

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: SOCIAL SCIENCES AND HUMAN SERVICES

2. Name and Number of course: POL 100

3.  This course is being withdrawn. (Go to 5)

4.  Course revised. Check appropriate items.

Change course number from \_\_\_\_\_ to \_\_\_\_\_

Change course title from \_\_\_\_\_  
to \_\_\_\_\_

Change course hours from \_\_\_\_\_ to \_\_\_\_\_

Change course credit from \_\_\_\_\_ to \_\_\_\_\_

Change basic skills requirements from \_\_\_\_\_  
to \_\_\_\_\_

Change prerequisites from \_\_\_\_\_  
to \_\_\_\_\_

Change corequisites from \_\_\_\_\_  
to \_\_\_\_\_

Change course description. Attach a copy of old and new description.

Other (Specify): Pathways/US experience in its diversity

5. Reason(s) for change(s): \_\_\_\_\_

6. Date effective: Fall 2014

\*\*\*\*\*

Signatures

1. Emily B. Anderson  
Department Chairperson or Program Director

3/18/14  
Date

2. Luigi Di Giuseppe  
Scheduling Officer (Advised as to Course Code)

3/18/14  
Date

3. Robert Mesiano  
Dean of Academic Affairs (Advised as to format)

3/25/14  
Date

4. \_\_\_\_\_  
Chairperson of Curriculum Committee

\_\_\_\_\_  
Date

## 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 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<b>College</b>	Borough of Manhattan Community College
<b>Course Prefix and Number</b>	POL 100
<b>Course Title</b>	American Government
<b>Department(s)</b>	Social Science and Human Services
<b>Discipline</b>	Political Science
<b>Subject Area</b>	Political Science
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	N/A
<b>Co-requisites (if none, enter N/A)</b>	N/A
<b>Catalogue Description</b>	The history, development, and intellectual origin of American government are studied and analyzed. Special consideration is given to the structure and operation of the executive, legislative and judiciary branches, and the role of government and politics in a modern industrial society.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max

### Waivers for 4-credit Math and Science Courses

All Common Core courses must be 3 credits and 3 hours.

Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.

<b>If you would like to request a waiver please check here:</b>	<input type="checkbox"/> Waiver requested
<b>If waiver requested:</b> Please provide a brief explanation for why the course will be 4 credits.	
<b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

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

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

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

**A. World Cultures and Global Issues**

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

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

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

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

<p>American democracy, starting from the conception of equality in the Declaration of Independence and the protection of slavery in the Constitution, the course will address the role of factors such as race, gender, class, religion, and sexual orientation in topics such as political participation, concepts of representation, civil rights, civil liberties, and policy debates. Students will identify and discuss the role of these factors in written assignments, exams, or class discussions.</p>	<p>gender, sexual orientation, belief, or other forms of social differentiation.</p>
<p><b>C. Creative Expression</b></p>	
<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use appropriate technologies to conduct research and to communicate.</li> </ul>



Borough of Manhattan Community College  
Department of Social Science

Sample Syllabus

**POL 100-American Government**

3 credits

Pre-requisites, Co-requisites: None

Basic Skills: ENG 088, ESL 094, ACR 094

Course Description

The history, development, and intellectual origin of American government are studied and analyzed. Special consideration is given to the structure and operation of the executive, legislative and judiciary branches, and the role of government and politics in a modern industrial society.

The purpose of this course is to introduce students to the American political system and help them understand how American Government works by examining the institutions, the key players, the major issues, and the political processes that make up American political life. The course will cover: the foundations of the American political system, including the Constitution, federalism, and civil rights and liberties; the links between the people and the government, including elections, political parties, and interest groups; and the branches of government (Congress, the President and the federal bureaucracy, and the courts). By the end of the semester, students should be able to make more informed judgments about the political process and be able to observe and participate in the political process more intelligently and effectively.

U.S. Experience in its Diversity: Pathways Learning Outcomes and Assessment	
Students who successfully complete this course should be able to:	This Learning Outcome will be measured by:
<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>	<ul style="list-style-type: none"> <li>Assignments and discussion board posts</li> </ul>
<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>	<ul style="list-style-type: none"> <li>Assignments and discussion board posts</li> </ul>
<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Assignments and discussion board posts</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes, assignments, discussion board posts, and simulations</li> </ul>
<ul style="list-style-type: none"> <li>Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes, discussion board posts, and simulations</li> </ul>
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Assignments, discussion board posts, and simulations</li> </ul>

You will complete five simulations, which guide you through a scenario and ask you to make decisions based on what you've learned about the topic through the reading and other course material. After completing each simulation, you will answer one or two questions which will demonstrate that you completed the simulation and allow you to reflect on the experience.

Occasionally, you will also be asked to submit a brief response to a question based on a podcast or video, to demonstrate that you have listened to or watched the material.

Simulation reports are due by 5:00pm on **Sunday** of the week they are assigned.

You will receive feedback on each simulation report approximately one week after it is due.

### **Attendance**

College Attendance Policy: the maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog. For example, you may be enrolled in a four hour class that meets four times a week. You are allowed five hours of absence, not five days. In the case of excessive absence, the instructor has the option to lower the grade or assign an "F" or "WU" grade.

### **How is the college attendance policy relevant to an online course?**

In an online course, you are not required to physically attend class. However, you are required to complete a variety of tasks each week to ensure that you are progressing through the course material. Blackboard allows me to check whether you have logged into the course website, looked at the various pages, watched videos, etc. If you don't log into the site in a given week or look at the necessary pages, you are absent that week (the equivalent of two face-to-face class meetings).

### **Required Text**

Benjamin Ginsberg, et al., *We the People: An Introduction to American Politics*, 9th Essentials ed., Norton, 2013. ISBN: 978-0-393-92110-6

The text is available at the BMCC bookstore and through online booksellers.

It can also be purchased as an ebook in both downloadable and online editions. The ebook ISBN is 978-0-393-90453-6 for the downloadable version and 978-0-393-90454-3 for the online version.




You will get more out of the course if, in addition to completing the textbook reading assignments, you stay informed about current events. You'll be able to see how the concepts we read about work in practice, and you can bring them into our discussions on the discussion board.

### **Academic Adjustments for Students with Disabilities**

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Accessibility. BMCC is committed to providing equal access to all programs and curricula for all students.

### **BMCC Policy on Plagiarism**

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's web site, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu).

Week #	Topic	Readings and Lectures	Online Activities and Assignments
Week 9	Parties and Elections, continued 	Look at the lecture slides Optional: Read <i>New Yorker</i> article on the history of voting	Watch the social networking video and the electoral college video Complete the <b>voting assignment</b>
Week 10	Interest Groups	Read Ch. 8 Look at the lecture slides	Take the reading quiz Complete the interest group Internet activity Contribute to the discussion board Complete the interest group simulation
Week 11	Congress 	Read Ch. 9 Look at the lecture slides	Take the reading quiz Complete the House of Representatives Internet activity Contribute to the discussion board Complete the Congress simulation
Week 12	The Presidency 	Read Ch. 10	Take the reading quiz Watch the presidential campaigns video Complete the presidency simulation
Week 13	The Bureaucracy and the Presidency, continued	Read Ch. 11	Take the reading quiz Complete the executive orders Internet activity Contribute to the discussion board
Week 14	The Judicial Branch	Read Ch. 12 and <i>New York Times</i> article on Supreme Court cases Listen to the podcast lecture	Take the reading quiz Complete the Supreme Court Internet activity Contribute to the discussion board
Week 15	Wrap-up	Reading to be announced (current events)	<b>Final assignment</b>

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: SOCIAL SCIENCES AND HUMAN SERVICES
2. Name and Number of course: SOC 100
3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)
4.  Course revised. Check appropriate items.  
\_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change course title from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change prerequisites from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change corequisites from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change course description. Attach a copy of old and new description.  
 Other (Specify): Pathways/Individual and Society

5. Reason(s) for change(s): \_\_\_\_\_
6. Date effective: Fall 2014

\*\*\*\*\*

Signatures

1. Emily B. Anderson 3/18/14  
Department Chairperson or Program Director Date
2. Steph Dupree 3/18/14  
Scheduling Officer (Advised as to Course Code) Date
3. Rud Thomas 3/25/14  
Dean of Academic Affairs (Advised as to format) Date
4. \_\_\_\_\_  
Chairperson of Curriculum Committee Date



## 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 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<b>College</b>	Borough of Manhattan Community College
<b>Course Prefix and Number</b>	SOC 100
<b>Course Title</b>	Introduction to Sociology
<b>Department(s)</b>	Social Science & Human Services
<b>Discipline</b>	Sociology
<b>Subject Area</b>	General Sociology
<b>Credits</b>	3.0
<b>Contact Hours</b>	3.0
<b>Pre-requisites (if none, enter N/A)</b>	ESL 094; ACR 094
<b>Co-requisites (if none, enter N/A)</b>	ESL 095; ACR 095
<b>Catalogue Description</b>	This course analyzes the structure, processes and products associated with group living. Attention is focused on the concepts of social organization, culture, groups, stratification, major social institutions, and significant trends in group living.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max
<p><b>Waivers for 4-credit Math and Science Courses</b></p> <p>All Common Core courses must be 3 credits and 3 hours.</p> <p>Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.</p>	
<b>If you would like to request a waiver please check here:</b>	<input type="checkbox"/> Waiver requested
<b>If waiver requested:</b> Please provide a brief explanation for why the course will be 4 credits.	
<b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

