of Languages and Literatures

- New courses: SPA 602, SPA 603, SPA 725, SPA 762
- Course changes: SPA 753, SPA 761

Does anyone have any questions and/or comments? All those in favor say I. Anyone opposed? Any abstentions?

Our next meeting will be on November 3 via Zoom.

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	Languages And Literatures
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 602
Course Title	Bilingualism and Spanish in the US
Description	Concepts of bilingualism and history of Spanish in the US. Spanish linguistics, sociolinguistics, language acquisition, language maintenance, language contact, education and language policies. Conducted in Spanish.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The course offerings of the M.A. program do not include courses that include the study of bilingualism, especially with a focus on Spanish linguistics. This new course, which is being added as an elective for the MA program in Spanish, will focus on the history and sociolinguistics of Spanish in the US, the relation of language to Latinx communities, and how language ideologies and policies reflect and shape societal views of Spanish and its speakers. This course offers an in-depth perspective on how the presence of Spanish in the United States has become salient in the decades leading up to and following the turn of the 21st century, even though people have been speaking Spanish in what is now the US for hundreds of years.

4. Learning Outcomes (By the end of the course students will be expected to):

- Understand the sociolinguistic and sociopolitical issues related to bilingualism and Spanish in the US.
- Analyze language as social action, particularly the ways in which people use language to convey social meaning.
- Study, analyze, and understand that studying Spanish in the US helps them explain larger issues of bilingualism, the history, and the sociopolitics in US society.

5. Date of Departmental Approval: 4/18/21

**LEHMAN COLLEGE
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DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	Languages And Literatures
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 603
Course Title	Critical and Social Justice Approaches to Teaching Spanish
Description	Strategies and practices of teaching Spanish as a <i>second, new, heritage, local, and foreign</i> language. Concepts of politics, ideologies, social justice and social hierarchies embedded in teaching Spanish. Conducted in Spanish.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The Spanish M.A. program does not include courses to train students to teach Spanish with a critical approach. This new course, which is being added as an elective for the MA program in Spanish, aligns with recent theories on social justice pedagogies for teaching languages. In a time when social injustices towards language minorities are more present than ever, our Spanish graduates need to understand power-dynamics associated with the language in order to address them in the classroom. As many students in our M.A. program are or will be Spanish teachers, they will benefit from these recent approaches. Even if students do not end up teaching, the areas covered in the class will help them become aware of inequalities and injustices associated with speaking and/or learning Spanish in the US.

4. Learning Outcomes (By the end of the course students will be expected to):

- Be acquainted with theories of second/new/heritage language acquisition and how they are related to language teaching methods, and specifically to teaching Spanish
- Know different language teaching methods that have appeared thorough the history and the current state of the field in relationship to the teaching of Spanish.
- Have an awareness of how the field of teaching and testing Spanish reproduces ideologies, politics, and social hierarchies
- Be acquainted with the origins of Critical Pedagogy and its current place in the field of Language Teaching (second/new/heritage language programs)
- Be familiar with recent critical and social justice approaches to teaching Spanish (e.g., critical linguistic awareness, gender-inclusive and feminist approaches, etc.)
- Develop classroom materials (lesson plan, tests, etc.) that are in line with critical and social justice pedagogical approaches
- Develop a research project that will show a deeper understanding of some of the issues seen in class

5. Date of Departmental Approval: 4/18/21

**LEHMAN COLLEGE
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DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	Languages and Literatures
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 725
Course Title	Captivity in Cervantes
Description	Study of Cervantes' captivity experience in Algiers and its impact on his narrative and dramatic texts. Advanced research and scholarly writing methodologies are required components. Conducted in Spanish.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The Spanish curriculum at Lehman College includes two courses devoted to Cervantes' *Don Quixote* (SPA 331 and SPA 724). Nevertheless, none of our courses addresses the diversity and significance of his vast literary legacy beyond *Don Quixote*. This new course, which is being added as an elective for the MA program in Spanish, will focus on the analysis and interpretation of various *novellas (fictional narratives)* and plays in which Cervantes recounts his enslavement in Algiers. In addition to gaining a better understanding of Cervantes' literary craft as a playwright and a novelist, students will be exposed to his reflections on the cultural and religious significance of important encounters and interactions shaping the lives of both Muslims and Christians in the North African frontier and the Mediterranean World, familiarizing themselves with his underlying criticism of the military, cultural, and religious policies fostered by the Spanish Habsburg in both regions.

4. Learning Outcomes (By the end of the course students will be expected to):

- Study, analyze, and understand the complexity of Cervantes' literary production both as a playwright and author of fictional narratives.
- Understand the cultural, religious and economic complexities of the interactions between Muslims and Christians in the North African frontier and the Mediterranean World at large.
- Explore and learn about the links between literature and politics.
- Become familiar with the fields of interdisciplinary studies, Mediterranean studies, and frontier/border studies.
- Produce a final academic essay based on the texts and theoretical frameworks discussed in class.

5. Date of Departmental Approval: 4/18/21

**LEHMAN COLLEGE
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DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	Languages And Literatures
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 762
Course Title	Topics in Spanish Literature
Description	Offerings in Spanish literature vary from semester to semester. (Course may be repeated for up to six credits.)
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This new course, which is being added as an elective for the MA program in Spanish, will focus on specific areas of Spanish Literature. By adding this course to the permanent catalogue, the Department will broaden the content available to students and allow for a more in-depth study of Spanish literature topics.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Have a broad understanding of Spanish literary productions of the period/genre specific to the semester's topics.
- Have a broad knowledge of the historical events of the period selected in Spanish history.
- Recognize and understand the literary specificities of the literary works discussed in the semester.
- Examine both the complexities of literary discourse and the conflictive sociohistorical contexts to which they respond using conceptual tools and critical vocabulary.
- Study, analyze, and understand the complexities of the literary productions of Spanish authors.

5. **Date of Departmental Approval:** 4/18/21

**LEHMAN COLLEGE
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DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of Change:** *Course title and description*

2. **From:**

Department(s)	Languages and Literatures
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 753
Course Title	"Modernismo" in Spanish America
Description	The concept of modernity and Modernism in literary works.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Languages and Literatures
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 753
Course Title	<u>Latin American and Spanish <i>Modernismo</i></u>
Description	<u>Latin American and Spanish writers of late 19th and early 20th century. Poetry, narrative, and chronicles. Advanced research and scholarly writing methodologies are a central component of this course. Conducted in Spanish.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The change in the title and description will provide a more accurate account of the scope and contents of this class.

5. Date of departmental approval: 4/18/21

**LEHMAN COLLEGE
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DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of Change:** *Course title and description*

2. **From:**

Department(s)	Languages and Literatures
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 761
Course Title	Topics in Hispanic Literatures
Description	(Course may be repeated for credit.) Offerings vary from semester to semester.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Languages and Literatures
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish Graduate Program
Course Prefix & Number	SPA 761
Course Title	<u>Topics in Latin American Literature</u>
Description	<u>Analysis of Latin American literary works. Offerings vary from semester to semester. (Course may be repeated for up to six credits)</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The change in the title and description will allow for a focus on specific areas of Latin American Literature. Through these course changes, the Department will broaden the content available to students and allow for a more in-depth study of Latin American literature topics.

5. Date of departmental approval: 4/18/21

Senate Meeting – 10/06/21

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (7/7 members in attendance)

1. Anthropology Department
 - ANT 241-New course
2. Early Childhood and Childhood Education Department
 - ECE 304-Change in prerequisite, attribute
3. Health Sciences Department
 - Health Services Administration B.S **-PULLED**
 - New certificate in nursing home administration
 - HSA 469-New course
 - HSA 470-Change in description, hours, credits, prerequisites
 - REC 421-prerequisite
4. Political Science Department
 - New minor in Environmental Policy
 - POL 180/PHI 216- New course, cross listing
 - POL 275- New course
 - POL 380- New course
 - POL 150-Change in description
 - POL 172-Change in description
 - POL 226-Change in description, title
 - POL 227-Change in description, title
 - POL 229-Change in note
 - POL 266-Change in description
 - POL 268-Change in description, title
 - POL 299-Change in description
 - POL 305- Change in description
 - POL 308 -Change in description
 - POL 319- Change in description, title

- POL 321- Change in description
 - POL 324- Change in description, title
 - POL 325- Change in description, title
 - POL 326- Change in description
 - POL 337- Change in description, cross-listing, prerequisite
 - POL 364- Change in description, prerequisite
 - POL 369- Change in description, prerequisite
 - POL 365-Change in title
 - POL 481- Change in description
 - POL 350-Change in hours, prerequisite
 - POL 382-Course withdrawal
5. Sociology Department
- DAT 351-New course
 - DAT 481-New course
6. Language and Literatures
- SPA 344- New course
 - SPA 347-New course
 - SPA 348-New course
 - SPA 349-New course
 - SPA 366-New course
 - SPA 367-New course
7. Pathways
- POL 267-approved
 - ENG 228-approved
 - ENG 233-approved
 - ENG 236-approved
 - ENG 277 -approved
8. Next meeting: 10/06/21

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ANTHROPOLOGY

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Anthropology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Archaeology
Course Prefix & Number	ANT 241
Course Title	Uncovering the Culture of Early New York City
Description	An archaeological perspective on the early history of New York City, including Native American settlements, the founding of New Amsterdam, and early settlement in the Bronx. Special attention will be paid to the lives of misrepresented or ignored groups.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course will expand the list of archaeology courses available to anthropology majors and is expected to be of interest to some non-anthropology majors as well. It will allow Lehman students to learn more about the early history of their own city, including the Bronx, through the lens of archaeology. In addition, the course will provide an example of the use of archaeology to contribute to a more fully representative, critical, and evidence-based understandings of the past. Previously approved as an experimental course.

4. Learning Outcomes (By the end of the course students will be expected to):

- Demonstrate a knowledge of the basic historical development of early New York City.
- Demonstrate an understanding of the diversity of social and economic relationships at work in the early development of the city.
- Articulate the strengths and limitations of archaeological inquiry.
- Demonstrate an understanding of core concepts of archaeological research through the application of archaeological evidence in reconstructing the past.
- Interpret and assess information from a variety of sources and points of view.
- Refine critical reasoning skills.

5. Date of Departmental Approval: April 26, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in prerequisite; attribute

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ECE 304
Course Title	Foundations of Early Language and Literacy Development, Birth to Grade 2
Description	Research and theory of the relationship between language acquisition and emergent/early literacy development in children from infancy to age eight. Emphasis on children's language and literacy development in multicultural, multilingual home and educational settings. Includes the study of language development for children with special needs. Includes 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.
Pre/ Co Requisites	Permission required. ECE 301 and Declaration of ECCE Minor
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA

General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity
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3. To:

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ECE 304
Course Title	Foundations of Early Language and Literacy Development, Birth to Grade 2
Description	Research and theory of the relationship between language acquisition and emergent/early literacy development in children from infancy to age eight. Emphasis on children's language and literacy development in multicultural, multilingual home and educational settings. Includes the study of language development for children with special needs. Includes 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.
Pre/ Co Requisites	ECE 301 and Declaration of ECCE Minor
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	<u>Writing Intensive</u>
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The 12-credit minor consists of four classes including: ECE 301, ECE 302, ECE 311, ECE 304. Because ECE 301 is a prerequisite course and students must declare the minor in Early Childhood and Childhood Education, the department no longer feels that there is a need for students to request permission to register for the class. This change will increase the flexibility students will have to register for the course.

The writing intensive designation has been added to align with changes to the course to ensure that students in all sections of ECE 304 have opportunities to engage in a combination of low stakes and high stakes writing that engages them in developing their critical literacy skills over the semester. This is accomplished through the preparation of multiple drafts of a major case study assignment with scaffolded instructor feedback, and weekly discussion boards and a literature review.

5. Date of departmental approval: May 5, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF HEALTH SCIENCES**

CURRICULUM CHANGE

Type of Change: Change in Pre-requisite

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	REC 421
Course Title	Programs in Therapeutic Recreation Service
Description	Examines program services, leadership methods, and current trends and issues in therapeutic recreation service. Individual and group program planning, including assessment, activity analysis, evaluation, and documentation.
Pre/ Co Requisites	Prerequisite REC 200, REC 210 and REC 221
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Therapeutic Recreation
Course Prefix & Number	REC 421
Course Title	Programs in Therapeutic Recreation Service
Description	Examines program services, leadership methods, and current trends and issues in therapeutic recreation service. Individual and group program planning, including assessment, activity analysis, evaluation, and documentation.
Pre/ Co Requisites	Prerequisite REC 200, REC 210, REC 221, and <u>REC 322</u>
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No

<p>Course Attribute (e.g. Writing Intensive, WAC, etc)</p>	<p>NA</p>
<p>General Education Component</p>	<p><input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World</p>

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

REC 322 should be the pre-requisite to REC 421 since REC 322 will prepare students to assess clients in different domains before TR program planning (i.e., REC 421).

5. Date of departmental approval: 5/5/2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: New Certificate in Nursing Home Administration
Hegis Number: 1202
Program Code: TBD
Effective Term: Fall 2022

1. **Type of Change:** New Certificate Program

2. **Description:**
Certificate in Nursing Home Administration (15-27 Credits)

This certificate provides the required courses for individuals planning to pursue New York State licensure in nursing home administration. The certificate consists of the five three-credit courses required to prepare students to sit for the New York State licensure exam. Students apply for the Administrator-in-Training internship directly with the New York Department of Health. These fifteen credits are recognized by the NYS Department of Health in their listing of Accredited Educational institutions.

Admissions:

The admission requirement for the certificate program is either an earned bachelor's degree or current Lehman students may enroll if they have a 2.5 GPA and have successfully completed HSA 267, HSA 312, and ACC 171 or ACC 185.

Certificate Requirements:

Completion of the following courses with a grade of C- or better is required:

<u>Number</u>	<u>Course Name</u>	<u>Credits</u>
<u>HEA 310</u>	<u>Health and Aging</u>	<u>3</u>
<u>HSA 301</u>	<u>Human Resources and Labor Relations in Health Services</u>	<u>3</u>
<u>HSA 304</u>	<u>Financial Aspects of Health Care Administration</u>	<u>3 – 15*</u>
<u>HSA 325</u>	<u>Nursing Home Administration</u>	<u>3</u>
<u>HSD 308</u>	<u>Legal Issues in Health Care</u>	<u>3</u>

*HSA 304 has the following pre-requisites HSA267 (3 credits), HSA312 (3 credits) plus prerequisite of HSD 266, (3 credits), and ACC171 or ACC185 (3 credits).

3. **Rationale:**

Earning a Certificate in Nursing Home Administration will strengthen students' skills and preparedness for the roles of nursing home and long-term care administration. Successful completion of these 15-27 credits prepares students to secure a DOH-approved year-long internship and take their nursing home administrator's licensure exam. The New York State Department of Health approved HSA's courses in 2017; however, the Health Service Administration program had not advertised this information as a structured or cohesive programmatic option. A marketed certificate program through Lehman Extension (LEx) would increase enrollment of students from the Bronx and other areas, thus expanding our impact on the Bronx's community and increasing revenues for Lehman College.

4. Date of departmental approval: 4/7/2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *New Course*

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	HEALTH SERVICES ADMINISTRATION
Course Prefix & Number	HSA 469
Course Title	Health Services Administration Pre-Internship Seminar
Description	Weekly seminar focused on the development of specific, role-related technical and professional skills necessary for effective health administration careers. The course will also prepare students for the HSA 470 internship including internship site selection, application preparation, interviewing skills, and other professional issues such as advocating for diversity in the workplace and evolving public health initiatives.
Pre/ Co Requisites	PREREQUISITE: Departmental Permission
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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2. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

HSA has approximately 180 students who are eligible to take the internship course every year. The current structure crunches all of the work of attaining an internship and completing the hours in the same semester. This is overwhelming for both students and faculty. To best prepare HSA students for their culminating HSA internship experience (HSA 470), HSA 469 should be the pre-requisite to HSA 470. HSA 470 will prepare students to identify internship opportunities, assist with the application process, teaching students about professionalism, resume and cover letter writing, internship search strategies, and other skills to assist in securing an HSA-appropriate internship in the subsequent semester. Additional new course content will include developing skill competencies related to the administrative work-related responsibilities. The seminar will also increase skills for understanding and working with people of diverse backgrounds and cultures, focusing on how to work effectively within diverse environments and with diverse populations. Separating the internship course from the current six-credit class and breaking it up into two, three-credit classes taken in succession will also help our students complete their degree in a timely manner.

5. Date of departmental approval: 4/7/2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Course description, hours, credits, and prerequisite*

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	HEALTH SERVICES ADMINISTRATION
Course Prefix & Number	HSA 470
Course Title	Administrative Skills in Health Services Organizations II
Description	Onsite administrative practice with a preceptor, focusing on the development of specific, role-related technical and professional skills necessary for effective health care services management, accompanied by a weekly seminar relating field experience to organizational problem solving and effective management of organizational dynamics.
Pre/ Co Requisites	PREREQUISITE: Departmental Permission
Credits	4
Hours	4
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<u> X </u> Not Applicable <u> </u> Required <u> </u> English Composition <u> </u> Mathematics <u> </u> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	HEALTH SERVICES ADMINISTRATION
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	HEALTH SERVICES ADMINISTRATION
Course Prefix & Number	HSA 470
Course Title	Health Services <u>Administration Internship</u>
Description	Onsite administrative practice with a preceptor, focusing on the development <u>and application</u> of specific, role-related technical and professional skills necessary for effective health care services management. <u>NOTE Requires 130 hours of fieldwork.</u>
Pre/ Co Requisites	Pre-requisite: <u>HSA 469</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

To align HSA 470 with the other health science internships, the field work and seminar of the 130-hour internship needs to be divided into two different courses taken in succession: HSA 469 for the weekly seminar the semester prior to HSA 470 for the 130-hour fieldwork. The change will improve course alignment for the department and help students in securing and succeeding in their internship. The change will improve learning outcomes for students as they understand and differentiate between learning outcomes of their fieldwork compared to the learning outcomes of their seminar. Spreading the requirement over the students' final two semesters will also help students meet their degree requirements in a timely fashion.