**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

**Learning Outcomes**

**In the left column explain the assignments and course attributes 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"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>
	<ul style="list-style-type: none"> <li>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>
	<ul style="list-style-type: none"> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>
	<ul style="list-style-type: none"> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>

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



<b>C. Life and Physical Sciences: Three credits</b>	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a life or physical science.</li> </ul>
	<ul style="list-style-type: none"> <li>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> </ul>
	<ul style="list-style-type: none"> <li>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> </ul>
	<ul style="list-style-type: none"> <li>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>
<b>II. Flexible Core (18 credits)</b>	
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.	
<b>A. World Cultures and Global Issues</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.A) <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"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>

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

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

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

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

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

**C. Creative Expression**

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

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

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

	<ul style="list-style-type: none"><li>● 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.</li></ul>
	<ul style="list-style-type: none"><li>● 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.</li></ul>
	<ul style="list-style-type: none"><li>● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li></ul>
	<ul style="list-style-type: none"><li>● Demonstrate knowledge of the skills involved in the creative process.</li></ul>
	<ul style="list-style-type: none"><li>● Use appropriate technologies to conduct research and to communicate.</li></ul>

#### D. Individual and Society

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

Students will gather information about contemporary culture and society through various modes of observation, either in person (as in observing social interaction in real time), virtually (viewing photographs or media outputs), or through secondary sources (reading sociological case studies or other forms of analysis). Through written assignments, class discussion, blogs, journals, or other forms of oral or written communication, they will interpret what they read and see, and assess the validity of the information gathered by looking reflexively at factors shaping their own perspective, as well as looking at how various sources of information are shaped by the circumstances through which the information was gathered, and the position of the information gatherer within our social world. Through reading and discussion of sociological writings, students will be exposed to a wide variety of concepts, points of view, and sources of data.

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

Students will apply sociological concepts and theories to the social world and to everyday life in order to evaluate what they see and arguments about the social forces and structures that shape our world. Students will learn to employ a sociological perspective to analyze and critique current events, personal experience, and social phenomena. They will learn to detect effects of social forces and structured interaction in order to evaluate evidence and arguments and how they are shaped by social forces. Through written or oral texts, students will analyze and critique arguments about the social world made by social theorists or sociological researchers. They will assess the validity of these arguments through writing about them or discussing them, using a variety of approaches such as reflection papers, comparing and contrasting competing points of view, applying the argument to real world circumstances, structural analysis (for example, in terms of gender race, or class), critical race, gender or cultural theory, historical comparison, survey of contemporary discussions of the argument, or cultural outputs supporting or denigrating the argument, among others.

- Evaluate evidence and arguments critically or analytically.

Students will employ sociology as a form of critical thinking and analysis by speaking or writing about social patterns, cultural ideas and other social phenomena which they have read about and/or observed. They will produce written or oral arguments in which they take a point of view on the ideas and information learned from the class, employing their newly acquired sociological perspective to explain and support that point of view using evidence learned about in class or gathered for the assignment. Arguments and evidence will be presented using a variety of genres including essays, journals, class presentations, simulations, blogs, descriptions, letters, and reports.

- 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:

<p>Sociological study introduces students to the tension between individual agency and social structure in a manner that is new to many of them. It also exposes them to the power of evidence, rather than opinion, for understanding the social world. Students will be able to explain in written assignments or exams the main sociological theories and concepts after reading about them and reading works that apply them, in order to explain social phenomena. They will read about and learn how these concepts and methods are used in sociological analysis through discussing the readings which treat, variously, sociological studies, theories and analysis of the individual's place in the social world. Through reading and thinking about the methods, theories and concepts of the discipline, students will be able to employ a sociological perspective to analyze the position of the individual in the social world, and the social forces that shape individuals.</p>	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul>
<p>Students will use sociological thinking about gender, race, class, power, and institutions to critically analyze their own place in the social world, and explore how social structures affect their perceptions, values, choices, and life chances. They will also learn to use sociological thinking to employ their 'verstehen,' that is, their ability to see the world from another's point of view, to expand their horizons to understand choices, values, and experiences different from their own. These will be assessed in written assignments and exams.</p>	<ul style="list-style-type: none"> <li>Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
<p>By applying sociological concepts and theories to the social world and to everyday life, students will be able to point out, discuss, or analyze in written assignments or exams social trends which might include rationalization, growing inequality, the fight for social justice, globalization, nationalism, gentrification, bureaucratization, urbanization, consumerism, exploitation, medicalization, modernization, secularization, ethnocentrism, corporatization, credentialization, and stereotypes, among others.</p>	<ul style="list-style-type: none"> <li>Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>
<p><b>E. Scientific World</b></p>	
<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate and evaluate the impact of technologies and scientific</li> </ul>

	discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"><li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li></ul>

**Borough of Manhattan Community College**

City University of New York

Department of Social Sciences and Human Services

**Introduction to Sociology**

SOC 100, 11:00-12:15pm

Room Number

Dr. Jane Smith

Email: [jsmith@bmcc.cuny.edu](mailto:jsmith@bmcc.cuny.edu)

Phone: 212-220-8000

Office Hours: T/Th, 3-4:30pm

**Course Description:**

This course analyzes the structure, processes and products associated with group living. Attention is focused on the concepts of social organization, culture, groups, stratification, major social institutions, and significant trends in group living.

Sociology is, literally, the study of society. It is not just a study however; it is a whole perspective and way of engaging the world. This course is an introduction to the discipline of sociology. It is intended to increase your understanding of the world we live in from the sociological perspective. We will engage in the sociological perspective through the exploration of a number of topics and social problems. This course will challenge you to examine, evaluate, analyze and appreciate the complex and diverse world we live in.

**Required Text:** Conley, Dalton. 2011. *You May Ask Yourself*, 2<sup>nd</sup> Edition. Norton Publishing.

Throughout the semester, additional readings will be assigned, which will always be handed out in class or be put on Blackboard.

**Student Learning Objectives:** By the end of this introductory sociology course, students should be able to:

- Be able to explain the main sociological theories, concepts and methods as presented in class
  - Assessment: Reflection papers, reading responses, exams
- Be able to apply sociological concepts and theories to the social world and to everyday life
  - Assessment: Reflection papers, class participation, essays
- Employ sociology as a form of critical thinking and analysis
  - Assessment: Class participation, reflection papers
- Demonstrate critical thinking skills by formulating their own understanding of American society, how it works and how it is shaped by issues of power and privilege
  - Assessment: Reflection papers, in-class participation, essays

**BMCC General Education Objectives:**

- Communication: Students will be able to write, read, listen and speak critically and effectively
  - Assessment: Class participation, reflection papers
- Social and Behavioral Sciences: Students will be able to apply the concepts and methods of the social sciences
  - Assessment: Reflection papers, exams



- Values: Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility
  - Assessment: Reflection papers, class participation, reading responses

### **CUNY Common Core – “Individual and Society”- Course Objectives**

- Gather, interpret, and assess information from a variety of sources and points of view.
  - Assessment: Reflection Papers; Reading Responses
- Evaluate evidence and arguments critically or analytically.
  - Assessment: Reflection Papers
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
  - Assessment: Reflection Papers
- 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.
  - Assessment: Mid-Term and Final Exam
- Examine how an individual's place in society affects experiences, values, or choices.
  - Assessment: Reading Responses
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
  - Assessment: Reflection Papers

**Course Grade:** Your grade for this course will be based on reflection papers, two exams, reading responses, and class participation as follows:

- Four Reflection Papers: 40% (10% each)
- Mid-Term Exam: 20%
- Final Exam: 20%
- Reading Responses: 10%
- Attendance and Participation: 10%

### **Course Requirements:**

• **Reflection Papers:** These papers, 3-5 pages in length, will be a reflection on materials and discussions covered in both the readings and class. Students are expected to demonstrate familiarity with a sociological concept and apply a critical analysis to the topic assigned by the instructor. There will be four papers assigned. All papers should reflect good writing skills, knowledge of the material, and careful thought on the topic assigned. Papers will be double-spaced in Times New Roman 12-point font and must be handed in during class on the days they are due.

• **Mid-Term and Final Exam:** These exams will be a combination of short answer and multiple-choice. Students are expected to demonstrate their knowledge and understanding of all assigned readings, class lectures, and class discussions. The Mid-Term and Final Exams must be taken in class.

• **Reading Responses:** I will identify five (5) classes for which you will submit a written response to the assigned readings. Responses are between 1-2 pages in length, and should thoughtfully summarize and critique that day's readings. Papers will be double-spaced in Times New Roman 12-point font and must be handed in during class on the days they are due.

### **Class and Reading Schedule\***

#### **Week 1**

**Introduction to the Course and Syllabus**

**The Sociological Perspective**

**Readings:** Berger, "An Invitation to Sociology"  
Mills, "The Sociological Imagination"

#### **Week 2**

**The Fundamentals: Theories and Theorists**

**Readings:** Conley, Chapter 1

**Research Methods**

**Readings:** Conley, Ch 2

#### **Week 3**

**Culture/Media**

**Readings:** Conley, Ch 3

Miner "Body Ritual Among the Nacirema"

#### **Week 4**

**Socialization**

**\*Reflection Paper #1 is due on September 25\***

**Readings:** Conley, Ch 4

Dyer "Anybody's Son Will Do"

#### **Week 5**

**Identity/Social Interaction**

**Readings:** Waskul "Cyberspace and Cyberselves"

#### **Week 6**

**Social Structure**

**Readings:** Durkheim, "What Makes Sociology Different?"

Ritzer "The McDonaldization of Society"

**Groups/Networks**

**Readings:** Conley, Ch 5

#### **Week 7**

**Social Control/Deviance**

**Readings:** Conley, Ch 6

Shearing and Stenning "From the Panopticon to Disney World"

#### **Week 8**

**Stratification**

**\*Reflection paper # 2 is due October 16\***

**Readings:** Conley, Ch 7

Lareau "Unequal Childhoods"

#### **Week 9**

**Midterm Review**

**Midterm Exam**

#### **Week 10**

**Gender**

**Readings:** Conley, Ch 8

Messner "Boyhood, Organized Sports and the Construction of Masculinity"

#### **Week 11**

**Sexuality**

**\*Reflection #3 is due 11/8\***

**Readings:** Martin "Normalizing Heterosexuality"

Taylor and Rupp "Learning from Drag Queens"

#### **Week 12**

**Race and Ethnicity**

**Readings:** Conley, Ch 9

McIntosh "Unpacking the Invisible Knapsack"

Gans "Race as Class"

### **Week 13**

#### **Poverty**

**Readings:** Conley, Ch 10

Ehrenreich "Nickel and Dimed"

#### **Health and Society**

**Readings:** Conley, Ch 11

### **Week 14**

#### **Family**

**Readings:** Conley, Ch 12

Lawson and Leck "Hooking Up on the Internet"

#### **Education**

**Readings:** Conley, Ch 13

Kozol, "Savage Inequalities"

### **Week 15**

#### **Capitalism and the Economy**

**\*Reflection Paper # 4 is due December 11\***

**Readings:** Conley, Ch 14

#### **Religion**

**Readings:** Wilcox, "Religion and the

Domestication of Men"/Final Exam Review

**Final Exam TBA**

### **Helpful Suggestions**

- I am always accessible via email ([jsmith@bmcc.cuny.edu](mailto:jsmith@bmcc.cuny.edu)). Feel free to contact me regarding any concerns or questions you may have about the course or course material. I am also available during office hours as well as by appointment.
- Keep up with current events! As you will learn in this course, it is extremely important to understand what is going on around you. Reading magazines, newspapers, and other sources of reliable information will improve your experience as a student of sociology.
- BMCC has a writing center designed to assist and support students with each stage of the writing process. The writing center is located in Room S-500. You can contact them at 212-220-1384 or [writingcenter@bmcc.cuny.edu](mailto:writingcenter@bmcc.cuny.edu).

### **College Attendance Policy**

- At BMCC, the maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog. For example, you may be enrolled in a four hour class that meets four times a week. You are allowed five hours of absence, not five days. In the case of excessive absence, the instructor has the option to lower the grade or assign an “F” or “WU” grade.

### **Academic Adjustments for Students with Disabilities**

- Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

### **BMCC Policy on Plagiarism and Academic Integrity Statement**

- Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC’s website, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online).

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

Curriculum Proposal

COURSE REVISION

- 1. Name of Department: SOCIAL SCIENCES AND HUMAN SERVICES
- 2. Name and Number of course: ECO 201
- 3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)
- 4. \_\_\_\_\_ Course revised. Check appropriate items.
  - \_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_
  - \_\_\_\_\_ Change course title from \_\_\_\_\_  
to \_\_\_\_\_
  - \_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_
  - \_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_
  - \_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_  
to \_\_\_\_\_
  - \_\_\_\_\_ Change prerequisites from \_\_\_\_\_  
to \_\_\_\_\_
  - \_\_\_\_\_ Change corequisites from \_\_\_\_\_  
to \_\_\_\_\_
  - \_\_\_\_\_ Change course description. Attach a copy of old and new description.
  - Other (Specify): Pathways/ US experience in its diversity

- 5. Reason(s) for change(s): \_\_\_\_\_
- 6. Date effective: Fall 2014

\*\*\*\*\*

Signatures

- 1. Emily B. Anderson 3/18/14  
Department Chairperson or Program Director Date
- 2. Lucretia Dupree 3/18/14  
Scheduling Officer (Advised as to Course Code) Date
- 3. Paula Messeri 3/25/14  
Dean of Academic Affairs (Advised as to format) Date
- 4. \_\_\_\_\_  
Chairperson of Curriculum Committee Date

## 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 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<b>College</b>	Borough of Manhattan Community College
<b>Course Prefix and Number</b>	ECO 201
<b>Course Title</b>	Macroeconomics
<b>Department(s)</b>	
<b>Discipline</b>	
<b>Subject Area</b>	Economics
<b>Credits</b>	Three
<b>Contact Hours</b>	Three
<b>Pre-requisites(if none, enter N/A)</b>	Mat 051
<b>Co-requisites (if none, enter N/A)</b>	
<b>Catalogue Description</b>	This course is intended primarily for those students who intend to pursue professional careers in fields such as economics, finance, management, and administration. It is also open to highly motivated students in other areas. Topics include: national income and national product; saving, consumption, investment, the multiplier theory, fiscal policy, inflation, employment and business cycles. The student will also be acquainted with money, banking, and central bank monetary policies, as well as some of the more significant theories of international trade and economic development.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max
<p><b>Waivers for 4-credit Math and Science Courses</b></p> <p>All Common Core courses must be 3 credits and 3 hours.</p> <p>Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.</p>	
<b>If you would like to request a waiver please check here:</b>	<input type="checkbox"/> Waiver requested
<b>If waiver requested:</b> Please provide a brief explanation for why the course will be 4 credits.	
<b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	



**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

**Learning Outcomes**

**In the left column explain the assignments and course attributes 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:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- 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.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- 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:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- 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"><li>• Identify and apply the fundamental concepts and methods of a life or physical science.</li></ul>
	<ul style="list-style-type: none"><li>• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li></ul>
	<ul style="list-style-type: none"><li>• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li></ul>
	<ul style="list-style-type: none"><li>• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li></ul>
	<ul style="list-style-type: none"><li>• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li></ul>

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

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

**A. World Cultures and Global Issues**

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

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

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

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

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

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

Through papers and other assignments, students will, from a variety of relevant sources, gather information on economic topics such as national income and national product, saving, consumption, investment, the multiplier theory, fiscal policy, inflation, employment, money and monetary policy, as well as some of the more significant theories of international economics. They will assess and interpret the economic implications of government fiscal policy, policies of the Federal Reserve Bank, as well as, international trade policies. Students will develop their quantitative skills to solve problems.

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

Using class discussion and writing assignments, students will critically evaluate economic events such as the Great depression of the 1930s and the Great Recession of 2008. They will analyze the causes and impact of those events. In addition, students will analyze the government's role in the economy and examine how it uses its fiscal policy and monetary policy to influence macroeconomic outcomes.

- Evaluate evidence and arguments critically or analytically.

Through papers and oral presentation, students will develop well-reasoned arguments on relevant economic issues. They will use economic theories, and relevant economic data when supporting conclusions.

- 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:

Macroeconomics introduces students to fundamental concepts related to the economy as a whole. Through discussions, lectures and classroom assignments, students will identify and apply those concepts to real world economic issues. In these analysis students will use established and proven economic methods in solving problems and developing arguments. Identify and apply the theories of demand and supply. Students will use quantitative skills and the concepts and methods of mathematics to solve problems.

- 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

Students will do classroom exercises analyzing

- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

historical economic events such as the Great depression of the 1930s, the Great Recession of 2008, and oil crises of the 1970s. They will analyze the causes and impact of those events.	
By studying international economics, students will evaluate the trade policies and foreign exchange rate policies of the United States and the impact of these policies on the foreign sector. Students would be assessed through assignments and in-class discussions.	<ul style="list-style-type: none"> <li>• Explain and evaluate the role of the United States in international relations.</li> </ul>
<b>C. Creative Expression</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
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:	
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use appropriate technologies to conduct research and to communicate.</li> </ul>

#### D. Individual and Society

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.D) 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 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.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.
- 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.