5. Date of departmental approval: 4/7/2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 344
Course Title	Latin American and Spanish <i>Modernismo</i>
Description	Late 19th- and early 20th-century Latin American and Spanish literary works. <i>Modernista</i> poetry, narrative, and chronicles. Taught in Spanish.
Pre/ Co Requisites	SPA 300 or departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

During the past five years this course has already been offered in multiple occasions under the code SPA 352 (Special Topics). This course provides students with an important foundation to understand the history and evolution of Latin American literary and cultural practices of the 20th century. For these reasons, the department is requesting it as an independent course in order to include it in our permanent catalogue. Additionally, this will allow us to broaden the number of courses available and will permit other classes to make use of the Special Topics code.

4. Learning Outcomes (By the end of the course students will be able to):

- Recognize the main components of the literary panorama of late 19th and early 20th century in Latin American and the Hispanic world. Identify its connections to the sociohistorical context of the period
- Recognize and interpret both the literary innovation and the socio-political significance of the literary works studied in the semester in relation to Latin American and Hispanic literary history, as well as within broader panorama of global literature and history.
- Develop the knowledge and critical skills needed to identify, categorize, interpret and appraise complex cultural artifacts and literary texts in Spanish as well as to articulate, illustrate and defend own ideas, arguments and conclusions regarding these.

5. Date of Departmental Approval: April 18, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 347
Course Title	Hispanic Women Authors
Description	Literary productions written by Hispanic female authors. Canonic and non-canonic works of poetry, narrative, theatre, and other literary genres. Discussions around gender, feminism, canon formation, cultural representation, and other connected ideas are central to the course. Taught in Spanish.
Pre/ Co Requisites	SPA 300 or departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The Department's undergraduate curricular offering does not currently offer a course addressing gender or female representation in the Latin American and Hispanic literary canon. Last year, one course with this topic was offered under the code SPA362 (Special topics). This course provided students with the tools to critically reflect on issues connected to gender, feminism, inequalities, canon formation, and cultural representation. For these reasons the department would like to request an independent code for this course in order to include it in our permanent catalogue.

By adding this course to our permanent catalogue, the Department would not only broaden the number of courses available to students but also address discussions around gender that are crucial in our current historical situation.

4. Learning Outcomes (By the end of the course students will be expected to):

- Identify, describe and interpret the literature written by women authors in Latin American and the Hispanic world.
- Recognize, explain and contrast conceptual tools and appropriate vocabulary to discuss issues around gender, feminism, cultural representation and social visibility.
- Recognize, interpret and correlate the importance and influence of works written by female authors in the context of the Latin American and Hispanic literary canon.
- Develop the knowledge and critical skills needed to identify, categorize, interpret and appraise complex cultural artifacts and literary texts written by Hispanic female authors as well as to articulate, illustrate and defend own ideas, arguments and conclusions regarding their literary productions.

5. Date of Departmental Approval: April 18, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 348
Course Title	Literatures of South America
Description	Literary works produced in South America and/or by South American authors. Taught in Spanish.
Pre/ Co Requisites	SPA 300 or departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The Department's undergraduate curricular offering does not currently offer a course focused on the study of South American literary productions. The survey courses covering Latin American literature do not offer the possibility to focus on the study of the rich and varied literary manifestations of the South American countries. This course would provide students with an in-depth knowledge of the culture, history and literatures of countries such as Venezuela, Colombia, Ecuador, Brazil, Argentina, Bolivia, Peru, among others. The knowledge acquired in this class would be a cornerstone for the understanding of the rich varieties of the Latin American world.

For these reasons the department would like to request an independent code for this course in order to include it in our permanent catalogue. By adding this course to our permanent catalogue, the Department would also broaden the number of courses available to students.

4. Learning Outcomes (By the end of the course students will be expected to):

- Identify, describe and interpret literary works produced in South America or by South American authors, as well as the sociohistorical contexts of their production.

- Recognize, interpret, and contrast the importance and influence of the South American authors and literary works within the broad context of the Hispanic literature and cultures.

- Develop the knowledge and critical skills needed to identify, categorize, interpret and appraise complex cultural artifacts and literary texts in Spanish as well as to articulate, illustrate and defend own ideas, arguments and conclusions regarding these.

5. Date of Departmental Approval: April 18, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 349
Course Title	Literatures from Central America
Description	Literary works produced in Central America and/or by Central American authors. Taught in Spanish
Pre/ Co Requisites	SPA 300 or departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The Department's undergraduate curricular offering does not currently offer a course focused on the study of Central American literary productions. The survey courses covering Latin American literature do not offer the possibility to focus on the study of the rich and varied literary manifestations of the Central American countries. This course would provide students with an in-depth knowledge of the culture, history and literatures of countries such as Nicaragua, El Salvador, Guatemala, Panama, Costa Rica, Honduras, and Belize. The knowledge acquired in this class would be a cornerstone for the understanding of the rich varieties of the Latin American world.

For these reasons the department would like to request an independent code for this course in order to include it in our permanent catalogue. By adding this course to our permanent catalogue, the Department would also broaden the number of courses available to students.

4. Learning Outcomes (By the end of the course students will be able to):

- Identify, describe and interpret literary works produced in Central America or by Central American authors, as well as the sociohistorical contexts of their production.
- Recognize, interpret, and contrast the importance and influence of the Central American authors and literary works within the broad context of the Hispanic literature and cultures.
- Develop the knowledge and critical skills needed to identify, categorize, interpret and appraise complex cultural artifacts and literary texts in Spanish as well as to articulate, illustrate and defend own ideas, arguments and conclusions regarding these.

5. Date of Departmental Approval: April 18, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 366
Course Title	Short Fiction in the Hispanic World
Description	The study of literary trends, periods, and themes within short fiction in the Hispanic context.
Pre/ Co Requisites	SPA 300 or departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The Department's undergraduate curricular offering does not currently include a course focused on the study of short stories written in Spanish. Given the wide scope of this course and the panoramic exploration of Hispanic literatures it opens up, it would be of special interest for students completing a minor or a major in Spanish.

This survey class will offer the possibility to explore broadly the rich and varied literary manifestations of the literatures written in Spanish. Similarly, it will allow for a panoramic exploration of the history of the Hispanic world.

The department would like to request an independent code for this course in order to include it in our permanent catalogue. By adding this course to our permanent catalogue, the Department would also broaden the number of courses available to students.

4. Learning Outcomes (By the end of the course students will be able to):

- Identify, describe and interpret the main literary trends of short stories produced in the Spanish speaking literatures.
- Recognize, interpret, and describe the history and culture of Spanish Speaking world, specially of the areas represented in the short stories selected for analysis and discussion.
- Develop the knowledge and critical skills needed to identify, categorize, interpret and appraise complex cultural artifacts and literary texts in Spanish as well as to articulate, illustrate and defend own ideas, arguments and conclusions regarding these.
- Develop the knowledge and critical skills needed to identify, categorize, interpret and appraise complex cultural artifacts and literary texts in Spanish as well as to articulate, illustrate and defend own ideas, arguments and conclusions regarding these.

5. Date of Departmental Approval: April 18, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 367
Course Title	Latin American Literary and Cultural Connections to the World
Description	Connections between Latin American Culture and the rest of the World. Culture, literature and other arts. Globalization, cosmopolitanisms, travel literature, migration and identity. Taught in Spanish.
Pre/ Co Requisites	SPA 300 or departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The Department's undergraduate curricular offering does not currently offer a course addressing the connections between Latin America and World literature. This course is intended to study the diverse and multiple dialogues that, through the history of the continent, Latin American authors have established with cultures and territories located beyond the Spanish speaking world. This course will provide students with the necessary tools to reflect on the position of the Latin American literatures as an integral part of global cultural networks. The texts selected for this course will elicit discussions around local and worldly affiliations. It will provide students with the tools to critically reflect on issues connected to nationalism, cosmopolitanism, migration and identity, worldly interconnectedness, and global responsibility.

The department would like to request an independent code for this course in order to include it in our permanent catalogue. By adding this course to our permanent catalogue, the Department would not only broaden the number of courses available to students but also address discussions around global citizenship that are crucial in our current historical situation.

4. Learning Outcomes (By the end of the course students will be able to):

- Recognize, interpret, and describe the networks of connection and circulation that link Latin American literatures to other traditions and cultural spheres around the world
- Identify and interpret how the works studied in the course establishes a creatively dialogue with specific elements of different world literatures.
- Recognize, interpret, and describe the concepts of globality, cosmopolitanism, and world literature.
- Develop the knowledge and critical skills needed to identify, categorize, interpret and appraise complex cultural artifacts and literary texts in Spanish as well as to articulate, and illustrate their realm of connection within a global space.

5. Date of Departmental Approval: April 18, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

Name of Program and Degree Award: Environmental Policy, Minor
Effective Term: Fall 2022

1. **Type of Change:** New minor

2. **Description:**

Environmental Policy (15-17Credit Minor)

The field of environmental policy requires students and practitioners to understand the intersections of multiple disciplines (e.g., environmental science, biology, ecology, economics, philosophy, ethics) and how these relationships influence environmental policy discussions. The minor provides opportunities for students majoring in related disciplines such as biology, earth science, and environmental science to specialize in an area of public policy with direct relevance to their major.

Requirements for the Minor in Environmental Policy

ENV 210 and 3 credits in either POL 275 or POL 211

Three of the Following (at least one course must be POL):9-11 credits

POL 359 Science, Policy, and Politics

ENV 326 Environmental Policy

POL 350 Political Demography

POL 366 Global Political Economy

POL 368 Global Environmental Politics

POL 371 Politics and Human Survival

ENV 235 Conservation of the Environment (4 Credits)

ENV 270 Environmental Pollution (4 Credits)

POL 380 Climate Change: Science, Society, and Politics

POL 275 Introduction to Environmental Economics and Policy

3. **Rationale:**

The political science major is designed to provide students with an understanding of government and the political process in the United States and the world. This minor in environmental policy will enhance the learning outcomes of the political science department and major by allowing students to apply fundamental concepts and analytical approaches from public policy to understand and examine a substantive policy area.

Additionally, the field of environmental policy requires students and practitioners to understand the intersections of multiple disciplines (e.g., environmental science, biology, ecology, economics, philosophy, ethics) and how these relationships influence environmental policy discussions. As such, students who choose to minor in environmental policy will be exposed to interdisciplinary topics, concepts, and analytical approaches not included in the traditional political science curriculum. The minor will also provide opportunities for students majoring in related disciplines such as biology, earth science, and environmental science to specialize in an area of public policy with direct relevance to their major.

4. **Date of departmental approval:** 5/19/2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF PHILOSOPHY
DEPARTMENT OF POLITICAL SCIENCE**

CURRICULUM CHANGE

1. **Type of change:** New Course with Cross-listing

2.

Department(s)	Philosophy and Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Philosophy
Course Prefix & Number	PHI 216/POL 180
Course Title	LSAT Theory and Practice
Description	The Law School Admission Test (LSAT) in theory and practice. Note: This course does not count toward a major or minor in Political Science
Pre/ Co Requisites	Completion of at least 60 credits
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Students who wish to attend law school must take the LSAT. Doing well on the LSAT can open doors to admission to the better law schools. This course focuses on equipping students with the knowledge, skills and tools necessary to understand the role of and theory behind, and do well on, the LSAT.

4. Learning Outcomes (By the end of the course students will be able to)

- Demonstrate an understanding of the public policy and ethical issues raised by the use of standardized tests generally (e.g. GRE, MCAT, LSAT etc.) as a metric of admission to graduate and professional education
- demonstrate an understanding of the public policy and ethical issues raised by the use of the LSAT in law school admissions more specifically, as well as criticisms of that use
- demonstrate an understanding of the theory behind and design of the LSAT
- complete LSAT-style questions effectively

5. Date of Departmental Approval:

Philosophy Department: 2/9/2021

Political Science Department: 5/19/2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 275
Course Title	Introduction to Environmental Policy and Economics
Description	Pressing environmental issues, causes, and potential policy responses; economic concepts and principles applied to environmental issues and their policy implications.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Evaluating human impacts on the natural environment requires balancing ethical, economic, and scientific considerations. Environmental and ecological economics provide a powerful framework in which these concerns can be unified and holistically assessed.

This course provides a survey of key environmental policy issues and introduces students to the basic concepts and tools (e.g., cost-benefit analysis, valuation, ecological footprint) from environmental and ecological economics in order to understand the causes (e.g., market failures, externalities, public good problem) of these issues and assess the policy approaches that can be applied to address them (e.g., regulation, taxes, subsidies, market-based, government management). In the course we will introduce and apply basic concepts from public policy and economics and examine how the fields of environmental and ecological economics adapt economic tools to assess environmental issues to inform the design of policy solutions.

Interdisciplinary thinking is integral to the way societies engage with public policy problems, and an introductory understanding of salient environmental issues and the economics underpinnings of policy discussions is critical for understanding how environmental policy is designed and the factors that go into decision making. Introduction to Environmental Policy and Economics will, therefore, provide basic economic concepts and principles applied to environmental issues for Political Science majors, while this course will offer policy perspectives for economics and STEM major interested in environmental issues.

4. **Learning Outcomes (By the end of the course students will be expected to):**

At the end of this course, students will be able to:

1. Apply basic economic concepts and principles to environmental issues;
2. Describe the suite of policy approaches applied to address environmental problems;
3. Describe how environmental and ecological economics can be applied to understand the causes of environmental issues and guide the development of develop policy solutions;
4. Apply basic concepts and tools from public policy and environmental and ecological economics, especially to understand how these tools can be used to design environmental policy;
5. Analyze the tradeoffs and challenges of various policy approaches to addressing environmental issues through the application of economics;
6. Explain how the characteristics of particular environmental issues affect the design of policy solutions;
7. Use spreadsheet software for quantitative analysis.

5. **Date of Departmental Approval:** 5/19/2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 380
Course Title	Climate Change: Science, Society, and Politics
Description	Ecological, social, and political dimensions of global climate change.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The scientific evidence supporting the existence of human-driven climate change is conclusive, but uncertainty still surrounds its short- and long-term ecological and social effects. There is also significant public disagreement concerning policy action. Additionally, addressing the primary drivers of climate change requires action across a

range of stakeholder groups. As such, climate change poses a unique challenge for policymakers.

This course introduces students to the issue of climate change, with attention to its political dimensions. The course will examine the biogeochemical processes of climate change and human activities that influence the global climate. Additionally, we will review the ecological, economic, and societal effects associated with a changing climate, potential policy and technological solutions and political conflicts among the stakeholders involved in climate change policy discussions. Studying climate change presents an opportunity for students to understand the social and ecological aspects of a salient environmental issue and to examine the political and policy dimensions of an issue that remains interdisciplinary and multifaceted.

Despite significant student interest and worldly relevance, the department lacks a course focused on climate change. Climate Change: Science, Society, and Politics course fills this gap, and will provide interdisciplinary training for Political Science majors while deepening the curriculum for environmental science and STEM majors with an interest in the politics of our human ecology.

4. **Learning Outcomes (By the end of the course students will be expected to):**

At the end of this course, students will be able to:

1. Explain the primary biogeochemical cycles associated with the climate change issue, and the human activities associated with climate change;
2. Describe the evolution of our scientific understanding of climate change;
3. Identify and discuss the ecological, **economic**, and societal impacts associated with a changing climate;
4. Describe the types of policy instruments associated with climate change mitigation and adaptation;
5. Identify and describe the international and domestic entities that contribute to climate change science and policy discussions;
6. Analyze the political dimensions of policy **options** concerning climate change mitigation and adaptation.

5. **Date of Departmental Approval:** 5/19/2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 150
Course Title	Contemporary Political Issues
Description	(This course cannot be counted toward the Political Science concentration.) An examination of key domestic and international problems from the perspective of political science.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 150
Course Title	Contemporary Political Issues
Description	An examination of key domestic and international <u>issues</u> from the perspective of political science. Note: This course does not count toward a major or minor in Political Science.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

- The change in the course description is a better reflection of the course content, the current literature, the Department and the College's curriculum changes and revisions.
- The note on advising is not necessary in the course description and needs to be removed.

5. Date of departmental approval: 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 172
Course Title	Great Political Thinkers
Description	(This course cannot be counted toward the Political Science concentration.) Study of the philosophical foundations of political thought.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 172
Course Title	Great Political Thinkers
Description	<u>Foundations of political thought.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

- Deleted 'philosophical' and "Study of" from description to increase readability.
- The note on advising is not necessary in the course description and needs to be removed.

5. Date of departmental approval: 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description, title

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 226
Course Title	Classical and Medieval Political Philosophy
Description	Critical study of political philosophy from Plato to Machiavelli.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 226
Course Title	Political Thought I: Classical to Medieval
Description	Critical survey of political thought to 1500.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

An edit of the political theory sequence course titles and description to be clearer and more in line with analogous sequences in ENG and PHI.