- 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.E) 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 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.
- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE CITY UNIVERSITY OF NEW YORK**  
**Department of Social Science and Human Services**

**Macroeconomics (ECO 201/005)**  
**Instructor: Albert Duncan, PhD.**  
**Semester: Spring 2014**  
**Hours: 3**  
**Days: Tuesdays and Thursdays**  
**Classroom: S739**

**Credits: 3**  
**Office: # N651W**  
**Phone: 212 220 8000 X 5262**  
**E-mail: aduncan@bmcc.cuny.edu**

**Office Hours: TU 1:00 PM – 4:00 PM**

**Course Description**

This course is intended primarily for those students who intend to pursue professional careers in fields such as economics, finance, management and administration. It is also open to highly motivated students in other areas. Topics include: national income and national product; saving, consumption, investment, the multiplier theory, fiscal policy, inflation, employment and business cycles. The student will also be acquainted with money, banking, and central bank monetary policies, as well as some of the more significant theories of international trade and economic development.

**Prerequisites/Co-requisites** Prerequisite - Mat 051

**Pathways Learning Outcomes**

**Activities**

**Learning Outcomes**

<p>Through Papers and other assignments, students will, from a variety of relevant sources, gather information on economic topics such as national income and national product, saving, consumption, investment, the multiplier theory, fiscal policy, inflation, employment, money and monetary policy, as well as some of the more significant theories of international economics. They will assess and interpret the economic implications of government fiscal policy, policies of the Federal Reserve Bank, as well as, international trade policies. Students will make use quantitative skills to solve problems.</p>	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<p>Through class discussion and writing assignments, students will critically evaluate economic events such as the Great depression of the 1930s and the Great Recession of 2008. They will analyze the causes and impact of those events. In addition, students will analyze the government's role in the economy and examine how it uses its fiscal policy and monetary policy to influence macroeconomic outcomes.</p>	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>Through papers and oral presentation, students will develop well-reasoned arguments on relevant economic issues. They will use economic theories, and relevant</p>	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>



economic data when supporting 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:	
Macroeconomics introduces students to fundamental concepts related to the economy as a whole. Through discussions, lectures and classroom assignments, students will identify and apply those concepts to real world economic issues. In these analysis students will use established and proven economic methods in solving problems and developing arguments. Identify and apply the theories of demand and supply. Students will use quantitative skills and the concepts and methods of mathematics to solve problems.	<ul style="list-style-type: none"> <li>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</li> </ul>
Students will do classroom exercises analyzing historical economic events such as the Great depression of the 1930s, the Great Recession of 2008, and oil crises of the 1970s. They will analyze the causes and impact of those events.	<ul style="list-style-type: none"> <li>Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
By studying international economics, students will evaluate the trade policies and foreign exchange rate policies of the United States and the impact of these policies on the foreign sector. Through assignments and class discussions, they would be assessed.	<ul style="list-style-type: none"> <li>Explain and evaluate the role of the United States in international relations.</li> </ul>

### Additional Learning Outcomes and Assessment tools

#### Learning Outcomes

#### Assessment

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
1. demonstrate a basic understanding of the theories associated with principles of macroeconomics: what shapes the GDP, how	1. <b>Class participation and in-class quizzes:</b> oral and written test of student's ability to explain the basic concepts of macroeconomic

is money “created,” what can lead to economic downturns or to inflation (or deflation), what are the actions the government can take to address these problems?	theory and decision making at the level of the economy.
2. better evaluate the national economy within the context of global economic events and critically assess government economic policies with respect to the national economy	2. <b>Midterm and Final exams:</b> test of student understanding of fiscal and monetary policies and their applicability to current national economic issues (using multiple choice and short essay format).
3. understand relationships between economics, other social sciences, and mathematics	3. <b>Papers:</b> write papers demonstrating the student’s ability to apply the theoretical concepts learned in the class to a real world firm and market and evaluate government policies as they apply to this firm.

### What makes this course a Writing Intensive Course?

This is a Writing Intensive course that fulfills the WI requirement for graduation. Writing intensive courses pay special attention to developing critical reading, writing, and analytic skills to prepare students for college-level coursework in general. Both informal and formal writing will be designed to maximize your understanding of the subject matter. Formal writing assignments, at least 10-12 pages total, account for a significant portion of your grade and will include opportunities for revision.

<b>Student Learning Outcomes (Students will be able to...)</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column)</b>
1. complete (a) formal writing assignment(s) of at least 10-12 pages in length that has/have gone through the revision process (e.g. research paper, content-related report, essay).	1. <b>Papers:</b> write formal paper (with revisions) demonstrating the student’s ability to apply the theoretical concepts learned in the class to a real world firm and market and evaluate government policies as they apply to this firm
2. generate pieces of informal writing in response to a variety of prompts, concepts, situations or reading assignment.	2. <b>Class participation/Discussion boards and in-class quizzes:</b> informal writing to test student’s ability to explain the basic concepts of microeconomic theory and decision making at the level of the economy. This includes responses to weekly discussion questions as well participation in class discussions and short-essay responses on quizzes.

Below are the college’s general education goals that will be covered in this course.

<b>General Education Goals</b>	<b>Measurements (means of assessment for general education goals listed in the first column)</b>
<b>Social and Behavioral Sciences-</b> Students will be able to apply the concepts and methods of the social sciences	<b>Research papers:</b> test the student’s ability to evaluate government policies using real world examples.
<b>Quantitative Reasoning-</b> Students will be able to	<b>Standardized test:</b> test a student’s ability to

use quantitative skills and the concepts and methods of mathematics to solve problems.

represent economic theory using basic mathematical models as presented in the textbook and discussed in class.

### **Required Text & Readings**

The required Textbook is **Exploring Macroeconomics, 6th Edition by Robert L. Sexton. Thomson South-Western 2011. ISBN: 978-1-111-97031-4**

The study guide is recommended should you desire additional assistance in your studying. Reading assignments are mostly from the textbook. But, the class lecture, in addition, draws on a variety of sources to supplement the assigned chapters.

### **Use of Technology**

Apart from students doing internet research, Blackboard will be used as an additional communication tool between students and instructor. Also, Students' scores and grades will be posted on this tool so that students can monitor their progress.

### **Evaluation & Requirements**

Each student is expected to attend all classes and to complete all written and reading assignments. Your final grade will be based upon a mid-term (35%), quizzes and written assignments (20 %), final exam (35%). In addition, attendance and participation in class discussions (10%)

### **Grade Distribution**

100-93 A  
92-90 A-  
89-87 B+  
86-83 B  
82-80 B-  
79-77 C+  
76-73 C  
72-70 C-  
66-63 D  
60-62 D-  
0-59 F

**Please note that this class does not offer extra work for extra credit.**

### **College Attendance Policy**

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

### **Lateness**

Students arriving late will be required to sign a "late sheet." It is the students' responsibility to ensure signing in if arrived late.

### **Academic Adjustments for Students with Disabilities**

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

**BMCC Policy on Plagiarism and Academic Integrity Statement**

Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as, direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC’s web site, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college

**Course Outline**

PERIOD	TOPIC	CHAPTER
Week 1	The Role and Method of Economics	1 & Appendix
	Economic behavior	
	Economic theory	
	Pitfalls in Scientific reasoning	
	Positive and normative analysis	
	Understanding graphs	
Week 2	The Economic way of Thinking	2 & 3
	Scarcity, choices, costs, trade-offs	
	Marginal thinking	
	Specialization and trade	
	Markets and improved efficiency.	
	Economic growth	
Week 3	The Market forces of Demand and Supply	4 & 5
	Markets	
	Determinants of Demand and Supply	
	Demand and Supply schedules and curves	
	Shifts of the Demand and Supply curves	
Week 4	Market Failures & the Role of Policy	8 & 9
	Public goods	
	Public choice & voting	
Week 5	Macroeconomic Foundations	10
	Unemployment	
Week 6	Macroeconomic Foundations	10
	Inflation	
	Economic Fluctuation	

Week 7	Measuring Economic Performance	11
	MID-EXAM	
	Gross Domestic Product	
	Income Per Capita	
Week 8	Economic Growth in the Global Economy	12
	Investment and productivity	
	The role of Human Capital	
Week 9	Aggregate Demand and Aggregate Supply	14
	Macroeconomic equilibrium	
	Equilibrium Price Level	
Week 10	Aggregate Expenditure Model	15
	Spending by sectors	
	The composition of total expenditure	
Week 11	Fiscal Policy	16
	Government budget & spending	
	Tax policy	
Week 12	Monetary Institutions	17
	Banks & other financial intermediaries	
	Financial assets	
	The interest rate & loanable funds market	
Week 13	Federal Reserve System & Monetary Policy	18
	Types of Money	
	Bank accounting & lending	
	The tools of monetary policy	
Week 14	International Trade	20
	The Current Account Balance	
	Exchange Rates & Price Levels	
Week 15	International Finance	21
	Balance of Payments	
	Exchange Rates & Finance	
	FINAL EXAM	

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York



Curriculum Proposal

COURSE REVISION

1. Name of Department: SOCIAL SCIENCES AND HUMAN SERVICES
2. Name and Number of course: ECO 151
3.  This course is being withdrawn. (Go to 5)
4.  Course revised. Check appropriate items.
  - Change course number from \_\_\_\_\_ to \_\_\_\_\_
  - Change course title from \_\_\_\_\_  
to \_\_\_\_\_
  - Change course hours from \_\_\_\_\_ to \_\_\_\_\_
  - Change course credit from \_\_\_\_\_ to \_\_\_\_\_
  - Change basic skills requirements from \_\_\_\_\_  
to \_\_\_\_\_
  - Change prerequisites from \_\_\_\_\_  
to \_\_\_\_\_
  - Change corequisites from \_\_\_\_\_  
to \_\_\_\_\_
  - Change course description. Attach a copy of old and new description.
  - Other (Specify): Pathways/world cultures & global issues

5. Reason(s) for change(s): \_\_\_\_\_
6. Date effective: Fall 2014

\*\*\*\*\*

Signatures

1. Emily B. Anderson 3/18/14  
Department Chairperson or Program Director Date
2. Lupe D. Lopez 3/18/14  
Scheduling Officer (Advised as to Course Code) Date
3. Robert Masseria 3/25/14  
Dean of Academic Affairs (Advised as to format) Date
4. \_\_\_\_\_  
Chairperson of Curriculum Committee Date



## 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 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<b>College</b>	Borough of Manhattan Community College
<b>Course Prefix and Number</b>	ECO 151 AFL 151
<b>Course Title</b>	Political Economy of the Caribbean
<b>Department(s)</b>	
<b>Discipline</b>	Economics
<b>Subject Area</b>	
<b>Credits</b>	Three
<b>Contact Hours</b>	Three
<b>Pre-requisites(if none, enter N/A)</b>	ESL 094; ENG 088; ACR 094.
<b>Co-requisites (if none, enter N/A)</b>	ESL 094; ENG 088; ACR 094.
<b>Catalogue Description</b>	This is a study of the factors affecting the economies of the English and French speaking countries of the Caribbean region. The effects of international diplomacy, multinational corporate policies, educational and social determinants, and economic policies are evaluated.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max
<p><b>Waivers for 4-credit Math and Science Courses</b></p> <p>All Common Core courses must be 3 credits and 3 hours.</p> <p>Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.</p>	
<b>If you would like to request a waiver please check here:</b>	<input type="checkbox"/> Waiver requested
<b>If waiver requested:</b> Please provide a brief explanation for why the course will be 4 credits.	
<b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

**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

**Learning Outcomes**

In the left column explain the assignments and course attributes 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:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- 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.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- 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:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

<b>C. Life and Physical Sciences:</b> Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a life or physical science.</li> </ul>
	<ul style="list-style-type: none"> <li>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> </ul>
	<ul style="list-style-type: none"> <li>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> </ul>
	<ul style="list-style-type: none"> <li>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>
<b>II. Flexible Core(18 credits)</b>	
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.	
<b>A. World Cultures and Global Issues</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Through Papers and assignments and group activities, students will, from a variety of relevant sources, gather, interpret and assess information on the factors affecting the economies of the English and French speaking countries of the Caribbean region. In addition, students will gather and assess information on major historical events.	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
Through class discussion and written assignments, students will critically evaluate socioeconomic and political issues of the Caribbean region. In addition, students will analyze how the discussed historical events, as well as, current events, are impacting the region's socioeconomic development.	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
Through papers and oral presentation, students will develop well-reasoned arguments on the political and economic issues of the Caribbean territories. They will use economic theories and economic data when supporting arguments.	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	

<p>Through assignments, students will identify the performance of the Caribbean economies from the colonial era to the present and analyze some of the economic problems facing the Caribbean countries. In these analyses, students will apply the concepts and methods of economics using quantitative skills when necessary.</p>	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul>
<p>Students will discuss and study the characteristics of these diverse groups of people of the Caribbean. Using class discussion and oral presentations students will analyze the historical events such as slavery, indentured servants, and colonialism, which influenced West Indian culture.</p>	<ul style="list-style-type: none"> <li>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze the historical development of one or more non-U.S. societies.</li> </ul>
<p>Colonization of the West Indies by Europeans is a major movement that has helped shaped many world societies. Through assignments, students will analyze the significant impact of colonialism on many world societies, especially the Caribbean region.</p>	<ul style="list-style-type: none"> <li>• Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>

## 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.

- 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.D) 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 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.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.
- 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.

- 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.E) 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 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.
- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.



BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
City University of New York  
Center for Ethnic Studies

Caribbean Political Economy  
(AFL 151/ECO 151)  
Semester: Fall, 2013  
Credits: 3  
Classrooms: N466  
Time: M –TH 5:30 – 6: 45 pm  
Office Hours: TU 1:00 PM – 4:00 PM

Class hours: 3  
Prof: Albert Duncan PhD  
Office # N651W  
Phone: 212 220 8000X5262  
E-mail: aduncan@bmcc.cuny.edu  
or [duncanalbert@aol.com](mailto:duncanalbert@aol.com)

**Course Description**

This is a study of the factors affecting the economies of the English and French speaking countries of the Caribbean region. The effects of international diplomacy, multinational corporate policies, educational and social determinants, and economic policies are evaluated.

Prerequisites/Co-requisites: ESL 094; ENG 088; ACR 094.

**Meeting Pathways Requirements**

Assignments

Learning Outcomes

<p>Using Papers and group activities, students will, from a variety of relevant sources, gather, interpret and assess information on the factors affecting the economies of the English and French speaking countries of the Caribbean region. In addition, students will gather and assess information on major historical events such as Christopher Columbus’ discovery of the New World; African slave trade and the sugar plantation system of the 18<sup>th</sup> and early 19<sup>th</sup> centuries which has had tremendous impact on the character of Caribbean societies.</p>	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<p>Using class discussion and written assignments, students will critically evaluate socioeconomic and political issues of the Caribbean region. In addition, students will analyze how the discussed historical events, as well as, current events, are impacting the region’s socioeconomic development.</p>	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>Using papers and oral presentation, students will develop well-reasoned arguments on the political and economic issues of the Caribbean territories. They will use economic theories, economic data</p>	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

when supporting arguments.	
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Students will trace the performances of the Caribbean economies from the colonial era to the present and analyze some of the economic problems facing the Caribbean countries. In these analyses, students will apply the concepts and methods of economics using quantitative skills when necessary.	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul>
The culture of the Caribbean is very diverse. Students will discuss and study the characteristics of these diverse groups of people. Using class discussion and oral presentations students will analyze the historical events such as slavery, indentured servants, and colonialism, which influence West Indian culture.	<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>
Colonization of the West Indies by Europeans is a major movement that has helped shaped many world societies. Students will analyze the significant impact of colonialism on many world societies especially the Caribbean region.	<ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>

### Additional Learning Outcomes and Goals

Student Learning Outcomes	General Education Goals
Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
<ol style="list-style-type: none"> <li>Demonstrate understanding of the critical role that economics and politics play in the Caribbean society.</li> <li>Critically evaluate government policy with respect to economics and apply fundamental macroeconomic principles to</li> </ol>	Standardized test/research paper: test a student's ability to explain (in the format of short essays) the role economics and politics play in the Caribbean society.

real work/life situations	
3. Apply the concepts, language and methodology used in economics through quantitative methods, reading comprehension and writing.	Case briefings/oral presentations/standardize test: the case briefing/oral presentation requires students to explain a particular economic event by comparing explanations provided by different theories and using the appropriate terminology as presented in class lectures and reading assignments when making their presentation.
4. Evaluate and interpret economic data.	<b><u>In-class problem solving /exams:</u></b> test a student's ability to understand and interpret observed socioeconomic data, based on the theories discussed in class, and to formulate appropriate policy suggestions.
5. demonstrate understanding of the involvement and domination of the United States and the International Monetary Fund in the Caribbean.	<b><u>Written assignments/standardize test</u></b>
6. Briefly trace the performances of the Caribbean economies from the colonial era to the present and analyze some of the economic problems facing the Caribbean countries	<b><u>Oral presentations/standardize test</u></b>

General Education Goals	Measurements (means of assessment for general education goals listed in first column)
<p><b>1. Communication Skills-</b> Students will write, read, listen and speak critically and effectively.</p>	<p><b><u>Research paper and oral presentation:</u></b> will test student's ability to effectively communicate both in the oral and written forms on issues relating to the political economy of the Caribbean.</p>
<p><b>2. Quantitative Reasoning-</b> Students will use quantitative skills and the concepts and methods of mathematics to solve problems.</p>	<p><b><u>Standardized test:</u></b> test a student's ability to represent political and economic theory using basic mathematical models as presented in the reading materials and discussed in class.</p>
<p><b>3. Information &amp; Technology Literacy-</b> Students will collect, evaluate and interpret information and effectively use information technologies.</p>	<p><b><u>Research paper:</u></b> test student's ability to make effective use of technology and conduct research using appropriate strategies.</p>

#### Required Text

There is no required text for this class

#### **Reading Materials will include the following**

1. Diversity Amid Globalization by Rowntree., Et al. (Chapter 5: The Caribbean
2. "Financial Institutions and Remittances Market in the Dominican Republic" by Lenora Suki
3. The Caribbean in the Wider World, 1492-1992 by Bonham C. Richardson
4. "Globalization, Fragmentation and Integration: A Caribbean Perspective." By Norman Girvan
5. Devaluation And Trade: A Comparison of Guyana, Jamaica and Trinidad and Tobago;  
by Albert Duncan
6. "Promoting Productivity Through National Policies" by Carl Stone
7. "Tourism Trends and Development in the Bahamas" by Anthony Hall.