5. **Date of departmental approval:** 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description, title

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 227
Course Title	Modern Political Philosophy
Description	Critical study of political philosophy since Machiavelli.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Political Science
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Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 227
Course Title	<u>Political Thought II: Modern</u>
Description	<u>Critical survey of political thought from 1500 to 1900.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

An edit of the political theory sequence course titles and description to be clearer and more in line with analogous sequences in ENG and PHI.

5. Date of departmental approval: 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in note

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 229
Course Title	Classical Political Economy
Description	Foundations of classical political economy. Theories of value, laissez faire, division of labor, production, distribution, trade, and economic growth. Importance of classical political economy to government and capitalism. Note: This course satisfies either Individual and Society or College Option requirement in the CUNY 2013 Gen Ed requirements at Lehman.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 229
Course Title	Classical Political Economy
Description	Foundations of classical political economy. Theories of value, laissez faire, division of labor, production, distribution, trade, and economic growth. Importance of classical political economy to government and capitalism.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

- The note on advising is not necessary in the course description and needs to be removed.

5. Date of departmental approval: 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 266
Course Title	Politics and Culture
Description	Impact of cultural ideals and practices on political institutions, and on political conflict and cooperation among nationalities, races, classes, genders, and tribal, ethnic, and religious groups.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input checked="" type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 266
Course Title	Politics and Culture
Description	Impact of cultural ideals and practices on political institutions.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input checked="" type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in the course description is a better reflection of the course content, the current literature, the Department and the College's curriculum changes and revisions.

5. Date of departmental approval: 5.19.2021

**LEMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description, title

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 268
Course Title	Introduction to Comparative Politics
Description	An introductory comparison of the organization and operation of selected political systems, representing the liberal democratic West, the socialist world, and the emerging nations of the underdeveloped world.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input checked="" type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 268
Course Title	<u>Comparative Politics</u>
Description	<u>Comparative perspective on the constitution, organization, and operations of selected political systems.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Flexible <input checked="" type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </p>

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in the title and course description is a better reflection of the course content, the current literature, the Department and the College's curriculum changes and revisions.

5. Date of departmental approval: 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 299
Course Title	Law, Computers, and the Internet: The Politics of Information Technology.
Description	The influence and impact of politics, policy, and law as government and society grapple with issues raised by advances in computing and by the increasing pervasiveness of the internet. Among the issues that will be studied is whether advances in information technology will enhance or curtail democracy, as reflected in controversies about privacy and electronic surveillance.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	___ Scientific World
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3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 299
Course Title	Law, Computers, and the Internet: The Politics of Information Technology
Description	The influence and impact of politics, policy, and law as government and society grapple with issues raised by advances in computing and by the increasing pervasiveness of the internet, <u>information technology and social media</u> . Among the issues that will be studied is whether advances in information technology will enhance or curtail democracy, as reflected in controversies about privacy and electronic surveillance.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in the course description is a better reflection of the course content, the current literature, the Department and the College's curriculum changes and revisions.

5. **Date of departmental approval:** 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 305
Course Title	Public Administration
Description	(Recommended for students considering government and civil service positions.) The operations of government agencies and other large organizations dealing with public policy. The effect of such agencies on their employees and the public at large.
Pre/ Co Requisites	POL 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 305
Course Title	Public Administration
Description	The operations of government agencies and other large organizations dealing with public policy. The effect of such agencies on their employees and the public at large.
Pre/ Co Requisites	POL 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

- The note in the course description is an advising note. It does not belong to the course description.
- Also, there should be one space (and not two spaces) between the two sentences in the course description.

5. Date of departmental approval: 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 308
Course Title	American Foreign Policy
Description	The making, administration, and control of foreign policy in the United States, with an analysis of the pressure exerted and the organs of government involved.
Pre/ Co Requisites	POL 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 308
Course Title	American Foreign Policy
Description	The making, administration, and control of foreign policy in the United States.
Pre/ Co Requisites	POL 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in the course description is a better reflection of the course content, the current literature, the Department and the College's curriculum changes and revisions.

5. Date of departmental approval: 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description, title

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 319
Course Title	Contemporary Political Thought
Description	The major political doctrines and political thinkers in the contemporary world.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 319
Course Title	<u>Political Thought III: Contemporary</u>
Description	<u>Critical survey of political thought since 1900.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

An edit of the political theory sequence course titles and description to be clearer and more in line with analogous sequences in ENG and PHI. No other changes.

5. Date of departmental approval: 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change to course description

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 321
Course Title	American Political Thought
Description	Analysis of the development and contemporary significance of basic trends in American thought viewed in terms of such topics as the nature of man, private property, the purpose and proper organization of the state, resistance, and a country's place in the world.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 321
Course Title	American Political Thought
Description	<u>Survey of American political thought, covering topics such as power, identity, and justice.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

Changes to description to make language more contemporary, readable, and broadly applicable.

5. Date of departmental approval: 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description, title

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 324
Course Title	Sociology of Politics
Description	An interdisciplinary course focusing on the substantive concerns of political science, which employs theoretical perspectives developed in sociology.
Pre/ Co Requisites	POL 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 324
Course Title	<u>Political Sociology</u>
Description	An interdisciplinary course focusing on <u>topics such as the state, power and hegemony, social structure and stratification, political agency, collective action and social movements, surveillance and social control.</u>
Pre/ Co Requisites	POL 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

Changes to description and course title makes the language more contemporary, readable, and broadly applicable.

5. Date of departmental approval: 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description, title

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 325
Course Title	Psychology and Politics
Description	A course focusing on the substantive concerns of political science and employing theories of individual and group behavior developed in psychology.
Pre/ Co Requisites	POL 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 325
Course Title	<u>Political Psychology</u>
Description	<u>The interrelationship between psychological and political processes - Study of the psychological aspects of national and international political behavior and of the process by which political events influence the reactions of individuals and groups.</u>
Pre/ Co Requisites	POL 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

Changes to description and the course title makes the language more contemporary, readable, and broadly applicable.

5. Date of departmental approval: 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 326
Course Title	Political Socialization
Description	An examination of the agents and channels of political socialization, such as the family, schools and colleges , youth subcultures, peers, media, and life experiences from childhood to early adulthood. The impact of various forms of political socialization on conventional and unconventional political attitudes, opinions, and activities. Special problems of political socialization such as generational conflict; sexual differences in political orientations; impact of childhood learning on leaders and followers; and national, class, and other group differences.
Pre/ Co Requisites	POL 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 326
Course Title	Political Socialization
Description	An examination of the agents and channels of political socialization, such as the family, schools and youth subcultures, peers, media, and life experiences from childhood to early adulthood. The impact of various forms of political socialization on conventional and unconventional political attitudes, opinions, and activities.
Pre/ Co Requisites	POL 166
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

Change to description makes the language more contemporary, readable, and broadly applicable.

5. **Date of departmental approval:** 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description, cross-listing, prerequisite

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 337 (POL 337/POL 314)
Course Title	Public Opinion and Polling
Description	Expanded influence of polls in modern American government and politics. Types and mechanisms of polls and their manipulation and interpretation. Mathematical foundations of polling. PREREQ: Students are advised to take one of the following courses: POL166, POL 245, POL 331 (SOC 301), or Departmental permission. Also students are advised to satisfy the College Mathematics Requirement with MAT 132 before taking this course.
Pre/ Co Requisites	See course description
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	___ Scientific World
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3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 337
Course Title	Public Opinion and Polling
Description	Influence of polls in modern American government and politics. Types and mechanisms of polls and their manipulation and interpretation.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

- Change to description makes the language more contemporary, readable, and broadly applicable.
- There should be one space (not two spaces) between the two sentences in the course description.

- Listed as a cross listed course in the course catalog. Remove. It is a mistake [This is a mistake. LEH POL 337/POL 314]
- No pre-requisite- Remove if there are any in CUNYfirst.

5. **Date of departmental approval:** 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** prerequisite

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 364
Course Title	Capitalism and Its Critics
Description	Defenders and critics of capitalism in the nineteenth, twentieth, and twenty-first centuries. Philosophical and political consideration of liberalism, Marxism, anarchism, socialist-feminism, and the radical ecology movement.
Pre/ Co Requisites	One 200-level PHI or POL course.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 364
Course Title	Capitalism and Its Critics
Description	Defenders and critics of capitalism in the nineteenth, twentieth, and twenty-first centuries. Philosophical and political consideration of liberalism, Marxism, anarchism, socialist-feminism, and the radical ecology movement.
Pre/ Co Requisites	<u>NA</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

- Remove – pre-requisite – not necessary – a problem with registration.
- There should be one space between the two sentences in the course description and not two spaces. Remove one space.

5. Date of departmental approval: 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** prerequisite

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 369
Course Title	Global Justice
Description	Moral obligations in global politics and economy. Contemporary theories of justice and their applications to the relationships between rich and poor countries.
Pre/ Co Requisites	One of the following courses: PHI 173, PHI 234, POL 226, POL 227, or POL 240
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 369
Course Title	Global Justice
Description	Moral obligations in global politics and economy. Contemporary theories of justice and their applications to the relationships between rich and poor countries.
Pre/ Co Requisites	<u>NA</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

- There should be one space between the two sentences in the course description and not two spaces. Remove one space.
- Remove all pre-requisites. There is no pre-requisite for PHI 369 – These pre-requisites are causing problems with registration.

5. Date of departmental approval: 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in title

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 365
Course Title	Special Problems in Political Science
Description	(May be repeated when content is different. Maximum 6 credits.) An advanced topical course which addresses significant issues in political science.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 365
Course Title	<u>Advanced Topics</u> in Political Science
Description	An advanced topical course which addresses significant issues in political science. NOTE: Can be repeated for up to six credits.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in title is a better reflection of the content and its 300 level.

5. Date of departmental approval: 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in course description

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 481
Course Title	Honors Tutorial
Description	(maximum 6 credits.) An opportunity for outstanding seniors to carry out individual research projects under faculty direction.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 481
Course Title	Honors Tutorial
Description	An opportunity for outstanding seniors to carry out individual research projects under faculty direction. (Maximum 6 credits.)
Pre/ Co Requisites	Departmental permission.
Credits	3 (can be repeated once)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

- The M in "(maximum 6 credits.)" has been capitalized to standardize punctuation with other course descriptions.
- The course description is the same but the order of the note in the paragraph is changed for better readability.

5. **Date of departmental approval:** 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Change in hours, prerequisite

2. **From:**

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 350
Course Title	Political Demography
Description	U.S. and comparative/global population trends and their implications for national and international politics and policies. Topics include demographic transitions, population growth and the environment, public health policies, gender and family patterns, control of fertility, morbidity and mortality, forced and voluntary migration, boom and bust cycles, and graying of populations.
Pre/ Co Requisites	POL 245 or POL 334
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	Political Science
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Political Science
Course Prefix & Number	POL 350
Course Title	Political Demography
Description	U.S. and comparative/global population trends and their implications for national and international politics and policies. Topics include demographic transitions, population growth and the environment, public health policies, gender and family patterns, control of fertility, morbidity and mortality, forced and voluntary migration, boom and bust cycles, and graying of populations.
Pre/ Co Requisites	NA
Credits	3
Hours	<u>3</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

- The course hours should be 3 and not 4.
- The course is lecture only with lab component built-in as one component.

Remove the lab component. The course is 3 credits, 3 hours.

- Removing the pre-requisite is consistent with other 300-level POL topic courses.

5. **Date of departmental approval:** 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

1. **Type of Change:** Course Withdrawal

2. **Description:**
POL 382 - Special Problems in Political Science - 3 credits; 3 hours
An opportunity for students to carry out special research projects under faculty direction.

3. **Rationale (Explain why this course/program is no longer needed in the Department):**
This is a repeat of POL 365. Delete this course.

4. **Date of departmental approval:** 5.19.2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Data Science Methods and Applications
Course Prefix & Number	DAT 351
Course Title	Special Topics in Data Science
Description	Investigation of theories, issues, and methods on various topics in Sociology.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Adding a special topics class will allow us to offer courses in data science topics that take advantage of faculty expertise but are not planned to be regularly offered.

4. **Learning Outcomes (By the end of the course students will be able to):**

- Be able to describe a specific area within data science methods and applications.
- Be able to explain major debates or approaches within that area.
- Be able to apply the principles taught to appropriate data or data science problems.

5. **Date of Departmental Approval:**

Sociology 3/10/2021
Data Science advisory board 3/8/21

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Data Science Methods and Applications
Course Prefix & Number	DAT 481
Course Title	Advanced Tutorial in Data Science Methods and Applications
Description	Advanced Individualized study. Topics to be arranged between student and instructor.
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Adding an advanced tutorial will give students who wish to do a substantial specialized

project such as a research project, development of a data application, or other options of similar scope, as determined by the supervising faculty member.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Explain a specialized topic in data science methods and applications in depth.
- Communicate the results of their study to appropriate audience(s).

5. **Date of Departmental Approval:**

Sociology 3/10/2021
Data Science advisory board 3/8/21

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.

College	Lehman College	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ENG 228	
Course Title	Literature and Medicine	
Department(s)	English	
Discipline	English	
Credits	3	
Contact Hours	3	
Pre-requisites (if none, enter N/A)	n/a	
Co-requisites (if none, enter N/A)	n/a	
Catalogue Description	Critical analysis of fiction, poetry, plays, films, and nonfiction about medicine, disease, illness, and/or health. Exploration of central themes and consideration of historical and social contexts.	
Special Features (e.g., linked courses)		
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended	
Indicate the status of this course being nominated:		
<input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> 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 <input checked="" type="checkbox"/> Creative Expression	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:		
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.		

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

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

- | | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none">• 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. |
| | <ul style="list-style-type: none">• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none">• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none">• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

B. Mathematical and Quantitative Reasoning: Three credits

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

- | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none">• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none">• Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none">• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none">• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none">• Apply mathematical methods to problems in other fields of study. |

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:

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

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.

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

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

	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none">• Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none">• Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

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

	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> ● 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:

	<ul style="list-style-type: none"> ● 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.
	<ul style="list-style-type: none"> ● Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> ● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> ● Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> ● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> ● 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.

<p>Learning outcomes: Students will read, evaluate, and analyze a variety of literary and cultural texts, including poems, plays, novels, creative nonfiction, short stories, and films. These texts present perspectives from a diverse range of people, including women, Latinx, Black, queer, medical practitioners, and patients.</p> <p>Week 3 (example): Students will read Audre Lorde's <i>The Cancer Journals</i>, which examine Lorde's experience with breast cancer as a Black lesbian woman.</p> <p>Week 4 (example): Students will read Paul Kalanithi's <i>When Breath Becomes Air</i>, a memoir in which Kalanithi discusses how his cancer diagnosis transformed him from a doctor to a patient and thus changed his perspective about disease and medical practice</p> <p>Assessment: Students will submit reading responses to the text almost every week, and faculty will assess students' reading comprehension and analytical skills. Weekly responses will build upon the prior week's readings as students begin to make comparisons amongst texts.</p>	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
<p>Learning outcomes: Students will analyze and critique literary, critical, and scholarly texts. Students will practice their ability to evaluate and analyze evidence through reading responses, in-class writing, and class discussion. These low-stakes assignments will prepare students for the</p>	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.

<p>formal essays, which will require students to analyze and critique course material.</p> <p>Week 2, Day 1 (example): Students will discuss, evaluate, and critique in class Susan Sontag's argument in <i>Illness as Metaphor</i>. In small groups, students will identify Sontag's main argument and identify and evaluate her use of evidence to support that argument. After sharing their findings, students will critique Sontag's argument by comparing it to current perspectives on illness and metaphors.</p> <p>Week 9 (example): Students will discuss in class Richard Preston's <i>The Hot Zone</i> and analyze how biases about race, class, and gender affect Preston's nonfictional account of the Ebola outbreak. Students will then write a reading response that extends the class discussion to current media coverage of contagion and epidemics.</p> <p>Assessment: Faculty will assess students' analytical and critical thinking skills through written and oral feedback on student discussion and writing.</p>	
<p>Learning outcomes: Students will write clear, persuasive essays about literary and cultural texts that develop an argument by analyzing textual evidence. Students will prepare for these essays by going through a drafting, peer review, and revision process. Lessons on specific writing skills, such as thesis development, organization, and integrating quotations, will occur throughout the semester.</p> <p>Week 5, day 2 (example): Students will come to class with their completed rough drafts of essay 1 and go through a guided peer review workshop where they evaluate each other's essays. Students will then write a reflection based on the feedback they received in the workshop and come up with a revision plan.</p> <p>Week 10, day 1 (example): To prepare for essay 2, students will read a sample essay from a previous student and focus on how the essay is organized. The lesson will introduce reverse outlining as a revision strategy for evaluating and improving the structure of an essay.</p> <p>Assessment: Faculty will assess the clarity and persuasiveness of students' written arguments through written feedback on formal essays.</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Learning outcomes: Students will effectively employ literary terminology, theoretical approaches, and rhetorical analysis in the research and critical evaluation of literary and cultural texts about medicine, disease, contagion, and/or health.</p> <p>Week 2, day 2 (example): Students will learn how to close read poetry and other literary texts by focusing on Paul Otremba's "Expectancy," Meena Alexander's "Diagnosis," and Liz A's "The Isolation of Illness." In small groups, they will identify and analyze how these authors use metaphor, imagery, and connotation to represent the experience of illness.</p> <p>Week 8, day 2 (example): Students will learn about the concept of the outbreak narrative by reading and discussing an excerpt from Priscilla Wald's <i>Contagious</i>. They will then apply this concept to texts about pandemics that they will analyze in the following weeks (Richard Preston's <i>The Hot Zone</i>, Alejandro Morales's <i>The Rag Doll Plagues</i>, and Steven</p>	<ul style="list-style-type: none"> • 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.