### **Use of Technology**

Apart from students doing internet research, Blackboard will be used as an additional communication tool between students and instructor. Also, Students' scores and grades will be posted on this tool so that students can monitor their progress.

### **Evaluation & Requirements**

Each student is expected to attend all classes and to complete all written and reading assignments. Your final grade will be based upon your performance on written test, assignments, quizzes and group activities.

Students will be assigned to teams and a series of seven group presentations will be done toward the end of the Semester. Each group will make one presentation and grades will be assigned to members of each group on the basis of the paper submitted and the quality of the oral presentation. There will also be an evaluation of each team member by others. In the presentation a selected student from each group will give a summary of the written paper. The paper should be typed double-spaced on 8-1/2- inch paper, with one inch margins on each side, in 12 point type. The length of the paper should be 10 to 15 pages. This limit does not include the title page and bibliography.

Attendance/Participation in classroom discussion	-10%
Mid-Term	35%
Final Exam	35%
Group Presentation and Paper	20 %
<b>Total</b>	<b>100%</b>

### **Grade Distribution**

100-93 A  
92-90 A-  
89-87 B+  
86-83 B  
82-80 B-  
79-77 C+  
76-73 C  
72-70 C-  
66-63 D  
60-62 D-  
0-59

**Please note that this class does not offer extra work for extra credit.**

## Course Outline

Week 1	<b>BRIEF CARIBBEAN GEOGRAPHY</b> <ol style="list-style-type: none"><li>1. Location</li><li>2. Formation</li><li>3. Comparative size, population and resources</li></ol>
Week 2	<b>DISCOVERY</b> <ol style="list-style-type: none"><li>1. Indigenous people</li><li>2. Search for gold</li><li>3. piracy</li></ol>
Week 3	<b>COLONIZATION, SLAVERY AND THE SUGAR CANE CULTIVATION</b> <ol style="list-style-type: none"><li>1. Triangular Slave Trade</li><li>2. Plantation System</li></ol>
Week 4	<b>SLAVE REBELLION AND SLAVERY AOBOLITION</b> <ol style="list-style-type: none"><li>1. Haiti Independence</li><li>2. Maroons of Jamaica</li><li>3. Indentured Servants</li></ol>
Week 5	<b>D. EXTERNAL INFLUENCE</b> <ol style="list-style-type: none"><li>1. U.S Basin initiative</li><li>2. European influence</li></ol>
Week 6	<b>AMERICA'S INFLUENCE</b> <ol style="list-style-type: none"><li>1. Cuban Revolution</li><li>2. Cuban Missile Crisis</li><li>3. Bay of Pigs</li><li>4. Caribbean Basin Initiative</li></ol>
Mid-term Exam	
Week 7	<b>MIGRATION AND ITS IMPACT</b> <ol style="list-style-type: none"><li><b>1. Caribbean Diaspora</b></li><li>2. Remittance</li><li>3. Crime &amp; drugs</li></ol>
Week 8	<b>POLITICAL AND ECONOMIC INTEGRATION</b> <ol style="list-style-type: none"><li>1. Federation of the West Indies</li><li>2. CARICOM</li><li>3. OECS</li></ol>
Week 9	<b>POLITICAL SYSTEMS</b>
Week 10	<b>CARIBBEAN ECONOMIC SECTORS</b> <ol style="list-style-type: none"><li>1. Tourism</li><li>2. Agriculture</li></ol>



	3. Mining
Week 11	<b>CARIBBEAN ECONOMIC CHALLENGES</b>  1. Macroeconomic Balances 2. Government Debt 3. Disadvantages of size 4. Infrastructure
Week 12	<b>IMF STRUCTURAL ADJUSTMENT POLICIES TOWARDS THE CARIBBEAN</b>
Week 13	<b>GLOBALIZATION AND THE CARIBBEAN ECONOMY</b>
Week 14	<b>SPORTS, FESTIVAL AND MUSIC: THEIR ECONOMIC IMPACT</b>
Week 15	<b>GROUPS PRESENTATION</b>
Final Exam	

### **College Attendance Policy**

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

#### Academic Adjustments for Students with Disabilities

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

### **BMCC Policy on Plagiarism and Academic Integrity Statement**

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's web side, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college.

Everyone is expected to practice common courtesy while in our class. Beeping cell phones, talking on cell phones, and checking email during class is rude and not acceptable behavior.

## SCIENCE DEPARTMENT MEETING MINUTES

11/13/2013

**In attendance:** Aggarwal, Alva, Ardebili, Boydston-White, Chen, Creaco, Danila, DeLeon, Dewprashad, Ecevit, Ford, Gambino, Geddis, Goodwyn, Gossiau, Hernandez, Hoffmann, Jayant, Johnston-Tezapsidis, Koroch, Kosky, Krauss, Kurt, Lee, Mata, Mazur, McKernan, Meyers, Minor, Navarro, Nguyen, Pavel, Penner, Priano, Raynor, Rice, Rivera, Robbins, Rywkin, Salm, Schnebel, Tesfagiorgis, Thomas, Thompson, Tribiano, Tsiklauri, Van Loon, Wickstrom, Yanagisawa, Yu, Yumak, Zaitsev, Zhang, Zoglin.

**Absent:** Adem, DeRosa, Levine, Merolle, Niyazov, Salami, Sigamoney, Slavin, Spevack, Vozick, Waldman.

### Meeting called to order at 2:07 pm

- Minutes approved unanimously.
- Prof. Hernandez reminds the audience that students should always be advised using DegreeWorks.
- Faculty observations for adjuncts are due today. For unsatisfactory reports, the presence of a third, senior, faculty is required for the post-observation conference.
- Prof. Levent Kurt is introduced.
- Prof. Hernandez: good students should be encouraged and recommended to work as tutors. Profs. Hoffmann, Zaitsev, Ecevit and Yumak are responsible for interviewing and approving science tutors.
- Prof. Schnebel: course coordinators should check whether the correct textbooks are displayed online.
- Prof. Krauss has been appointed to the Academic Senate Instructional Committee.
- Prof. Krauss: general science assessments are available online – expect instructions. Also, starting next semester, student evaluations will be done online. Issues remain on how and when they will be made available to the students. Before the drop deadline might be too early. He will draft a requirement in this regard.

- Prof. Kosky proposes a motion to change the prerequisites for ESC 211 to CHE 201, PHY 225 and MAT 303, all three passed with a minimum grade of C. Motion approved.
- Profs. Mata and Korocho propose a new course entitled “Plant Biology”, BIO 270.
  - Prerequisites: MAT 056 and BIO 220
  - Co-requisite: CHE 202 or departmental approval
 Course proposal approved.
- Prof. Geddis proposes a new course entitled “Environmental Science”, ENV 250. Prerequisites would be BIO 220 and CHE 202. Course proposal approved.
- Prof. McKernan: the college publicity office is asking for the names and pictures of the faculty who do research.
- Prof. Ford: of the five strong BMCC applicants, one has been accepted for a full scholarship to study Astronomy.
- Prof. Rice announces a presentation by Prof. Yanagisawa at the upcoming science club meeting.
- On behalf of the Safety Committee, Prof. Mata reminds the audience to always log out of classroom computers at the end of the lecture, otherwise the G drive is exposed. It is agreed that much of the sensitive information on the G drive can be removed.
- Prof. Krauss announces an upcoming presentation at Technology Day.
- Prof. Robbins suggests that updated information about the department committees (members, chairs) should be made available.
- Prof. Ford: the union is collecting adjunct instructor stories about their experiences. There is a page on the CUNY website that allows them to input their stories.
- Prof. Penner brings up the problem of plagiarism. A zero grade and a warning are suggested for first-time offenders, with referral to the disciplinary committee at the second offense.
- Prof. Van Loon: the icemaker must be repaired.
- Prof. Yanagisawa will send a list of the writing-intensive Science courses.

**Meeting adjourned at 3:17 pm**

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

Curriculum Proposal  
COURSE REVISION

1. Name of Department: \_\_\_\_\_
2. Name and Number of course: Developmental Psychology (PSY 240)
3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)
4. \_\_\_\_\_ Course revised. Check appropriate items.  
\_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change course title from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change prerequisites from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change corequisites from \_\_\_\_\_  
to \_\_\_\_\_  
 \_\_\_\_\_ Change course description. Attach a copy of old and new description.  
\_\_\_\_\_ Other (Specify): \_\_\_\_\_
5. Reason(s) for change(s): \_\_\_\_\_
6. Date effective: \_\_\_\_\_

\*\*\*\*\*

Signatures

1. Emily B. Anderson \_\_\_\_\_ 3/3/14 \_\_\_\_\_  
Department Chairperson or Program Director Date
2. [Signature] \_\_\_\_\_ 3/11/14 \_\_\_\_\_  
Scheduling Officer (Advised as to Course Code) Date
3. [Signature] \_\_\_\_\_ 3/14/14 \_\_\_\_\_  
Dean of Academic Affairs (Advised as to format) Date
4. \_\_\_\_\_ \_\_\_\_\_  
Chairperson of Curriculum Committee Date

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York  
Department of Social Sciences and Human Services

Psy 240 – Developmental Psychology

The proposed course revision involves:

Updating the course description

Rationale for changing the course description:

The old course description was written many years ago. It does not reflect current knowledge in the field, and therefore new course description and objectives were developed. The new course description and objectives were written by two full-time faculty members who teach developmental psychology courses on a regular basis. In addition, the new course description is aligned with current course descriptions of corresponding courses offered by several senior CUNY colleges.

Currently used (old) course description:

A systematic examination is made of the behavioral changes which occur during principal stages of the life span, their flexibility and stability. Attention is given to genetic, physiological and social forces affecting human development.

The proposed (new) course description:

This course explores cognitive, emotional, and behavioral changes across the lifespan. Attention is given to how biological and sociocultural factors shape the individual.

## Developmental Psychology

Descriptions of similar courses offered at several senior CUNY Colleges

### **Brooklyn College**

#### **PSYC 2200 – Lifespan Development (3 hrs., 3cr.)**

Study of the person throughout the lifespan. Emphasis on the physical, cognitive and social development of the individual.

Prerequisites: Psychology 1000

### **Hunter College**

#### **PSYCH 15000 – Human Development (3 hrs., 3 cr.)**

Development from conception to death; biological, physiological, and social factors and their interactions at each stage.

Prerequisites: Psychology 10000

### **Queens College**

#### **PSYCH 217 – Life-Span Developmental Psychology (3 hrs., 3 cr.)**

An introduction to contemporary views on the behavioral, cognitive, and emotional changes associated with age and developmental status throughout the life span; theories of development, particularly those that deal with lifetime processes, rather than only with early development.

Prerequisites: Psych 101

### **College of Staten Island (4 hrs., 4 cr.)**

#### **Psy 242 Developmental Psychology**

A survey of psychological growth and development during childhood, adolescence, young adulthood, middle age, and old age. The emphasis will be placed on developmental tasks as distinguishing features of successive life stages. Patterns of intellectual growth, psychological growth under different social-cultural conditions, personality, and social development will be considered.

Prerequisites: PSY 100, ENG 151, COR 100.



**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**

City University of New York

Department of Social Science

**Title of Course: Developmental Psychology 240**

**Section: 092**

**Semester: Fall 2012**

**Instructor: Dr. J. Pinkney Pastor**

**Credits: 3 Hours: 3**

**Class Schedule: M & W 9:30 – 10:45 a.m.**

**Classroom: Room N771**

**Contact Information:**

**Main Office – Room N612**

**Phone – (212) 220-1223**

**Email: [jpastor@bmcc.cuny.edu](mailto:jpastor@bmcc.cuny.edu)**

**Lab hours: None**

**Prerequisites: Psychology 100**

**Office Hours:**

**Monday: 1 – 2 pm, Room N612**

**Tuesday: 2 – 3 pm, Room M1116b**

**Thursday: 2 - 3 pm, Room M1116b**

**Required Text & Readings:**

Boyd & Bee (2012; 2009). Lifespan Development, 6<sup>th</sup> Edition. Pearson/Prentice Hall  
[www.pearsonhighered.com](http://www.pearsonhighered.com); ISBN 13: 978-0-205-048755 (A la Carte paperback)

**Course Description:** We will examine the biological, socio-cultural, and individual factors that work together to impact the psychological growth and development of a person across their life-span. In addition, we will study these factors to identify the patterns of change that occur from conception through the end of life. We will also explore socio-cultural contexts, issues of diversity, and social policies that can improve the well-being of people across their life-spans.

**Use of Technology:** Power points will be presented in “smart classrooms.” Occasionally, the class will watch film clips on DVD to explore various topics. Power point slides and other handouts will be posted on Blackboard.

**Student Learning Outcomes and Assessments:** Students will:

- 1) Demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in developmental psychology. **Assessment: Class discussions, assignments, and exams**
- 2) Develop critical thinking, skeptical inquiry, and problem-solving skills to address problems related to growth and change throughout the lifespan. **Assessment: Class discussions, assignments, and exams**
- 3) Identify and describe the basic research methods used in developmental psychology, and realize the limitations of those methods as well. **Assessment: Class discussions, assignments, class exercises and exams**
- 4) Explain the value of empirical evidence and tolerating ambiguity, and demonstrate how psychological explanations may vary across populations and contexts. **Assessment: Class discussions, assignments and exams**
- 5) Illustrate how psychological principals affect personal, social, and organizational issues. **Assessment: Class discussion, assignments, and exams**
- 6) Recognize, describe, and explain the complexity of socio-cultural diversity. **Assessment: Class discussion, assignments, and exams**
- 7) Exhibit insight into their own and others’ psychological growth and change throughout the lifespan. **Assessment: Class discussions, assignments and exams.**

General Education Goals	Measurement/Assessment of Goals
<b>Social and Behavioral Sciences:</b> Students will summarize and differentiate key concepts and methods of the social sciences.	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Class discussion</li> <li>• Assignments</li> </ul>
<b>Communication Skills:</b> Students will write, read, listen and speak critically and effectively.	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Class discussions</li> <li>• Assignments</li> </ul>
<b>Information &amp; Technology Literacy:</b> Students will collect, evaluate and interpret information and effectively use information technologies.	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Class discussions</li> <li>• Assignments</li> </ul>
<b>Values-</b> Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Assignments</li> </ul>

### Evaluation & Requirements of Students

**Requirements & Assessments:** Please read assigned chapters prior to class. If you are unable to purchase the book, please see me for possible solutions. There will be three exams worth a total of 90 points, and two graded homework assignments worth a total of 10 points. Attendance, class participation in discussions and class exercises can be added to your final grade as possible bonus points.

**Missed Exams:** Subject to review, I am willing to grant make-ups for the first two **exams** when appropriate documentation is provided (i.e., Emergency Room medical note, military orders, court letters, etc.). **However, you must not miss the final exam (unless the college is closed for bad weather).** Please call or email me if you are having difficulty with attendance.

#### Evaluation:

- Your final grade will be computed by adding up points from the 3 exams and 2 assignments for a total of 100 points. Each exam is worth 30 points. Each written assignment is worth 5 points.

#### Grade Scale:

<u>Points</u>	<u>Grade</u>
94 -100	A
90 - 93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
Below 60	F

**Bonus Points:** You may qualify for 5 or more bonus points to your final grade by demonstrating good attendance, participation in class discussions, and a positive attitude. You cannot exceed 3 absences to qualify for this bonus, (i.e., 4 or more absences will prevent you from receiving this bonus.) *You will also have an opportunity to answer additional bonus point questions on your exams to earn extra points.*

**Penalties for Consistent Lateness:** Chronic lateness to class can have a negative effect on your academic performance. After 4 lateness entries, each successive lateness will be counted as  $\frac{1}{4}$  of one absence.

**Penalties for Poor Attendance, Behavior, or Participation:** you may lose 5 points off of your final grade for poor attendance, inappropriate behavior or unruly and disruptive participation. Poor attendance is defined as 5 or more absences, however, I will excuse absences if you provide appropriate documentation (i.e., doctor's note, military orders, court appointments, emergency room visit, etc.). Also, see the BMCC Attendance Policy on page 3, which allows the professor to fail students for excessive absences.

**Penalties for Use of Electronic Devices:** Unless explicit permission is granted by myself, there will be no use of electronic devices or their applications (cell phones, texting, emailing, MP3s, I-Pads, tablets, laptops, etc.) in this classroom. Please be sure to turn off all such devices once class has begun. Failure to heed to this policy will result in penalties to your final grade.

#### **BMCC College Attendance Policy**

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, in a three credit/three-hour class, you are allowed 4 hours of absence (not 4 days), which adds up to 3 days and 15 minutes. In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

#### **BMCC Policy on Academic Adjustments for Students with Disabilities**

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Accessibility located in Room N320. BMCC is committed to providing equal access to all programs and curricula to all students.