<p>Soderbergh's <i>Contagion</i>) and consider how these authors and filmmaker use or complicate Wald's theory.</p> <p>Assessment: Through written and oral feedback on discussion, reading responses, and essays, faculty will assess students' close reading skills and ability to identify and analyze the literary techniques writers use to represent medicine, disease, contagion, and/or health.</p>	
<p>Learning outcomes: Students will read and analyze a range of literary and cultural texts about medicine, disease, contagion, and/or health from diverse cultures and historical periods. Students will be able to articulate the impacts of these texts on current understandings of medicine, disease, contagion, and/or health.</p> <p>Weeks 6 and 7 (example): Students will read and discuss Albert Camus's <i>The Plague</i> and connect Camus's commentary to current perspectives on and their lived experiences of the COVID-19 pandemic.</p> <p>Final project (example): For the final project, students will have the option to write an opinion piece on a contemporary public health issue that they analyze in relation to course themes and questions or respond creatively to one of the course texts or films. For both options, students will be required to articulate how their final projects connect course material to contemporary contexts.</p> <p>Assessment: Through written and oral feedback on discussion, reading responses, and the final project, faculty will assess students' ability to analyze and articulate the historical and continued significance of literary and cultural texts from the past about medicine, disease, contagion, and/or health.</p>	<ul style="list-style-type: none"> 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.
<p>Learning outcomes: Students will identify, analyze, and critique common tropes and techniques used to describe medicine, disease, contagion, and/or health in literary and cultural texts.</p> <p>Weeks 3 and 4 (example): Students will read Paul Kalanithi's <i>When Breath Becomes Air</i> and analyze how he differentiates between medical and humanistic approaches to cancer treatment. In reading his memoir, students will reflect upon how the health humanities, as an interdisciplinary field, integrates various perspectives on medicine, disease, contagion, and/or health.</p> <p>Week 12, day 2 (example): Students will analyze how Kurt Vonnegut's "Fortitude" uses sci-fi tropes to critique advances in biotechnology and to raise questions about bioethics. Students will engage in an informal debate about medical breakthroughs and the ethics of end-of-life treatment.</p> <p>Assessment: Faculty will assess students' ability to identify, analyze, and critique common tropes and techniques used to describe medicine, disease, contagion, and/or health in literary and cultural texts by providing oral and written feedback on student discussion, reading responses, formal essays, and the final project.</p>	<ul style="list-style-type: none"> Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • 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:

	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • 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"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Course: ENG 228.section [code] : Literature and Medicine

Professor Name

Class days and times

Office hours: days and times

ENG 228 Literature and Medicine. 3 hours, 3 credits. Critical analysis of fiction, poetry, plays, films, and nonfiction about medicine, disease, illness, and/or health. Exploration of central themes and consideration of historical and social contexts.

Course Goals & Objectives

- Analyze a range of literary and cultural texts by paying attention to their formal features and social and historical contexts
- Analyze the cultural, social, and political impact of literary and cultural representations of medicine, disease, contagion, and/or health
- Identify common tropes and techniques used to describe medicine, disease, contagion, and/or health in literary and cultural texts
- Effectively employ literary terminology, theoretical approaches, and rhetorical analysis in the research and critical evaluation of literary and cultural texts about medicine, disease, contagion, and/or health
- Write clear, persuasive essays that develop an argument through close textual analysis

Required Texts

- Audre Lorde, *The Cancer Journals*
- Paul Kalanithi, *When Breath Becomes Air*
- Albert Camus, *The Plague*
- Alejandro Morales, *The Rag Doll Plagues*
- Kazuo Ishiguro, *Never Let Me Go*
- Other readings and films available on Blackboard

Course Requirements/Assignments

Participation:

- **Daily Participation:** Participate actively and conscientiously in class discussion and class activities. Full participation means coming to class on time with reading assignments complete and in hand; remaining attentive and engaged in group discussions; contributing to discussion with questions, comments, and responses to others' remarks; and participating in class activities.
- **In-Class Writing:** Complete the writing warm-ups that will occur nearly every day in class. Full credit will be given for writing that thoughtfully considers the prompt.
- **Reading Quizzes:** Pop reading quizzes may occur.

Reading Responses: Complete 8 reading responses (300–500 words each) throughout the semester and post them on Blackboard. Prompts will be provided. At the end of the semester, I'll drop the reading response with the lowest grade. See the course schedule for specific due dates.

Essays:

- **Essay 1:** Write a close reading essay that analyzes a short passage from one of the assigned texts. We will review the process of close reading through an in class group assignment on a short passage, and come together as a group to critique the group readings. We will then model the assignment/essay.
- **Essay 2:** Write an analytical essay that examines one of the assigned texts. We will review the tools of analysis in class. For example, students may choose to use a rhetorical strategy (such as compare and contrast or the process form of writing). We will also review essay format (Introduction, body paragraphs, and Conclusion).
- **Writing Process:** Before each essay, you will go through an extensive drafting, peer review, and revision process. The effort you put into this process will be factored into the final grade of each essay.
- **Submitting Assignments:** All final and rough drafts are due on Blackboard on the assigned day by 11:59 p.m. See the course schedule for specific due dates.

Final Project: Complete a final project where you will apply your knowledge from the course You have two options for this project: 1) write an opinion piece on a contemporary public health issue that you analyze in relation to course themes and questions, or 2) respond creatively and critically to one of the course texts or films. If you choose the second option, you will also write an artist's statement that explains and justifies your project. Secondary sources are required. The sources can come from class readings, and library research.

Grading

- **Participation:** 20%
- **Reading Responses:** 20%
- **Essay 1:** 20%
- **Essay 2:** 20%
- **Final Project:** 20%

Course Policies/Other Information

Attendance: The student handbook notes that “Students are expected to attend all class meetings as scheduled, and are responsible for all class work missed as a result of late registration or absence. Excessive absences in any course may result in a lower final grade.” In this course, you will be allowed 4 absences to cover emergency or illness. Your final grade will be lowered for each additional class missed. Extreme tardiness may be construed as an absence. If there are extenuating circumstances, please contact me ASAP.

Academic Integrity and Plagiarism: “Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.” All violations are reported to the department and the college's Academic Integrity Officer. For detailed information on definitions and examples of academic dishonesty, including cheating, plagiarism, obtaining unfair advantage, and falsification of records and documents, please refer to the student handbook or visit: <http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Services-and->

Accommodating Disabilities: Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may require any special considerations should register with the Office of Student Disability Services in order to submit official paperwork to the instructor. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, 718-960-8441. For detailed information on services and resources visit <http://www.lehman.edu/student-disability-services/> or email disability.services@lehman.cuny.edu.

Tutoring Services: Lehman College's Instructional Support Services Program (ISSP) is home to the Academic Center for Excellence (ACE) and Science Learning Center (SLC). Both offer students an array of activities and services designed to support classroom learning. Open to students at any level, there are individual, small group, and/or workshop sessions designed to improve "proficiency in writing, reading, research, and particular academic subject areas. Computer-assisted writing/language tutorial programs are also available," as well as individual tutors, workshops, and tutors. To obtain more information about the ACE and the SLC, please visit Old Gym, Room 205 or <http://www.lehman.edu/academics/instructional-support-services/humanities-tutoring.php> or call ACE at 718-960-8175 and SLC at 718-960-7707. Regular tutoring hours for fall & spring semesters are M–Th 10 a.m.–7 p.m. and Sat. 10 a.m.–2 p.m. Library Tutors are also available in the library. These tutors offer help with library resources and computers.

Lehman Food Bank: The Herbert H. Lehman Food Bank aims to alleviate food hardship among Lehman students. It was started by leadership students in the Advanced Leadership class and officially opened in March 2017. Any Lehman student can visit the pantry to receive healthy food to make well-balanced meals so they can focus on their academic development. Learn more here: <http://www.lehman.edu/student-leadership/lehman-food-bank.php>.

Mental Health and Wellbeing: The Counseling Center offers virtual services for registered Lehman College students. Call 718-960-8761 or email counseling.center@lehman.cuny.edu with your name, EMPLID, email address, telephone number, and days and times you are available. A counselor will follow up with you as soon as possible.

Technology and Blackboard Information: You are required to use Blackboard to access course materials, post reading responses, and upload assignments to Safe Assign. You are also required to sign into your Lehman student email account for course messages—check it daily! Blackboard will only allow me to send individual and mass messages to Lehman accounts. If I send you or the class an email, the fact that you didn't know about an assignment or course change because you don't use your Lehman account is not a valid excuse for not knowing the information. For Blackboard, visit <http://www.lehman.edu/itr/blackboard.php>. For Information Technology, visit <http://www.lehman.edu/itr/>.

Writing-Intensive Course Requirements: Lehman students must complete four writing-intensive courses. In a WI Course, students should be expected to write approximately 15–20 pages of proofread, typed work that is turned in to the instructor for grading. Various courses stipulate various requirements designed to meet this requisite over the course of the semester. WI courses focus on revision, short & long assignments, graded and ungraded writing, journals, etc., and each will have a class-size limit of twenty-two. Under no circumstances will more than twenty-five students be admitted

to any writing-intensive section. For more information, see <http://www.lehman.edu/academics/general-education/writing-faqs.php>.

Student Handbook: Students are strongly encouraged to download and become familiar with the Student Handbook: <http://www.lehman.edu/campus-life/support-services.php>.

Title IX: Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program receiving federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX, and is considered a Civil Rights offense. Lehman College encourages anyone experiencing harassment, discrimination, or sexual misconduct to talk to a faculty member, counselor, or staff; confidential resources are available through the Lehman Counseling Center at 718-960-8761.

Assignment Submissions & Late Work: All assignments, unless otherwise noted, must be submitted to Blackboard by the appointed due date. Problems with technology are not valid reasons for why an assignment is late. If you're concerned an assignment was not uploaded onto Blackboard correctly, please email me the assignment by the deadline. If you need an extension, please contact me ASAP before the deadline.

Course Schedule

SYLLABUS & COURSE INTRODUCTION

Wk. 1	Day 1	<ul style="list-style-type: none">• Syllabus & introductions• Burke, "The Unending Conversation"• Collins, "Marginalia"
	Day 2	<ul style="list-style-type: none">• Chen, "Stories in the Service of Making a Better Doctor"• Davis & Bradley, "The Meaning of Normal"• Writing due: Letter of introduction

UNDERSTANDING ILLNESS: THE PATIENT'S PERSPECTIVE

Wk. 2	Day 1	<ul style="list-style-type: none">• Sontag, excerpt from <i>Illness as Metaphor</i>
	Day 2	<ul style="list-style-type: none">• Otremba, "Expectancy"• Alexander, "Diagnosis"• Liz A, "The Isolation of Illness"• Writing due: Reading response 1
Wk. 3	Day 1	<ul style="list-style-type: none">• Lorde, <i>The Cancer Journals</i>
	Day 2	<ul style="list-style-type: none">• Lorde, <i>The Cancer Journals</i>• Writing due: Reading response 2

DIAGNOSIS & PRACTICE: THE DOCTOR'S PERSPECTIVE

Wk. 3	Day 1	<ul style="list-style-type: none"> • Charon, excerpt from <i>Narrative Medicine</i> • Williams, “The Use of Force”
	Day 2	<ul style="list-style-type: none"> • Kalanithi, <i>When Breath Becomes Air</i> • Writing due: Reading response 3
Wk. 4	Day 1	<ul style="list-style-type: none"> • Kalanithi, <i>When Breath Becomes Air</i>
	Day 2	<ul style="list-style-type: none"> • Kalanithi, <i>When Breath Becomes Air</i>

IMAGINING EPIDEMIC: QUARANTINE & THE LIMITS OF THE INDIVIDUAL

Wk. 5	Day 1	<ul style="list-style-type: none"> • Poe, “The Masque of the Red Death” • Due, “Patient Zero”
	Day 2	<ul style="list-style-type: none"> • Peer review workshop • Writing due: Rough draft of essay 1
Wk. 6	Day 1	<ul style="list-style-type: none"> • Camus, <i>The Plague</i>
	Day 2	<ul style="list-style-type: none"> • Camus, <i>The Plague</i> • Writing due: Final draft of essay 1
Wk. 7	Day 1	<ul style="list-style-type: none"> • Camus, <i>The Plague</i>
	Day 2	<ul style="list-style-type: none"> • Camus, <i>The Plague</i> • Writing due: Reading response 4
Wk. 8	Day 1	<ul style="list-style-type: none"> • Camus, <i>The Plague</i>

GLOBAL HEALTH: CONTAGION & EMPIRE

	Day 2	<ul style="list-style-type: none"> • Wald, excerpt from <i>Contagious</i> • Writing due: Reading response 5
Wk. 9	Day 1	<ul style="list-style-type: none"> • Preston, excerpt from <i>The Hot Zone</i>
	Day 2	<ul style="list-style-type: none"> • Preston, excerpt from <i>The Hot Zone</i> • Writing due: Reading response 6
Wk. 10	Day 1	<ul style="list-style-type: none"> • Morales, <i>The Rag Doll Plagues</i>
	Day 2	<ul style="list-style-type: none"> • Morales, <i>The Rag Doll Plagues</i> • Writing due: Reading response 7
Wk. 11	Day 1	<ul style="list-style-type: none"> • Morales, <i>The Rag Doll Plagues</i>
	Day 2	<ul style="list-style-type: none"> • Peer review workshop

		<ul style="list-style-type: none"> • Writing due: Rough draft of essay 2
Wk. 12	Day 1	<ul style="list-style-type: none"> • Soderbergh, dir., <i>Contagion</i> (BB)

THE FUTURES OF HEALTH: BIOTECHNOLOGY & BIOETHICS

	Day 2	<ul style="list-style-type: none"> • Vonnegut, “Fortitude” (BB) • Writing due: Final draft of essay 2
Wk. 13	Day 1	<ul style="list-style-type: none"> • Niccol, dir., <i>Gattaca</i> (BB)
	Day 2	<ul style="list-style-type: none"> • Ishiguro, <i>Never Let Me Go</i> • Writing due: Reading response 8
Wk. 14	Day 1	<ul style="list-style-type: none"> • Ishiguro, <i>Never Let Me Go</i>
	Day 2	<ul style="list-style-type: none"> • Ishiguro, <i>Never Let Me Go</i> • Writing due: Final project proposal
Wk. 15	Day 1	<ul style="list-style-type: none"> • Ishiguro, <i>Never Let Me Go</i>
	Day 2	<ul style="list-style-type: none"> • Course wrap-up
Finals		<ul style="list-style-type: none"> • Writing due: Final project

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.

College	Lehman College	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ENG 233	
Course Title	Literatures of Immigration	
Department(s)	English	
Discipline	English	
Credits	3	
Contact Hours	3	
Pre-requisites (if none, enter N/A)	N/A	
Co-requisites (if none, enter N/A)	n/a	
Catalogue Description	Study of the wide range of authors who write about immigrants and their experiences of arriving and living in a different nation. Genres studied may include the novel, short story, poetry, memoir, photography, and film.	
Special Features (e.g., linked courses)		
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended	
Indicate the status of this course being nominated:		
<input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> 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 <input checked="" type="checkbox"/> Creative Expression	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:		
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.		

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

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:

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

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.

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

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

	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none">• Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none">• Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • 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 <u>must meet the three learning outcomes</u> in the right column.	
The final project is to investigate an understudied immigrant writer, past or present, resulting in a final paper of 5-6 pages, including textual references (MLA format) and Works Cited Page.	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
Students must present an annotated bibliography of at least 3 sources as part of their research process. Follow MLA format and use style guide for creating an annotated bibliography.	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
Students must present their final paper both in written and oral form.	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
The final project is to investigate an understudied immigrant writer, past or present, resulting in a final paper of 5-6 pages. Students must produce a proposal, rough draft, annotated bibliography and give a presentation using Power Point, Prezi, or any relevant creative platform (this includes art, music, and performance).	<ul style="list-style-type: none"> • 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.
Students are responsible for weekly 250-500 word reflections which focus on a major theme, writer, historical context, linguistic/ figurative qualities or other issue that arises in the week's reading. For example, how does the text of Olaudah	<ul style="list-style-type: none"> • 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.

<p>Equiano compare with the texts of later writers in the syllabus. This prompt will be repeated for each weekly set of readings. Students may suggest prompts for writing.</p>	
<p>Students are responsible for weekly 250-500 word reflections which focus on a major theme, writer, historical context, linguistic/ figurative qualities or other issue that arises in the week's reading. For example, you may choose to start with a theme, consult the literary terms guide, and write your essay on the ways the writer uses figurative language to convey tone and theme.</p>	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
<p>For the Final Project, you may create a website, video essay, Wikipedia page, Instagram feed, or other creative project in consultation with the professor. There are five steps to this project which will be laid out in individual assignment sheets.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • 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:

	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • 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"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

RATIONALE FOR INCLUDING ENG 233
IN PATHWAYS CURRICULUM PART II / FLEXIBLE CORE

Course Description: ENG 236: Afro-Latinx Literature

3 hours, 3 credits. Study of the wide range of authors who write about immigrants and their experiences of arriving and living in a different nation. Genres studied may include the novel, short story, poetry, memoir, photography, and film.

A. This course is appropriate for Pathways Curriculum Part II / Flexible Core.

ENG 233 fulfills the following three learning outcomes of the Flexible Core:

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

Students will gather, interpret, and assess information from in-class lectures and discussions, readings in the text, and additional readings online and in print.

2. Evaluate evidence and arguments critically or analytically:

Students will fulfill this learning objective during in-class discussions and writing as well as through short critical writing assignments which include weekly summaries and reflections and a short-term paper.

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

Students will demonstrate critical thinking in both oral and written formats, in class as well as outside of class, to fulfill this learning objective. Students will construct arguments and

adduce various forms of evidence, especially in the context of more formal writing assignments. Students will respond to reading blog prompts structured in argument format. They will also give a final formal presentation at the end of class.

B. This course is appropriate for Flexible Core Part C / Creative Expression.

ENG 233 fulfills the following three additional learning outcomes of Part C / Creative Expression:

1. 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:

Students will identify and analyze fundamental concepts and methods of creative writing as well identifying the skills of literary analysis and argumentation through in-class lecture/discussion and in-class/online writing assignments. Students will have the opportunity to write creative responses to the assigned readings during class workshop periods.

2. 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:

Students will analyze representative works in immigration literature including the diverse cultural traditions represented by these writers. They will also analyze how literatures from the past serve as foundations for those of the present and how the development of immigration Literature is concurrent with the development of the global landscape.

3. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

Students will demonstrate an understanding of how meaning is generated in literature as well as how experience is interpreted and conveyed through in-class lecture/discussion as well as outside reading and writing.

4. Demonstrate knowledge of the skills involved in the creative process.

- a. Students will demonstrate knowledge of the skills involved in the creative process with particular reference to literature primarily through lecture/discussion in class as augmented by in-class readings and PowerPoint/video presentations.

- b. Students will use appropriate technologies such as Blackboard to communicate with the instructor and each other. They will conduct research using the Leonard Leif Library and the library's electronic resources.

Submitted:

Professor Name
Course: ENG 233.section [code] : Literature of Immigration
Class days and times
Office Hours: days and times

COURSE DESCRIPTION

Study of the wide range of authors who write about immigrants and their experiences of arriving and living in a different nation. Genres studied may include the novel, short story, poetry, memoir, photography, and film.

COURSE GOALS & OBJECTIVES

Students in this course will:

- Analyze the ways in which immigrants shape the cultural and social fabric of the places to which they move.
- Demonstrate understanding of the varied experiences of immigrants to the US and to other nations.
- Demonstrate, through the study of literatures of immigration, the ability effectively to read and interpret literary texts by becoming acquainted with the interpretive methods of the literary humanities.
- Compose essays on literatures of immigration that use writing in different cognitive contexts, ranging from synthesizing and summarizing information, to articulating critical questions, to communicating their views or findings.
- Develop, through the interpretation of literatures of immigration, flexible composing and revising strategies.

COURSE MATERIALS

Required texts (at the Lehman College Bookstore & on reserve in Lief Library):

The Penguin Book of Migration Literature edited by Edwidge Danticat

Additional readings will be available on blackboard site in “week-by-week.”

It is essential that you read, annotate, and bring the assigned reading material to class. YOU MUST PRINT OUT materials on blackboard for class discussion. READING OFF YOUR PHONE IS NOT ACCEPTABLE!

SCHEDULE /CALENDAR OF ASSIGNMENTS/TOPICS

Week 1- Introductions. Read “Forward” by Edwidge Danticat and “Introduction” by Dohra Ahmad
April 2, 2012

PART I: DEPARTURES

Week 2 – Olaudah Equiano, M. NourbeSe Philip, Julie Otsuka

Week 3 – Francisco Jiménez, Eva Hoffman, Mohsin Hamid

Week 4 – Edwidge Danticat, Paulette Rmasay, Dinaw Mengestu

Week 5 – Salman Rushdie, Warsan Shire, Dunya Mikhail

Proposal due

PART II: ARRIVALS

Week 6 – Phillis Wheatley, Claude McKay, E.R. Brathwaite

Week 7 – Sam Selvon, Shauna Singh Baldwin, Emine Sevgi Özdanar

Week 8 – Marjane Satrapi, Mariana Lewycka, Deepak Unnikrishnan, Djamila Ibrahim

Annotated bibliography Due

PART 3: GENERATIONS

Week 9 – Mena Abdullah, Mehdi Charef, Joseph Bruchac

Week 10 – David Dabydeen, Shani Mootoo, Hanif Kureishi

Week 11 – Zadi Smith, Tato Laviera, Sefi Atta, Safia Elhillo

April 2, 2012

Rough draft due

Week 12 – In class Peer Review

PART 4: RETURNS

Week 13 – Pauline Kaldas

PART 5: PRESENTATIONS

Week 14 – In class presentations of final projects

GRADING POLICY

Your final grade will be based upon the following:

- 1) **Preparation, Participation and Attendance (20%):** You are expected to come to class having completed all the readings assigned for the class. There is a substantial amount of reading, which is both exciting and demanding. Prepare to be challenged as well as challenge the course materials. You are also expected to actively participate in all classroom debates and discussions, contributing your thoughts, questions, and ideas on the materials, as well as actively responding to your peers' interventions. This course aims to foster a critical, inclusive and productive dialogue about Latino literature, and in order to achieve this aim, everyone's engaged and consistent participation is crucial. **More than two absences will result in a lowered grade. Arrival more than 10 minutes late into class counts as an absence.**
- 2) **Blackboard Posts (20%):** You are responsible for weekly reflections which must be posted on Mondays by 11:59 p.m. These 250-500 word reflections should focus on a major theme, writer, historical context, linguistic/ figurative qualities or other issue that arises in the week's reading.
- 3) **FINAL PROJECT (60%):** Investigate an understudied Immigrant writer, past or present, resulting in a final paper of 5-6 pages. You may alternatively create a website, video essay, Wikipedia page, Instagram feed, or other project in consultation with the professor. There are five steps to this project which will be laid out in individual assignment sheets.
 - Proposal – 10% - Due Monday 10/12
 - Annotated Bibliography (at least 3 sources)– 10% - Due Monday 11/2
 - Rough Draft (3-4 pages) – 10% - Monday 11/23
 - Final Paper/ Project (5-6 pages) – 25% -Monday 12/14
 - Public Presentation (5 minutes) – 5% - Monday 12/7 & Wednesday 12/9

EXPLANATION OF LETTER GRADES (for written assignments)

Use these grade-descriptions to make sense of the grades that you receive for your work. They should help you to see where you are at present and where you might go in the future.

SUPERIOR (A)

Work which uses an assignment as the occasion for a piece of writing *compelling enough to engage readers on its own terms*. It presents an individual insight or viewpoint with enough fullness and cogency to command readers' respect, if not their assent. It complements its fresh thought by creating a distinctive voice through aptly chosen words and through sentences both grammatically accurate and rhetorically sophisticated. The inclusion of primary and secondary sources is required.

GOOD (B)

Work which meets all an assignment's expectations with clear competence. Usually lacking superior work's fresh thought or approach or its compelling development, good work nevertheless demonstrates its *author's ability to respond intelligently to an assignment's demands*, to structure and focus writing clearly, to select significant details and examples and to organize them effectively, to choose words accurately, and to revise sentences for conciseness and emphasis. The inclusion of primary and secondary sources is required.

FAIR (C)

Work which is *entirely adequate but not more*. Fair work meets the assignment's specifications, has a serviceable structure, and provides enough elaboration with appropriate examples or analysis to make its intent *understandable*. Its sentences are almost always grammatically correct and reasonably varied, its paragraphs usually coherent. Nevertheless, fair work *lacks the sharp focus, the full and purposeful development, or the stylistic awareness* characteristic of more accomplished work. The inclusion of primary and secondary sources is required.

POOR (D)

Work which is clearly inadequate in at least one way. Although poor work may demonstrate competence in other facets, its strength will be outweighed by one or two pervasive weaknesses: failure to engage meaningfully an important aspect of the writing task or to maintain a focus; skimpy or illogical development; significant errors in grammar or persistent lack of subordination; repeated distracting errors in mechanics or idiom. The inclusion of primary and secondary sources is required.

FAILURE (F)

Work which fails to respond acceptably to an assignment. Failing work may misunderstand or disregard the assignment's intent, lack any pattern or organization, or make enough errors in Standard English sentence structure to make it difficult for a reader to follow the author's thought. Failing work does not include only unsubmitted or uncompleted work; it includes any work which fails to meet an assignment's demands or to meet the minimum standards of college-level discourse. The inclusion of primary and secondary sources is required.

ATTENDANCE POLICY

Students are expected to attend all class meetings as scheduled, and are responsible for all class work missed as a result of late registration or absence. Excessive absences in any course may result in a lower final grade.

ACADEMIC INTEGRITY AND PLAGIARISM POLICY

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.” All violations are reported to the Department and Lehman College’s Academic Integrity Officer.

For detailed information on definitions and examples of Academic Dishonesty including Cheating, Plagiarism, Obtaining Unfair Advantage and Falsification of Records and Documents, please refer to the student handbook or visit:

<http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity>

ACCOMMODATING DISABILITIES STATEMENT

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may require any special considerations should register with the Office of Student Disability Services in order to submit official paperwork to instructor.

For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, 718-960-8441. For detailed information on services and resources visit: <http://www.lehman.edu/student-disability-services/> , or email: disability.services@lehman.cuny.edu

TUTORING SERVICES

Lehman College's Instructional Support Services Program (ISSP) is home of the Academic Center for Excellence (ACE) and Science Learning Center (SLC). Both offer students an array of activities and services designed to support classroom learning. Open to students at any level, there are individual, small group, and/or workshop sessions designed to improve "proficiency in writing, reading, research, and particular academic subject areas. Computer-assisted writing/language tutorial programs are also available," as well as individual tutors, workshops and tutors.

To obtain more information about the ACE and the SLC, please visit Old Gym, Room 205 or <http://www.lehman.edu/academics/instructional-support-services/humanities-tutoring.php> or call ACE at 718-960-8175, and SLC at 718-960-7707.

Regular tutoring hours for fall & spring semesters are: M—T 10 a.m.-7 p.m., and Sat. 10 a.m.-2 p.m.

Library Tutors are also available in the Library. These tutors offer help with Library resources and computers.

TECHNOLOGY AND BLACKBOARD INFORMATION

You are required to use **Blackboard** to access course materials and to post assignments to Safe Assign.

You are required to sign into your Lehman student **email** account for course messages—and check it! Blackboard will only allow me to send individual and mass messages to Lehman accounts. If there is an issue, this is the *only* account to which I can send and if I email the class something, the fact that you didn't know about an assignment or course change because you don't use your Lehman account will never be accepted for not knowing the information.

<http://www.lehman.edu/itr/blackboard.php>

For Information Technology: <http://www.lehman.edu/itr/>

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program receiving federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX, and is considered a Civil Rights offense. Lehman College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to a faculty member, counselor, or staff; confidential resources are available through the Lehman Counseling Center at (718) 960-8761.

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.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ENG 236
Course Title	Afro-Latinx Literature
Department(s)	English
Discipline	English
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Importance, creativity, and meaning of poetry, songs, music, stories, (auto)-biographies, and novels produced by people of African descent living in or from Latin America. Intersection of race, gender, sexuality, nationality, class, and other forms of identity-making with multiple forms of expression particular to the Afro-Latinx community.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

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
- Individual and Society
- US Experience in its Diversity
- Scientific World
- Creative Expression

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.

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

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:

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

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.

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

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

	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none">• Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none">• Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

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

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • 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:

	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • 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.

Students will interpret and evaluate a survey of important Afro-Latino/a literature written between the colonial period and present day, focusing their analysis on the formal qualities of these literary works as well as the social contexts in which they were composed. Students will use library resources, oral histories, and current scholarly and newsworthy sources to support the interpretations.	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
Students will fulfill this learning objective during in-class discussions and writing as well as through short critical writing assignments which include weekly summaries and reflections and a short term paper. These written assignments will be the starting point for group discussions where we will debate the arguments both within the readings, and in the scholarly responses.	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
Students will demonstrate critical thinking in both oral and written formats, in class as well as outside of class, to fulfill this learning objective. Students will construct arguments and adduce various forms of evidence, especially in the context of more formal writing assignments. Students will respond to reading blog prompts structured in argument format. They will also give a final formal presentation at the	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>end of class. There will be in class review of MLA format, and peer reviews for formal papers.</p>	
<p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students will identify and analyze fundamental concepts and methods of creative writing as well identify the skills of literary analysis and argumentation through in-class lecture/discussion and in-class/online writing assignments. Students will have the opportunity to write creative responses to the assigned readings during class workshop periods. For example, workshops will review the genre being studied, and students will respond with a creative text using the tools of the genre (poems will have a poetry response, fiction a prose response, drama a dramatic response).</p>	<ul style="list-style-type: none"> • 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.
<p>Students will analyze representative works in Afro-Latinx Literature including the diverse cultural traditions represented by these writers. They will also analyze how literatures from the past serve as foundations for those of the present and how the development of Afro-Latinx Literature is concurrent with the development of the Latinx landscape. In class discussion will lead to formal writing assignments and reflective writing.</p>	<ul style="list-style-type: none"> • 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.
<p>Students will demonstrate an understanding of how meaning is generated in literature as well as how experience is interpreted and conveyed through in-class lecture/discussion as well as outside reading and writing. For example, students will examine in discussion, and in writing, how the Afro-Latinx tradition came about, and how it continues to expand with the inclusion of many traditions using writing and the arts.</p>	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
<p>Students will demonstrate knowledge of the skills involved in the creative process with particular reference to literature primarily through lecture/discussion in class as augmented by in-class readings and student PowerPoint/video presentations. Short creative writing workshops will be conducted during class time.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
<p>Students will use appropriate technologies such as Blackboard and InMyClass to communicate with the instructor and each other. They will conduct research using the Leonard Leif Library and the library's electronic resources.</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • 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:

	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • 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"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

RATIONALE FOR INCLUDING ENG 236
IN PATHWAYS CURRICULUM PART II / FLEXIBLE CORE

Course Description: ENG 236: Afro-Latinx Literature

3 hours, 3 credits. Importance, creativity, and meaning of poetry, songs, music, stories, (auto)-biographies, and novels produced by people of African descent living in or from Latin America. Intersection of race, gender, sexuality, nationality, class, and other forms of identity-making with multiple forms of expression particular to the Afro-Latinx community.

A. This course is appropriate for Pathways Curriculum Part II / Flexible Core.

ENG 236 fulfills the following three learning outcomes of the Flexible Core:

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

Students will gather, interpret, and assess information from in-class lectures and discussions, readings in the text, and additional readings online and in print.

2. Evaluate evidence and arguments critically or analytically:

Students will fulfill this learning objective during in-class discussions and writing as well as through short critical writing assignments which include weekly summaries and reflections and a short term paper.

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

Students will demonstrate critical thinking in both oral and written formats, in class as well as outside of class, to fulfill this learning objective. Students will construct arguments and adduce various forms of evidence, especially in the context of more formal writing

assignments. Students will respond to reading blog prompts structured in argument format. They will also give a final formal presentation at the end of class.

B. This course is appropriate for Flexible Core Part C / Creative Expression.

ENG 236 fulfills the following three additional learning outcomes of Part C / Creative Expression:

1. 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:

Students will identify and analyze fundamental concepts and methods of creative writing as well as identifying the skills of literary analysis and argumentation through in-class lecture/discussion and in-class/online writing assignments. Students will have the opportunity to write creative responses to the assigned readings during class workshop periods.

2. 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:

Students will analyze representative works in Afro-Latinx Literature including the diverse cultural traditions represented by these writers. They will also analyze how literatures from the past serve as foundations for those of the present and how the development of Afro-Latinx Literature is concurrent with the development of the Latinx landscape.

3. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

Students will demonstrate an understanding of how meaning is generated in literature as well as how experience is interpreted and conveyed through in-class lecture/discussion as well as outside reading and writing.

4. Demonstrate knowledge of the skills involved in the creative process.

- a. Students will demonstrate knowledge of the skills involved in the creative process with particular reference to literature primarily through lecture/discussion in class as augmented by in-class readings and PowerPoint/video presentations.

- b. Students will use appropriate technologies such as Blackboard and InMyClass to communicate with the instructor and each other. They will conduct research using the Leonard Leif Library and the library's electronic resources.

Submitted:

Professor Name
Course: ENG 236.section [code] : Afro-Latinx Literature
Class days and times
Office Hours: days and times

COURSE DESCRIPTION

Importance, creativity, and meaning of poetry, songs, music, stories, (auto)-biographies, and novels produced by people of African descent living in or from Latin America. Intersection of race, gender, sexuality, nationality, class, and other forms of identity-making with multiple forms of expression particular to the Afro-Latinx community.)

Key questions include:

- How has *Latinidad/ Afro-Latinidad* emerged as a concept and what aesthetic strategies have been used to represent Latino/as in literature?
- How do Afro-Latino/a narratives represent (or not represent) the social construction of “Latinoness?”
- How do these diverse texts trouble, expand, and destabilize *latinidad*?
- What is at stake in the construction of a “Latino/a/x” literary canon?

COURSE GOALS & OBJECTIVES

Students in this course will:

- Interpret and evaluate a survey of important Afro-Latino/a literature written between the colonial period and present day, focusing their analysis on the formal qualities of these literary works as well as the social contexts in which they were composed.
- Learn approaches to close reading literary texts and apply close reading to their written analyses of Latino/a literature from varied historical periods and artistic movements.
- Identify and evaluate the range of literary techniques and rhetorical strategies used in varied literary texts, demonstrating an understanding of the relationship between choices in style and rhetoric to genre, audience, purpose, and cultural contexts/constraints.
- Participate in a meaningful exchange of ideas in the classroom and on the discussion board.
- Compose well-constructed essays that develop a clearly defined argument supported by close textual reading.
- Develop oral communication skills through small group presentations and class discussions.

COURSE MATERIALS

Required texts (at the Lehman College Bookstore & on reserve in Lief Library):

Dahlma Llanos- Figueroa, *Daughters of the Stone*

Miriam Jiménez Róman, Juan Flores, editors, *The Afro-Latin@ Reader: History and Culture in the United States* (ALR)

Elizabeth Acevedo, *The Poet X*

Additional readings will be available on blackboard site in “week-by-week.”

It is essential that you read, annotate, and bring the assigned reading material to class. YOU MUST PRINT OUT materials on blackboard for class discussion. READING OFF YOUR PHONE IS NOT ACCEPTABLE!

SCHEDULE /CALENDAR OF ASSIGNMENTS/TOPICS

Blackboard Posts are due on Mondays, we will meet to discuss readings on Wednesdays via ZOOM.

Week One: Introduction – What is Afro-Latino/a/x Literature, Why Afro-Latino/a/x Literature?

W 8/26: Introduction to course

Readings: “Introduction” (ALR); Pew Research Center - <http://pewrsr.ch/1LtW1qp>

Week 2: Afro-Latino/a/x Foundations- What is Afro-Latinx? Who were the first Afro-Latinos?

M 8/31- ALR Part I, 19-50

W 9/2 – *Daughters of the Stone* Book 1

Week 3: Historical Roots

M 9/7 – NO CLASS/ Labor Day – NO BLOG POST DUE

W 9/9 – *Daughters of the Stone* Books 2, 3

Week 4: Pioneers

M 9/14 – Arturo Schomburg in ALR Part II, 67-99

W 9/16 – Jesus Colon, *A Puerto Rican in New York and Other Sketches* in ALR pgs 113-119

Week 5: Afro-Cubanidades

M 9/21- ALRP Part III, 99-112 (Evilio Grillo)

W 9/23 – ALR Part III, 120-141, 150-156; ¡MANTECA!, “Adrian Castro” (PDF)

Week 6: Black/Latin 1960s

M 9/28 – NO CLASSES SCHEDULE

T 9/29 – CLASSES FOLLOW MONDAY SCHEDULE – Blog post due. Carlos Cooks, Piri Thomas, Victor Hernandez Cruz, Sandra Maria Esteves – ALR Part V 211-234

W 9/30- ¡MANTECA!: “Tato Laviera,” “Miguel Gómez Piñero,” (PDF)

Week 7: Black/Latin 1960s

M 10/5- ALR Part V, 235-242 (Young Lords, Felipe Luciano); 262-265 (Sherezada “Chiqui” Vicioso).

W 10/7 - ¡MANTECA!: “Miguel Algarín”, “Sandra María Esteves,” “Jesús Papoleto Meléndez” (PDF)

Week 8: Afro-Puerto Rico and It’s Diaspora

M 10/12 – NO CLASSES, Columbus Day

W 10/14 – CLASSES FOLLOW MONDAY SCHEDULE, Blog post due

¡MANTECA!: “Carmen Bardeguéz Brown”, “Mariposa”, “Willie Perdomo,” “Bonafide Roja,” “Noel Quiñones” (PDF)

Proposal Due Friday 10/16

Week 9: Afro-Mexicanidades

M 10/19 – ALR Part IX, 434-438 (Maria Rosario Jackson), Part X, 512-520 (“Mexican Ways, African Roots”)

W 10/21 - ¡MANTECA!: “Ariana Brown,” “Natasha Carrizosa, “John Murillo” (PDF)

Week 10: Short Stories

M 10/26: Ivelisse Rodriguez (PDF)

W 10/28: Naima Coster (PDF)

Week 11: Haiti

M 11/2 – Edwidge Danticat, “Krik Krak” excerpts (PDF)

W 11/4- *Danielle Legros Georges*- Watch Video, Read Poems: <https://poets.org/poet/danielle-legros-georges>

Annotated Bibliography (at least 5 sources)– Due Friday 11/6

Week 12: Afro-Dominicanidades

M 11/9 – Jasmine Mendez, *Night Blooming Jasmine* excerpts (PDF)

W 11/11- Junot Diaz, “How to date a brown girl (black girl, white girl, or halfie)” (PDF); Nelly Rosario, “HOW TO DATE A THUGBOY, ARTBOY, NERDBOY OR PAPICHULO: REMIX OF A JUNOT DIAZ THEME” (PDF)

Week 13: NYC

M 11/16 – Elizabeth Acevedo, *The Poet X* (half)

W 11/18- Elizabeth Acevedo, *The Poet X* (Finish)

Week 14: Memoir

M 11/23 – Excerpts from Jaquira Diaz, *Ordinary Girls* (PDF)

Rough Draft (3-4 pages) - Monday 11/23

W 11/25 – NO CLASS, CLASSES FOLLOW FRIDAY SCHEDULE

Week 15: Spoken Word/ Comic Books

M 11/30 – Videos from Noel Quinones, Gabriel Ramirez, Peggy Robles-Alvarado, Mariposa Fernandez, Melania Luisa Marte

W 12/3 – Excerpts from *La Borinqueña* (PDF)

Week 16: Presentations

M 12/7 - Presentations

W 12/9- Presentations

Final Paper/ Project due Monday 12/14

GRADING POLICY

Your final grade will be based upon the following:

GRADING POLICY

Your final grade will be based upon the following:

- 1) **Preparation, Participation and Attendance (20%):** You are expected to come to class having completed all the readings assigned for the class. There is a substantial amount of reading, which is both exciting and demanding. Prepare to be challenged as well as challenge the course materials. You are also expected to actively participate in all classroom debates and discussions, contributing your thoughts, questions, and ideas on the materials, as well as actively responding to your peers' interventions. This course aims to foster a critical, inclusive and productive dialogue about Latino literature, and in order to achieve this aim,

everyone's engaged and consistent participation is crucial. **More than two absences will result in a lowered grade. Arrival more than 10 minutes late into class counts as an absence.**

- 2) **Blackboard Posts (20%):** You are responsible for weekly reflections which must be posted on Mondays by 11:59 p.m. These 250-500 word reflections should focus on a major theme, writer, historical context, linguistic/ figurative qualities or other issue that arises in the week's reading.

- 3) **FINAL PROJECT (60%):** Investigate an understudied Afro-Latinx writer, past or present, resulting in a final paper of 5-6 pages. You may alternatively create a website, video essay, Wikipedia page, Instagram feed, or other project in consultation with the professor. There are five steps to this project which will be laid out in individual assignment sheets.
 - Proposal – 10% - Due Monday 10/12
 - Annotated Bibliography (at least 5 sources)– 10% - Due Monday 11/2
 - Rough Draft (3-4 pages) – 10% - Monday 11/23
 - Final Paper/ Project (5-6 pages) – 25% -Monday 12/14
 - Public Presentation (5 minutes) – 5% - Monday 12/7 & Wednesday 12/9

EXPLANATION OF LETTER GRADES (for written assignments)

Use these grade-descriptions to make sense of the grades that you receive for your work. They should help you to see where you are at present and where you might go in the future.

SUPERIOR (A)

Work which uses an assignment as the occasion for a piece of writing *compelling enough to engage readers on its own terms*. It presents an individual insight or viewpoint with enough fullness and cogency to command readers' respect, if not their assent. It complements its fresh thought by creating a distinctive voice through aptly chosen words and through sentences both grammatically accurate and rhetorically sophisticated. The inclusion of primary and secondary sources is required.

GOOD (B)

Work which meets all an assignment's expectations with clear competence. Usually lacking superior work's fresh thought or approach or its compelling development, good work nevertheless demonstrates its *author's ability to respond intelligently to an assignment's demands*, to structure and focus writing clearly, to select significant details and examples and to organize them effectively, to choose words accurately, and to revise sentences for conciseness and emphasis. The inclusion of primary and secondary sources is required.

FAIR (C)

Work which is *entirely adequate but not more*. Fair work meets the assignment's specifications, has a serviceable structure, and provides enough elaboration with appropriate examples or analysis to make its intent *understandable*. Its sentences are almost always grammatically correct and reasonably varied, its paragraphs usually coherent. Nevertheless, fair work *lacks the sharp focus, the full and purposeful development, or the stylistic awareness* characteristic of more accomplished work. The inclusion of primary and secondary sources is required.

POOR (D)

Work which is clearly inadequate in at least one way. Although poor work may demonstrate competence in other facets, its strength will be outweighed by one or two pervasive weaknesses: failure to engage meaningfully an important aspect of the writing task or to maintain a focus; skimpy or illogical development; significant errors in grammar or persistent lack of subordination; repeated distracting errors in mechanics or idiom. The inclusion of primary and secondary sources is required.

FAILURE (F)

Work which fails to respond acceptably to an assignment. Failing work may misunderstand or disregard the assignment's intent, lack any pattern or organization, or make enough errors in Standard English sentence structure to make it difficult for a reader to follow the author's thought. Failing work does not include only unsubmitted or uncompleted work; it includes any work which fails to meet an assignment's demands or to meet the minimum standards of college-level discourse. The inclusion of primary and secondary sources is required.

ATTENDANCE POLICY

Students are expected to attend all class meetings as scheduled, and are responsible for all class work missed as a result of late registration or absence. Excessive absences in any course may result in a lower final grade.

ACADEMIC INTEGRITY AND PLAGIARISM POLICY

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.” All violations are reported to the Department and Lehman College’s Academic Integrity Officer.

For detailed information on definitions and examples of Academic Dishonesty including Cheating, Plagiarism, Obtaining Unfair Advantage and Falsification of Records and Documents, please refer to the student handbook or visit: <http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity>

ACCOMMODATING DISABILITIES STATEMENT

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may require any special considerations should register with the Office of Student Disability Services in order to submit official paperwork to instructor.

For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, 718-960-8441. For detailed information on services and resources visit: <http://www.lehman.edu/student-disability-services/> , or email: disability.services@lehman.cuny.edu

TUTORING SERVICES

Lehman College’s Instructional Support Services Program (ISSP) is home of the Academic Center for Excellence (ACE) and Science Learning Center (SLC). Both offer students an array of activities and services designed to support classroom learning. Open to students at any level, there are individual, small group, and/or workshop sessions designed to improve “proficiency in writing, reading, research, and particular academic subject areas. Computer-assisted writing/language tutorial programs are also available,” as well as individual tutors, workshops and tutors.

To obtain more information about the ACE and the SLC, please visit Old Gym, Room 205 or <http://www.lehman.edu/academics/instructional-support-services/humanities-tutoring.php> or call ACE at 718-960-8175, and SLC at 718-960-7707.

Regular tutoring hours for fall & spring semesters are: M—T 10 a.m.-7 p.m., and Sat. 10 a.m.-2 p.m.

Library Tutors are also available in the Library. These tutors offer help with Library resources and computers.

TECHNOLOGY AND BLACKBOARD INFORMATION

You are required to use **Blackboard** to access course materials and to post assignments to Safe Assign.

You are required to sign into your Lehman student **email** account for course messages—and check it! Blackboard will only allow me to send individual and mass messages to Lehman accounts. If there is an issue, this is the *only* account to which I can send and if I email the class something, the fact that you didn't know about an assignment or course change because you don't use your Lehman account will never be accepted for not knowing the information. <http://www.lehman.edu/itr/blackboard.php>

For Information Technology: <http://www.lehman.edu/itr/>

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program receiving federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX, and is considered a Civil Rights offense. Lehman College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to a faculty member, counselor, or staff; confidential resources are available through the Lehman Counseling Center at (718) 960-8761.

**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.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ENG 237
Course Title	Popular Fiction
Department(s)	English
Discipline	English
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Description: Survey of genres and forms of popular fiction, including science fiction, romance, mysteries, comics, westerns, and more. Dynamics of production and reception; genre theory; aesthetics; and/or historical and cultural trends and contexts.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

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
- 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.

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

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:

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

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.

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

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

	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none">• Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none">• Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

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

	<ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none">• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none">• Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none">• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none">• 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.

Final Project: Your final project will research a genre of fiction we haven't yet discussed in this class. Pick a genre, choose a book, and read it. Use your personal discoveries backed up by secondary sources of criticism of the genre to define its characteristics. Then explain in which ways the author has conformed to or subverted those characteristics. You can choose to present your findings as a presentation to the class, or as a 2-page paper. You may work in pairs if you like.	<ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view.
From the midterm: Hatice Esberk posits in "The Function of Fantasy as a Subversive Genre in Literature" that "fantasy is used to subvert accepted notions and beliefs in society." Using the texts we've read, do you agree or disagree? Make sure you quote from both texts in your answer and follow MLA format.	<ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically.
Study questions: Raffi Khatchadourian says that in N.K. Jemisin's books, "the oppressed often possess an enormous capacity for agency—a supernatural ability, even, that their oppressors lack—but they exist in a society that has been engineered to hold them down." Do you see evidence of this in the book? Make sure you quote from the text in your answer and follow MLA format.	<ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Creative Project: Pick a genre we've discussed in class or one you investigated for your final project. Write five pages of fiction in that genre. You can create your own characters, continue the story of one of the books we've read, or write fan fiction. Make sure you incorporate the important characteristics of the genre.	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
Class Discussion topics, (Example) week 4: How do you think the narrative voice contributes to the theme of the novel? In what ways is the reader asked to identify with the protagonist?	<ul style="list-style-type: none"> Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
Creative Project: Pick a genre we've discussed in class or one you investigated for your final project. Write five pages of fiction in that genre. You can create your own characters, continue the story of one of the books we've read, or write fan fiction. Make sure you incorporate the important characteristics of the genre.	<ul style="list-style-type: none"> Demonstrate knowledge of the skills involved in the creative process.
Final Project: Your final project will research a genre of fiction we haven't yet discussed in this class. Pick a genre, choose a book, and read it. Use your personal discoveries backed up by secondary sources of criticism of the genre to define its characteristics. Then explain in which ways the author has conformed to or subverted those characteristics. You can choose to present your findings as a presentation using Power Point, Prezi, or any online platform, to the class, or as a 2-page paper. You may work in pairs if you like.	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none">• 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:

	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none">• Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none">• Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none">• 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">• Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

	<ul style="list-style-type: none">• 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.
	<ul style="list-style-type: none">• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none">• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none">• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none">• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Popular Fiction

ENG 237 (3 credits, 3 hours)

Course Description: Survey of genres and forms of popular fiction, including science fiction, romance, mysteries, comics, westerns, and more. Dynamics of production and reception; genre theory; aesthetics; and/or historical and cultural trends and contexts.

Learning Outcomes By the end of the course students will be expected to:

- Understand the interrelationship of reading, writing, rhetoric, and social action through the study of popular fiction.
- Identify and engage in the relevant conversations, conventions, and meaning-making systems of local and global communities, professions, and academic disciplines through the study of popular fiction.
- Analyze the genres and forms of popular fiction in a variety of cultural, social, and political contexts.
- Situate popular fiction within the traditions and conventions of British, American, and Anglophone literatures.

Your grade will be based on the following criteria:

20%	Participation: your in-class participation; your willingness to share your opinions and interpretations
15%	Study Questions
15%	Midterm exam
10%	Genre quiz
20%	Final Project
10%	Creative Project
10%	Attendance

Extra Credit: is encouraged. You can earn up to 5 points of extra credit. Some ideas for extra credit: go to a literary event (virtual is fine), volunteer for *Obscura*...Going to the ACE earns you two points (make appointments early). If I make a mistake on an assignment, a page number on the syllabus, or Blackboard, alert me for extra credit.

Books: (please bring both to class each session). Books are available at the Lehman College Bookstore, at other major bookstores, and on reserve in the library.

1. Jemisin, N.K. *The Fifth Season*. Orbit, 2015.
2. Souljah, Sister. *The Coldest Winter Ever*. Simon and Schuster, 1999.
3. El Shafee, Magdy. *Metro*. Cosmopolitan, 2012.

Course Requirements:

April 2, 2012

- Short-answer midterm take-home exam
- Short-answer genres quiz
- Most days there a question on Blackboard that you need to answer before you come to class. Approx. 100-200 words each. The question will close before class.
- Final Project: you must read a book of popular fiction of your choosing. You can either present the book to the class or write a 2-page paper on it. You are welcome to work in pairs.
- Creative Project: You will write 5 pages of a genre of popular fiction of your choosing.

Note: The midterm, the Final Project and the creative project must be handed in at passing level to pass the class. Completion does not automatically mean passing.

Attendance and Lateness: You must attend each class. If you miss more than 3 classes, your grade will go down one mark, e.g. from a B+ to a B. If you miss 6 classes or more you will fail the course. If you have a prolonged absence, medical or otherwise, I hope you'll take the course again a different semester.

Grading Guidelines:

1. Consistently hands in all work on time and with evident exceptional effort. Incorporates class concepts and peer criticism into work, actively participates in workshops and discussions; often shares exercises.
2. Completes all required work, but not exceptionally; participates, but not actively; absence/lateness; shows evidence of exercise work, revision, effort, etc.
3. Minimal work completed; assignments turned in late; absence/lateness; lack of regular participation; missed assignments; erratic performance in class and/or written work; lack of effort; lack of revision or understanding of class concepts.
4. Bare minimum performance; consistently inferior work; consistent lack of effort.
5. Less than bare minimum effort and performance; no work/inferior work; excessive absences/lateness; plagiarism.

Blackboard: You must have access to Blackboard. Your correct CUNY email address must be associated with your account so I can email you. Please check Lehman email regularly. At www.lehman.edu, click on "Directory" then "BlackBoard" (upper toolbar), set up a CUNY Portal account if needed, then go through the CUNY Portal to "Blackboard Gateway / Blackboard." In this course, you are required to use Blackboard to access course materials and to post weekly assignments. Call the computer help-desk at 718-960-1111 with problems.

Lehman student mail (required): Go to www.lehman.edu/live and login as instructed. "Username" is Firstname.Lastname@lc.cuny.edu. "Password" is upper case INITIALS of your FIRST and LAST names (FL) followed by your DOB (YYYYMMDD)--for example, "FL19901018". Once in, you can change your default password and (if desired) set up automatic forwarding to a private email account. You are required to check your email account daily for course messages.

Accommodating Disabilities: Lehman College is committed to providing access to all programs and curricula to all

students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441. Please speak with me about accommodating your documented disabilities.

The Academic Center for Excellence (ACE): The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural science courses. To obtain more information about the ACE and the SLC, please visit Old Gym, Room 205 or <http://www.lehman.edu/academics/instructional-support-services/humanities-tutoring.php> or call ACE at 718-960-8175, and SLC at 718-960-7707. Regular tutoring hours for fall & spring semesters are: M—T 10 a.m.-7 p.m., and Sat. 10 a.m.-2 p.m. Library Tutors are also available in the Library. These tutors offer help with Library resources and computers. *If you visit the ACE, you may earn 2 extra credit points per visit. Bring a copy of the assignment.*

Academic Integrity and Plagiarism Policy: Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. For detailed information on definitions and examples of Academic Dishonesty, including Cheating, Plagiarism, Obtaining Unfair Advantage and Falsification of Records and Documents, please refer to the student handbook or visit: <http://www.lehman.edu/undergraduate-bulletin/academicintegrity.htm>

All violations are reported to the Department of English and college's Academic Integrity Officer. Course failure is the minimum penalty; suspension and expulsion may also occur.

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program receiving federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX, and is considered a Civil Rights offense. Lehman College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to a faculty member, counselor, or staff; confidential resources are available through the Lehman Counseling Center at (718) 960-8761.

Course Content: The Department of English assigns coursework and literature that meets the learning objectives of our classes and is considered instructional and worthy of study. At times these works will contain references to sexuality, race, class, violence, language, etc. that some readers might find challenging. Students may have emotional responses to the readings; others might have emotional responses to their peers' understanding of the readings. The English Department values the diversity of its students and faculty and considers that all members of our community are responsible for creating a space that is both intellectually rigorous and respectful. If an assigned work violates a student's sensibilities or ethical code, the student is asked to approach the instructor to discuss potential modifications. Students are also encouraged to seek help from the counseling center. (Old Gym Building, Room 114. Tel: 718-960-8761; E-mail: counseling.center@lehman.cuny.edu) (adapted from Ohio Northern University and Julie Beaulieu of the University of Pittsburgh)

What I assume you already know (if you don't, come see me): 1) How to compile a Works Cited and cite sources with proper MLA formatting, 2) How to introduce, attribute, and correctly punctuate quotes, 3) How to paraphrase and use sources without plagiarizing. The book *A Writer's Reference* by Diana Hacker is an excellent resource for all of the above, as well as for general grammar questions. Owl Purdue is also a good source. The accompanying site is also good for brushing up or practice in areas where you may need work or review. If you have had any ESL/EAL/ELL issues in your previous classes, I suggest working through as many practice quizzes below as you can.

<http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx>

DAY BY DAY SYLLABUS

Week 1:

Read 1-100 in *The Fifth Season*

Read article on fantasy

Week 2:

Read: Katchadourian, Raffi. "N.K. Jemisin's Dream Worlds." *The New Yorker*. 20 Jan. 2020.

Read 101-200 in *The Fifth Season*

Answer study question on Blackboard

Week 3

Finish *The Fifth Season*

Answer study question on Blackboard

Week 4:

Read 1-100 *The Coldest Winter Ever*

Read: Dunn, Stephane. "A Hip Hop, Afro-Feminist Aesthetic of Love: Sister Souljah's 'The Coldest Winter Ever.'" *The Langston Hughes Review*, vol. 21, 2007, pp. 39–53. *JSTOR*, www.jstor.org/stable/26434675. Accessed 30 Sept. 2020.

Answer study question on Blackboard

Week 5:

Read 100-200 *The Coldest Winter Ever*

Answer study question on Blackboard

Week 6:

Finish *The Coldest Winter Ever*

Answer study question on Blackboard

Week 7:

Review for midterm

Take home midterm

Week 8:

Read 1-50 *Metro*

Answer study question on Blackboard

Week 9:

Finish *Metro*

Read: Baetens, Jan and Hugo Frey, eds. *The Graphic Novel: An Introduction*. Cambridge: Cambridge University Press, 2014.

Answer study question on Blackboard

Week 10:

Genres quiz

Discuss Final Project

Week 11:

Choose Final Project Books

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Week 12:

Outline of Final Project

Week 13:

Final Project Presentations

Week 14:

Final Project Presentations (turn in Final Paper if you've chosen that over a presentation)

Final Exam:

Hand in Creative Project

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.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	POL 2670
Course Title	Gender and Politics
Department(s)	Political Science
Discipline	Political Science
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	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.
Special Features (e.g., linked courses)	
Sample Syllabus	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.	
Learning Outcomes	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
I. Required Core (12 credits)	
A. English Composition: 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"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
B. Mathematical and Quantitative Reasoning: 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"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

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:

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

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.

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

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

- | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• 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. |
| | <ul style="list-style-type: none">• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| | <ul style="list-style-type: none">• Analyze the historical development of one or more non-U.S. societies. |
| | <ul style="list-style-type: none">• Analyze the significance of one or more major movements that have shaped the world's societies. |
| | <ul style="list-style-type: none">• 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. |
| | <ul style="list-style-type: none">• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. |

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"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<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"> • 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.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Gender & Politics (POL 267)

Professor: xx

Email: xx

Office hours: xx

Course Description

This course is designed as an introduction to the discipline of Gender. As an interdisciplinary field, students should be prepared to explore a broad range of topics from different perspectives in historical and contemporary contexts. We will examine how gender intersects with other aspects of identity, such as race, class and/or sexuality, to shape our understanding and experience of the world around us. The main aims of the course are two-fold: (1) to provide an in-depth survey of influential theoretical approaches to sex and gender and (2) to capture 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, we will explore a diversity of theories: theories of intersectionality, liberal feminism, Marxist feminism, Black feminism, Latina feminism, French feminism, decolonial feminism, queer theory, among others.

Course Objectives

By the end of this course, students should be able to:

- Understand gender as a central category of analysis, particularly the ways in which gender intersects with race, class, and sexuality to inform our everyday experiences, values, and choices
- Identify and problematize the diversity of theories, facts supported by data that help explain the salience of gender as a social category of analysis
- Think critically about power, privilege, inequality and difference
- Be able to interpret, gather, critically evaluate the readings and understand the variety of points of view, and also produce well-reasoned written and oral arguments by using academic evidence to support their conclusions.
- Understand contextual and comparative analysis of gender

Learning Outcomes for Pathways flexible core – Individual & Society

- 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.
- Identify and apply the fundamental concepts and methods of the nature of gender as an interdisciplinary field exploring the relationship between the individual and society.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Course Texts

All readings will be available on Blackboard, organized by week under 'Course Materials'. Most of the readings are articles and some chapters from variety of books as stated in the weekly readings list. I will ask you to bring *printed copies* of the weekly readings to class or have the readings available on your laptop/electronic notebook. It will make it easier for you to focus on the text and facilitate the references

made during the discussions and my lectures.

Assignments and tests: There will be several short critical thinking response papers spread throughout the semester (60% of your grade) and one final exams (30% each). Participation and group work count towards your grade and is highly encouraged for this course (10% of your grade). For further information about class participation, response papers and final exam, please refer below.

Reading Schedule

Week One **What is Gender Politics?**

Review syllabus and course expectations. Critical introduction to the field.

Required Readings:

- Cherrie Moraga and Gloria Anzaldua, "Theory in the Flesh" (1983)
- bell hooks, "Consciousness-Raising: A Constant Change of Heart" and "Feminist Education for Critical Consciousness" (2000) Pgs. 7-12 and 19-24

Recommended Readings:

- Sara Ahmed, "Bringing Feminist Theory Home" (2017) Pgs. 1-18

Week Two **Defining Our Terms: What is...**

...Oppression?

Required Readings:

- Marilyn Frye, "Oppression" (1938) Pgs. 1-16
- bell hooks "Feminism: A Movement to End Sexist Oppression" (1984) Pgs. 17- 31
- Maria Mies, "Exploitation or Oppression/Subordination ?" (1986) Pgs. 36-40

...Gender?

Required Readings:

- Teresa de Lauretis, "The Technology of Gender" (1987) Pgs. 1-26
- Judith Butler, "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory" (1988) Pgs. 519-531

Recommended Readings:

- Joan W. Scott, "Gender: A Useful Category of Historical Analysis" (1986) Pgs. 1053- 1075

Week Three

...Sex?

Required Readings:

- Michel Foucault, "Herculine Barbin: Introduction" (1980) Pgs. vii-xvii
- Anne Fausto-Sterling, "The Five Sexes: Why Male and Female Are Not Enough" (1993) Pgs. 20-24
- Christine Delphy, "Rethinking Sex and Gender" (1993) Pgs. 1-9

...Sexuality?

Required Readings:

- Gayle Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" (1984) Pgs. 143-172

Recommended Readings:

- Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence" (1980) Pgs. 631-660
- Michel Foucault, "The History of Sexuality" (1984)

Week Four Women Protesting “Against Their Harsh Destiny...”

Required Readings:

- Sor Juana Ines de la Cruz, “Response to Sor Filotea de la Cruz” (1691) (selections)
- Olympe de Gouges “The Declaration of the Rights of Women and the Female Citizen” (1791)
- Mary Wollstonecraft “A Vindication of the Rights of Women” (selections) (1792)
- Declaration of Sentiments and Resolution, Women’s Rights Convention, Seneca Falls (1848)

Required Readings:

- Sojourner Truth “Ain’t I a Woman?” Women’s Convention, Akron, Ohio (1851)
- Sally Roesch Wagner, “The Untold Story of the Iroquois Influence on Early Feminists” (1996)
- Alexandra Kollontai, “The Woman’s Day” (1913)

Recommended Readings:

- Angela Davis, “Class and Race in the Early Women’s Rights Campaign” (1981) Pgs. 46-69
- Emma Goldman “Women Suffrage” (1911) Pgs. 195-211

Week Five But... What is (Not) a “Woman”?

Required Readings:

- Simone de Beauvoir, “The Second Sex” (1949) (Introduction and Conclusion)
- Helene Cixous, “The Laugh of the Medusa” (1976) Pgs. 875-893

Required Readings:

- Luce Irigaray, “This Sex Which Is Not One” (1977) Pgs. 23-33
- Audre Lorde, “Uses of the Erotic: The Erotic as Power” (1978) Pgs. 53-59
- Monique Wittig, “One is Not Born a Woman” (1981)

Recommended:

- John Berger, “Ways of Seeing”, Episode 2 (Watch on YouTube)

Week Six Woman and... That’s It?

Race

Required Readings:

- Combahee River Collective, “The Combahee River Collective Statement” (1977)
- Kimberle Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics” (1989) Pgs. 139-167

Recommended:

- Kimberle Crenshaw, “The Urgency of Intersectionality” (Watch TedTalk)

Required Readings:

- Patricia Hill Collins, “Distinguishing Features of Black Feminist Thought” (2000) Pgs. 21-43

Week Seven

Class

Required Readings:

- Silvia Federici, "The Accumulation of Labor and the Degradation of Women: Constructing "Difference" in the Transition to Capitalism" (2004) Pgs. 61-115

Required Readings:

- Maria Mies, "Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour" (1986) (selections)

Week Eight

Required Readings:

- Alexandra Kollontai, "The Social Basis of the Women Question" (1909) and "Working Woman and Mother" (1917)

Required Readings:

- Nancy Fraser, "Contradictions of Capital and Care" (2016) Pgs. 99-117

Week Nine

Required Readings:

- Evelyn Nakano Glenn, "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor" (1992) Pgs. 1-37

Recommended Readings:

- Angela Davis, "The Approaching Obsolescence of Housework: A Working-Class Perspective" (1981) Pgs. 128-139

Required Readings:

- Kathi Weeks, "Working Demands: From Wages for Housework to Basic Income" (2011) Pgs. 113-150

Recommended Readings:

- Silvia Federici, "Precarious Labour: A Feminist Viewpoint" (2006)

Week Ten

Transgenderers' Lessons

Required Readings:

- Sandy Stone, "The Empire Strikes Back: A Posttranssexual Manifesto" (19)

Required Readings:

- Jack Halberstam, "Making Trans* Bodies" (2018) Pgs. 22-44

Recommended Readings:

- Paisley Currah, "Gender Pluralisms under the Transgender Umbrella" (2006) Pgs. 3-25
- Judith Butler, "Undiagnosing Gender" (2006) Pgs. 274-296

Week Eleven Queerness

Required Readings:

- Gloria Anzaldúa, "To(o) Queer the Writer – Loca, Escritora y Chicana" (1990) Pgs. 163-174

Required Readings:

- Judith Butler, "Critically Queer" (1993) Pgs. 169-185

Recommended Readings:

- José Esteban Muñoz, "Desidentifications: Queers of Color and the Performance of Politics" (1999) Pgs. 1-34

Week Twelve "How Can You Become What You Cannot Imagine?" Re-Thinking Masculinities

Required Readings:

- Pierre Bourdieu, "Manliness and Violence" (1998) Pgs. 49-53
- R. W. Connell and J.W. Messerschmidt, "Hegemonic Masculinity: Rethinking the Concept" (2005) Pgs. 829-859
- Jack Halberstam, "An Introduction to Female Masculinity" (1998) Pgs. 1-19

Week Thirteen Technologies and Biopolitics

Required Readings:

- Donna Haraway, "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century" (1985) Pgs. 149-181

Required Readings:

- Paul B. Preciado, "History of Technosexuality" (2013) Pgs. 68-83

Week Fourteen Colonialism and Coloniality

Required Readings:

- Lila Abu-Lughod, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others" (2002) Pgs. 783-790
- Saba Mahmood, "Politics of Piety: The Islamic Revival and the Feminist Subject" (2004) Pgs. 153-188

Required Readings:

- Maria Lugones, "Toward a Decolonial Feminism" (2010) Pgs. 186-209

Week Fifteen Reflections on Politics and Strategies

Required Readings:

- Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House" (1979) Pgs. 110-113
- Isabell Lorey, "Care Crisis and Care Strike" (2015) Pgs. 91-98
- Angela Davis, Nancy Fraser, et al., "Beyond Lean-In: For a Feminism of the 99% and a Militant International Strike on March 8" (2017)

Recommended Readings:

- Leticia Sabsay, "The Political Imaginary of Sexual Freedom" (2016)

Final discussion and wrap-up session. Final exam is next week.

Grading Rubrics

The following guidelines will assist you in understanding how I grade your assignments and participation in this course. Please speak with me if you have any questions about the grading rubrics.

Class Participation

A	Excellent. Prompt and regular attendance; contributes to group and class dynamics by eliciting feedback from others and helping to keep group on task; participates actively and regularly in group work by offering ideas and asking questions; listens respectfully when others talk, both in groups and in class; participates actively and regularly in class discussion; current on all assigned readings and other coursework.
B	Good. Prompt and regular attendance; participates actively and regularly in group work by offering ideas and asking questions; listens when others talk, both in groups and in class; participate less actively and regularly in class discussion, somewhat current on assigned readings and other coursework.
C	Satisfactory. Regular attendance; rarely participates in group work by offering ideas and asking questions; listens when others talk, both in groups and in class; participates irregularly in class discussion; inconsistent in preparation of assigned readings.
D	Passing. Irregular in attendance and shows a pattern of (unexcused) tardiness; rarely participates in group work by offering ideas and asking questions; does not listen when others talk, both in groups and in class; does not participate in class discussion; is not prepared with assigned readings.
F	Failing. Rarely attends class; only offers a comment when directly asked by fellow group members or instructor; does not participate in group and/or in class; does not participate in class discussion; is not prepared with assigned readings.

Responses and Final exam (in short and long essay formats)

A	Excellent. Writing or presentation builds on the requirements of the assignment but does more by showing an intellectual or imaginative engagement that transforms the questions/ project in an unusual way. It avoids the obvious and presents illuminating insights or critique. Ideas are flexibly developed, but with control and purpose. The student has taken the time to find the right words, to avoid clichés and unsupported generalizations, and to communicate ideas with precision. These projects often focus on a very specific aspect of a big issue, and while they may not claim to come up with “the” answer, they reach toward new questions and new perspectives on a problem. Ideas are fully supported by well-chosen evidence; ideas are linked with other ideas, and sources with other sources. An “A” essay has a richly developed central idea, shows a detailed understanding of sources, has sound organization, and few if any grammatical or mechanical errors. A lively, original voice speaks and has something special to say – the assignment conveys this voice well and supports the argument fully. Citation format is excellent without error.
B	Good. Writing effectively fulfills the requirements of the assignment, showing independent thought and active engagement with the topic. The project has a clear sense of order, which shows conscious planning and crafting. Ideas are well thought out, reasonably interpreted in their context, well demonstrated from sources and supported by appropriate examples. Only minor technical or stylistic errors are present. From overall organization to word choice, the writer has invested in the project with purpose, direction, and strategy. Citation format is good with minor errors.
C	Satisfactory. Writing shows an effort to present ideas, but the effort has not been effective. This project may be padded with unconnected materials or it may say the same thing over and over. Instead of analysis, the project relies on clichés, self-evident statements, or unsupported generalizations. The project may show incomprehension or confusion about what the sources have to say, or sources may simply be quoted or paraphrased rather than analyzed. Supporting examples are few, and those included may not clearly support the writer’s central point. Organization is either mechanical, or it falls apart. Some words and concepts are misused. Citation format is not used appropriately and contains several errors.
D	Passing. Writing wanders around without any point and lacks substance. Missing thesis statement and proper direction. It may resemble a “C” project but may be significantly shorter in length. Ideas are few, shallow, or lack support and order. Missing citations or improper use of citation format.
F	Failing. Writing is a no-show, a project that shows minimal effort, or a project that violates intellectual integrity. This includes projects that show a pattern of inappropriate paraphrase or un-cited copying from other sources, as well as essays written for other courses and resubmitted.

Grading System Values

Letter Grade	Description	Points Value
A	Excellent	95% - 100%
A-	Excellent	94% - 90%
B+	Very Good	87% - 89%
B	Good	86% - 84%
B-	Good	83% - 80%
C+	Satisfactory	76% - 79%
C	Satisfactory	75% - 70%
C-	Passing	68% - 69%
D+	Passing	65% - 67%
D	Passing	64% - 60%
F	Failing	0% - 59%



Library Technology and Telecommunications Committee Meeting Report

Library

- Library has extended hours for student study: 2-Hours for Study; 2-Hours for Computer use; 1-Hour for Scanning; and 5-minutes for Book Pickup-Return. Limit of 35 Patrons and staff on first floor remains in effect. Library has simplified access process. Make your appointment on LibCal. Visit Library Homepage for more details. Library encourages College community to visit.
- Library announces Online Reference Pilot. Meet with a Reference Librarian every Tuesday and Wednesday between 2:00 – 5:00 PM via Zoom. Chat, e-mail, and telephone support still available.
- Library encourages College community to return outstanding library books. Physical books available for check out. Books may be requested from other CUNY Libraries via OneSearch catalog.
- Library and History Department announce Reading and Discussion of Benjamin Holtzman's The Long Crisis: New York City and Path to Neoliberalism, Thursday, October 14th, 1:00 – 2:00 PM

Information Technology

- Division of Information Technology reported that the college's plans are moving forward to upgrade 172 classrooms with state-of-art technology including: new computers and podiums, laser video projectors, audio systems, cameras and mics. Two sample rooms are completed and faculty will be invited to review and provide feedback. Hy-flex technology is in place in more than 40-classrooms on campus. Technical Assistance is also available on request to instructors using the technology to assist in making the process as streamlined as possible.
- October is National Cybersecurity month and you will be receiving emails with tips on managing the increase in malicious "phishing" and malware emails directed to students, faculty, and staff. Students are reminded to not reply to job offers from unknown senders, and we should all never provide personal, confidential information in response to an email. Please continue to be vigilant

Blackboard

- Our Bb environment will undergo an upgrade to SaaS (Software as a Service) later this fall. The upgrade is planned for December 28th-30th. During the Upgrade Period, Bb will not be available. When Bb becomes available, the

community will have the latest updates and fixes. We will no longer need to take Bb offline to do the upgrades as Bb will be in “the cloud” and updates will become transparent.

- Our Spring 2022 Courses will be created beginning November 3rd. I am presently working on revisions to our Lehman course template.

Lehman College
The City University of New York
Campus Life and Facilities Committee Report

PARKING – Parking decals are available - sometimes they take time to process. Campus Activities emails student when decal is ready to pick up and student then picks up at Shuster Room 78 which is open Monday to Friday. Students can send emails to campus.activities@lehman.cuny.edu - Public Safety can also answer questions about this.

COVID TESTING ON-CAMPUS – Covid testing site opened on campus in mid-August and has been in operation since then. The schedule of the COVID testing site is on website: <https://www.lehman.edu/coronavirus/> Appointments are required and must be made through Cleared4 system. After one enters vaccination (or non-vaccination) status at “Vaccination Verification” tab in CUNYFirst - you receive Cleared4 communications with link to schedule testing if needed.

COVID VACCINATION- Students must be fully vaccinated to attend classes on campus.

FOOD SERVICES – There are now two options to purchase food on campus.

1. WORLD CUP CAFÉ is open and located off the lobby of the music building, right by the faculty dining room. Hours are Monday – Friday, 7:30 – 7:30
2. FARMER’S FRIDGE is a food kiosk/vending machine with meal options on the first floor of Shuster Hall.

STUDENT ID CARDS – Students sign up online and then pick up ID at Gate #5. Process outlined on website: <https://www.lehman.edu/public-safety/id-schedule.php>

NEXT MEETING: Wednesday, November 3rd @ 2PM

Join Zoom Meeting

<https://lehman-cuny-edu.zoom.us/j/86561250313?pwd=M2pOY3RsNTd2a0FZTzVSMzhVM0lZQT09>

Meeting ID: 865 6125 0313

Passcode: 480620

Lehman Senate Budget Committee Report

Based on committee meeting on 9/22/2021

Membership and attendance of Joint committee of Senate and FP&B Budget and Long-Range Planning

Senators	FP&B members	Administration	Students
Haiping Cheng	Brian Murphy	Peter Nwosu	
Mia Budescu	Dene Hurley	Rene Rotolo	
Alexander Nunez Terres		Bethania Ortega	
Theresa Lundy	Marie Marianetti		
Rick DesRochers	Wesley Pitts		
Ruth Wangerin	Carl Mazza		

Bold font indicate the presence

Guests: PAMELA.MILLS; REINE.SARMIENTO; Paula Loscocco

The Budget committee meeting was called to order at 1:10 pm by Haiping Cheng on 9/22, 2021

- **Election:** Committee members nominated and then elected Haiping Cheng as the committee Chair for FY22
- **Budget update:** VP Rotolo and Budget Director Ortega
 - FY22 (2021-2022) Year Report, details on slide 3.
 - Tuition collection report: tuition collection rate:

	FY2020 (2019-20) % collection	FY2021 (2020-21) % collection
Fall	93%	88%
Spring	86%	85%
summer	81%	

- **Academic Affairs Report:** Provost Nwosu and VP Sarmiento.
 - Enrollment Report: details on slide 2

Highlights of Lehman Fall 2021 enrollment

Based on VP Sarmiento's report on 9/22/2021

	2021 Fall target Enrollment	2021 Fall Actual Enrollment	2021 Fall % Target	2020 Fall % target
Freshman	1,200	1583	132%	137%
Transfer	1,850	1643	89%	89%
Grad	865	624	72%	105%
Total Headcount	15,255	14,549	95%	98%
total FTE	11,175	10,565	94%	102%

Enrollment efforts: 142 separate email and texting campaigns, March to Sept. 2021

Oct. 6, 2021

Lehman Budget Committee Report

Based on budget report on 9/22/2021

Year end report, plan, and key projections

\$133.7 M FY 2022
Lehman operation Budget



	FY2022
Campus Base Budget	\$105,986
Unfunded Fringes Adjustment	(\$2,105)
State Aid Adjustment	\$1,889
Tuition Revenue Target increase	\$2,160
Revised Campus Base Budget	\$107,930
Addtnl Tax Levy Allocations *	\$3,691
Est. CARES/CRRSAA funds **	\$24,060
Est. TAP Waiver funding	\$0
Total Operating Budget	\$135,681
Tuition Collection Under Target	(\$1,991)
Centrally Managed Funds	<i>Not included in</i>
Revised Total Operating Budget	\$133,690

Major Spending (Millions)

	2021 Year end	2022 Plan	2023 Project
Resources	113	133.7	124.2
Major Spending			
PS regular	83.0	88.3	90.8
OTPS+CARES	7.1	18.8	14.4
Adjuncts	18.6	18.6	18.6
Temp service	3.2	4.7	4.7
PS Adj CARES	0	4.3	4.1
Save (lost)	1.0	(1.1)	(8.5)
Reserves	14.1	18.5	18.1
CARES/CRRSAA	3.4		
Year End Balance	18.5	18.1	10.2



*Green (increase) and Red (reduction) from prior period.

Next Budget meeting, Nov. 17, 2021

REPORT OF THE UNIVERSITY FACULTY SENATE

The 425th Plenary Session of The University Faculty Senate of The City University of New York was held via Zoom on September 28th 2021.

FYI

On September 2, 2021, Governor Kathy Hochul signed into Law Chapter 417 of the Laws of 2021 which, in part, authorizes most public bodies “to meet and take such action authorized by law without permitting in public in-person access to meetings and authorize such meetings to be held remotely by conference call or similar service, provided that the public has the ability to view or listen to such proceeding and that such meetings are recorded and later transcribed.”

This law extends until January 15th 2022.

FALL 2021 REOPENING

Students have been given an October 7th deadline for verification and approval of vaccine information. To date, at least 90k students are fully vaccinated. An additional 30k students are expected to bring the total to at least 120k students. 80% of students have already uploaded their document. 25k students have yet to upload any documents.

It is uncertain what will happen if in-person students fail to meet the deadline. There is an air of uncertainty as to what will happen after the October 7th deadline. Will they face academic withdrawal and be dropped from classes? Will financial aid be affected? Will they be allowed to re-enroll if vaccines are acquired? The answers to these questions are unsure. IEVC Lemons will address these questions including the introduction of the WA grade at the next plenary in November.

CUNY has moved away from the **EVERBRIDGE** Health Screening Symptom Checker Application and to the **Cleared4** health verification platform to verify faculty vaccination, student vaccination and covid testing at a cost of \$30 million.

GENERAL ENROLLMENT DATA

This year overall enrollment is down 7.6%. Undergraduate enrollment is down 8.6%. Graduate enrollment is slightly down. First time freshman is down 11%. It is not clear if they are not enrolled in college or have been enticed by other colleges. New undergraduate transfers are down 6.6%. New graduate student enrollment is down 5.7%.

COLLEGE OF STATEN ISLAND SHARED GOVERNANCE UNDER ATTACK

The president of the College of Staten Island [CSI] unilaterally propose governance plan changes to the board making the claim that CUNY College President can and are not bound by faculty governance plans. The CSI contingent has brought the matter to the attention of the University

Faculty Senate [UFS], receiving unanimous support. They also solicit the support of ALL CUNY governance body since the outcome of their dilemma has implications for ALL CUNY governance bodies.

**Draft Resolution on the Nature of Shared Governance at the College of Staten Island
For Consideration at the University Faculty Senate (UFS) September 28, 2021 Plenary Session
Prepared and Approved by the UFS Standing Committee on the Status of the Faculty
Prof. Cynthia Wiseman, Chair: CWiseman@bmcc.cuny.edu**

WHEREAS, the College of Staten Island's (CSI) governance plan states that Chairs of the Bylaws Committee and Faculty Senate, four full time at-large instructional staff may vote on changed to the governance plan (Section 1g, 2),

WHEREAS, the Bylaws Committee and appointed instructional staff were not consulted on this revision,

WHEREAS, even in the new draft of the governance plan the CSI College Senate is responsible for "Consider[ing] and recommend[ing] revisions to the Governance Plan as needed" (Article II. A. 2. e.),

WHEREAS the CSI President has drafted a governance plan that endows himself with the unilateral control of the College's curriculum, a cornerstone of shared governance,

WHEREAS, the CSI President has begun revising the CSI faculty handbook based on un-approved changes to the aforementioned governance plan,

WHEREAS, the President of the College of Staten Island has repeatedly claimed he need not be bound by a failed referendum from taking his proposed replacement plan to the Board of Trustees, essentially stating that any CUNY College President can unilaterally propose governance plan changes to the board.

WHEREAS, the CUNY Board of Trustees argued for broad representation in the development of governance plans,

WHEREAS, the University Faculty Senate must protect the integrity of faculty governance,

BE IT RESOLVED that CUNY University Faculty Senate upholds CSI's right to faculty representation in making and approving changes to the governance plan,

And BE IT FURTHER RESOLVED that the CSI President will recognize and respect the faculty vote on the CSI President's governance plan referendum.

And BE IT FINALLY RESOLVED that CSI administration make no changes to the CSI Faculty Handbook prior to a CSI College Senate vote on the referendum.

Academic Assessment Committee Report

Lehman College, The City University of New York

Victor M. Brown, Ph.D., M.B.A., Associate Provost for Academic Programs and Educational Effectiveness

Institutional Effectiveness at Lehman

Notion of Continuous Improvement and our 90x30 challenge served as a catalyst to Lehman's Institutional Effectiveness and Student Success initiatives:

- ✓ Institutional Effectiveness Webpage Completed
- ✓ Assessment of Student Learning and AES Units Continued
- ✓ Program Review Has Begun
- ✓ Curriculum Renewal Continued
- ✓ *Student Success Course Redesign Initiative (SSCRI) Implemented (webpage in-progress)*

AY2021 Assessment Update

- Lehman's [Six-Step Assessment Process](#)
- [Academic Program Assessment](#)
- General Education Assessment
- AES Assessment
- AY2021 [Annual Assessment Report](#)
- Assessment Workshops

Assessment Management System

- The CUNY procurement process for Watermark's *Planning & Self-Study* was successful completed.
- A requisition for FY 2022 was prepared.
- Implementation will be phased in beginning 2021 Fall; the initial collaboration with the vendor is underway.
- Dropbox will be used for 2022 AY plans, but those will be migrated to the AMS.

2021 AY Assessment Report Submission

Submissions are still underway

- Submissions will form the basis of the AY 2020-2021 Annual Assessment Report
- The Annual Assessment Report will be published on the Institutional Effectiveness website

2022 AY Assessment Plan Submission

Submissions are underway

- General Education: Two ILOs: 'Information Literacy' and 'Oral and Written Communications'
- AES Assessment
- Academic Assessment

AAC Meeting of September 7:

Highlights:

- ✓ Discussed the AMS
- ✓ Reviewed and finalized the AY 2021-22 assessment workshop schedule. Workshops are posted on the [assessment page](#) on the Institutional Effectiveness website
- ✓ Identified protocols for submission of assessment plans and reviews of assessment plans and reports

AY2022 Assessment Workshops

October 14, 2021: Creating Curriculum Maps

November 18, 2021: What is Success? How is it Context Dependent? How do we measure success?

February 17, 2022: Translating goals and outcomes into improvement through assessment

March 17, 2022: Introduction to the AAC&U Value Rubrics

April 15, 2022: Assessment Measures and Methods

TBA: Assessing multiculturalism, global perspectives, and social justice

Next Meeting

October 7th at 2:00 PM

Ad Hoc Committee on the Determination of Class Size Report
Senate Meeting: October 6, 2021

The committee met on 4/19, 4/26, and 5/5 at 10-11:30am and had a quorum present.

Combined Attendance: Wendell MX Cooper (Chair), Lynn Rosenberg, Karin Beck, Pamela Mills, Nadine Zerphey, Bella Frankel, Robert Farrell, Jaye Jones, Hyangmi Kim, Ramón Belliard, Kevin Sailor, Yvette Rosario, Althea Forde, Gladys Santos Maldoon, Susan Ko, Elgloria Harrison, Amy White, Carole Weisz

The committee began by determining there are currently no codified policies across the university for the determination of class size.

The committee, consisting of faculty, students, administrators, and staff, discussed what is working and not working in the process of determining class-size. Through a process of consensus building, this resolution was co-authored by committee members.

The interdependence of budget, workload, class size, and pedagogy became central to the discussion. Recommendations in the resolution aim to simultaneously address the need for a healthy budget, equitable workload for faculty, consideration for student experience, while centering sound pedagogy.

It was determined there are critical points of communication in the process that need attention for the process to be transparent and equitable. The resolution focuses on practical solutions to address this complex meeting of budget, faculty workload, student learning, and pedagogy.

Whereas the budget is the context in which we make the sum of our decisions

Whereas the past year has seen a significant increase in overall class size and adjustments to teaching modalities produced by changes in revenue and the need to close the campus suddenly due to the COVID pandemic. In many instances, the exigencies of the pandemic necessitated changes in staffing, reduced the time instructors had to adopt new instructional practices, and necessitated changes to ongoing courses that were stressful for students and staff.

Whereas class size is related to workload and is of interest to students and faculty alike

Whereas students need guidance from faculty to make new connections and advance their careers, and each course has unique relationships between the scale of a class, scope of assignments and content generated by students, class format, and student-teacher interactions

Whereas class size is related to pedagogical models

Whereas pedagogy must be matched by appropriate class size and teaching modalities, and that Lehman’s mission statement of the past 15 years made clear that the college is recognized for “close interaction between students and faculty” and values this

Be it resolved that categories of classes should be developed in cooperation with schools, departments, and the registrar to reflect pedagogy adequately in CUNYFirst.

Be it resolved that the college will articulate course attributes as they relate to class size-- e.g. seminar, lab, independent study, REC, lecture (midsize lecture, and/or other categories of lecture, including jumbo, etc.) so that faculty and students can know what to expect of courses to which they're assigned and for which they register.

Be it resolved that approximate class size and modality should be transparent when faculty are assigned to classes and every effort should be made to maintain modality and class size. Similarly, class size and modality should be transparent to students at the time of registration.

Be it resolved that the college will share best practices around the communication process and timelines related to changes to class size that reflect the needs of faculty who require time to modify their courses and chairs who require time to discuss changes to course attributes, compensation and pedagogy with faculty.

Be it resolved that pedagogical and human concerns should drive class size, with a transparent process for reconciling budgetary factors.

Be it resolved that the conditions produced by the pandemic should not be accepted as the new normal. Lehman should resume planning that is guided by long-term goals and the need to offer high quality instruction.