#### **BMCC Policy on Plagiarism and Academic Integrity Statement**

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's web side, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu)

<b>Academic Schedule</b>	<b>Dates</b>
• Chapter 1: Basic Concepts and Methods	8/27 - 8/29
• Chapter 2: Theories of Development	9/5 - 9/10
• Chapter 3: Prenatal Development and Birth	9/12-9/19
• Chapter 4: Physical, Sensory, and Perceptual Development in Infancy	9/24
• Chapter 5: Cognitive Development in Infancy	10/1
• Chapter 6: Social and Personality Development in Infancy	10/3
• <b>Exam 1</b>	<b>10/10</b>
• Chapter 7: Physical and Cognitive Development in Early Childhood	10/15
• Chapter 8: Social and Personality Development in Early Childhood	10/17
• Chapter 9: Physical and Cognitive Development in Middle Childhood	10/22
• Chapter 10: Social and Personality Development in Middle Childhood	10/24
• Chapter 11: Physical and Cognitive Development in Adolescence	10/29
• Chapter 12: Social and Personality Development in Adolescence	10/31
• <b>Exam 2</b>	<b>11/5</b>
• Chapter 13: Physical and Cognitive Development in Early Adulthood	11/7
• Chapter 14: Social and Personality Development in Early Adulthood	11/12
• Chapter 15: Physical and Cognitive Development in Middle Adulthood	11/19
• Chapter 16: Social and Personality Development in Middle Adulthood	11/21
• Chapter 17: Physical and Cognitive Development in Late Adulthood	11/28
• Chapter 18: Social and Personality Development in Late Adulthood	12/03
• Chapter 19: Death, Dying, and Bereavement	12/10
• Review for Final Exam	12/12
• <b>Exam 3 (Final)</b>	<b>12/17</b>

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: \_\_\_\_\_
2. Name and Number of course: Child Psychology (Psy 250)
3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)
4. \_\_\_\_\_ Course revised. Check appropriate items.  
\_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change course title from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change prerequisites from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change corequisites from \_\_\_\_\_  
to \_\_\_\_\_  
 Change course description. Attach a copy of old and new description.  
\_\_\_\_\_ Other (Specify): \_\_\_\_\_
5. Reason(s) for change(s): \_\_\_\_\_
6. Date effective: \_\_\_\_\_

\*\*\*\*\*

Signatures

1. Emily B. Anderson \_\_\_\_\_ Date 3/3/14  
Department Chairperson or Program Director
2. [Signature] \_\_\_\_\_ Date 3/11/14  
Scheduling Officer (Advised as to Course Code)
3. [Signature] \_\_\_\_\_ Date 3/11/14  
Dean of Academic Affairs (Advised as to format)
4. \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson of Curriculum Committee

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York  
Department of Social Sciences and Human Services

Psy 250 – Child Psychology

The proposed course revision involves:

Updating the course description

Rationale for changing the course description:

The old course description was written many years ago. It does not reflect current knowledge in the field, and therefore new course description and objectives were developed. The new course description and objectives were written by two full-time faculty members who teach developmental psychology courses on a regular basis. In addition, the new course description is aligned with current course descriptions of corresponding courses offered by several senior CUNY colleges.

Currently used (old) course description:

In this course physiological, motivational, emotional, and intellectual aspects of behavior from birth to adolescence are studied. Students are taught how individual, social, and cultural factors affect children's development.

The proposed (new) course description:

This course explores biological, cognitive, and emotional growth from conception through adolescence. Attention is paid to the interplay of individual and sociocultural factors that influence the course of psychological development.

## Child Psychology

Descriptions of similar courses offered at several senior CUNY colleges

### Brooklyn College

#### **PSYC 2210 – Introductory Child Psychology (3 hrs., 3 cr.)**

Principal features of the psychological development of children. Lectures, discussions, class period observations.

---

Prerequisites: PSYC. 1000 OR PSY 2

### Hunter College

#### **PSYCH 21000 – Child Development (3 hrs., 3 cr.)**

Emotional, social, motor, and cognitive development as influenced by genetic, cultural and individual factors during the first twelve years of life.

Prerequisites: PSYCH 10000 and one additional PSYCH course; ENGL 12000.

### Lehman College

#### **PSY 217 – Child Psychology (3 hrs., 3 cr.)**

Consideration of theories, research findings, and methodology with respect to physical growth, sensorimotor, emotional, cognitive, perceptual conceptual, language, and intellectual development of the individual prior to adolescence.

Pre-requisite PSY 166

### Queens College

#### **PSY 214 - Developmental Psychology: Infancy and childhood (3 hrs., 3 cr.)**

A review of the theories, research methods, and empirical findings in the area of behavioral development, focusing on the human infant and child.

Prerequisites: PSYCH 101

### York College

#### **PSY 215 – Human Development I: Infancy/Childhood (3 hrs., 3 cr.)**

Analysis and integration of theoretical conceptions and the empirical evidence for human development from pre-natal life through late childhood, examination of neurophysiological, cognitive, emotional, motivational and behavioral systems. The application of basic concepts to problems of school and clinic.

Prerequisites: Psy 102.



**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**  
City University of New York

Department of Social Sciences and Human Services

**Course Title: Child Psychology**  
(Psy 250, section 008)

**Instructor: Dr. Masha Komolova**

COURSE INFORMATION:

Semester - Fall 2013

3 credits

Schedule - Mon & Wed 4 – 5:15 PM

Room - F307

Prerequisites - (ENG 88 or ESL 94), ACR 94,  
and PSY 100

CONTACT INFORMATION:

Office - Room N651R

Phone - 212-220-8000, x5275

Email - [mkomolova@bmcc.cuny.edu](mailto:mkomolova@bmcc.cuny.edu)

OFFICE HOURS:

Mon 9:45 – 10:45 AM, Thu 4 – 6 PM,  
or by appointment

**COURSE DESCRIPTION**

The goal of this course is to provide students with understanding of major theories and current research in the field of child psychology. The course will explore developmental changes occurring from infancy to adolescence, and physiological, psychological, and social processes underlying these changes. Students will be introduced to the following topics: research methods in developmental psychology, brain, sensory/perceptual, emotional, cognitive, language, self and identity, social, and moral development, as well as parenting. This course is not designed to answer practical questions, but implications of the examined material for parenting and social policy will be discussed.

**STUDENT LEARNING OUTCOMES**

By the end of the course, students should:	Assessments
Explain theories and fundamental concepts in the field of child psychology	In-class participation, multiple-choice exams, and term paper
Discuss major empirical findings in the field	In-class participation, multiple-choice exams, and term paper
Be able to evaluate scientific evidence in a critical fashion	In-class participation and term paper
Problem solve and apply acquired knowledge to real world	In-class participation, multiple-choice exams, and term paper
Improve oral and writing communication skills	In-class participation and term paper

**GENERAL EDUCATION LEARNING OUTCOMES**

Outcomes	Assessments
<b>Communication Skills</b> - Students will be able to write, read, listen and speak critically and effectively.	In-class participation, multiple-choice exams, and term paper
<b>Social and Behavioral Sciences</b> - Students will be able to apply the concepts and methods of the social sciences.	In-class participation, multiple-choice exams, and term paper
<b>Values</b> - Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	In-class participation and term paper

### USE OF TECHNOLOGY

Lectures will be presented via power point slides; at times lectures will also include DVD and youtube video clips. Power point slides (which will include links to some videos) as well as other course documents will be available on the Blackboard.

### REQUIRED TEXT

Santrock, John W. (2014). *Child Development* (14<sup>th</sup> edition). New York: McGraw-Hill Education. ISBN: 978-0-07-803533-3

Note: the BMCC bookstore has both 14<sup>th</sup> and 13<sup>th</sup> editions (ISBN for the 13<sup>th</sup> edition is 978-0-07-353208-0), and you can purchase either one of them. I will provide you with page numbers for reading assignments for the both editions. Also feel free to order the book from the Internet, but try to get the book and start reading it as soon as possible.

### CLASS FORMAT

Each class will consist of an interactive lecture, in which we will discuss course material presented on the power point slides as well as watch relevant video clips. Many classes will also include group exercises and presentations.

### EVALUATION AND REQUIREMENTS OF STUDENTS

#### Grading

- Exams = 50%
- Attendance/participation = 20%
- Term paper = 30%

#### Grading Scale

A	93% and above	B-	80 – 82%	D+	67 – 69%
A-	90 – 92%	C+	77 – 79%	D	63 – 66%
B+	87 – 89%	C	73 – 76%	D-	60 – 62%
B	83 – 86%	C-	70 – 72%	F	59% and below

#### Incompletes

In order to qualify for an “Incomplete,” you must complete no less than 80% of the course work and be in good standing, i.e., have earned at least a C on all completed work.

#### Exams

There will be three exams consisting of 50 multiple-choice questions. The exams will test your knowledge of the material covered both in lectures and the textbook (see the course outline in the end of the syllabus for reading assignments). Please note that a lot of material is not covered in the textbook so it is essential that you attend the lectures. Each exam will cover about one third of the course material; the final exam is not comprehensive.

For each exam, a study guide outlining questions and concepts that you need to know for the exam will be distributed one class before the exam review session. You are expected to use study guides to prepare for the review sessions. During the review sessions, you will be split into

groups, in which you will test each other's knowledge of the material. I will be circulating between the groups to answer any of your questions.

If you have to miss the exam due to illness, court appointment, or any other emergency, please try to notify me about your absence prior the exam, and we will schedule a time for a make-up exam. You will not be permitted to make up more than one exam.

### **Term Paper**

The purpose of this paper is to apply what you have learned in this course to understanding of your own infancy or early childhood and the ways in which that period of your life is still part of you now during adulthood. You will need to find a question that is the theme or focus for your paper. What is important about the question is that it should be some particular aspect of your childhood that seems salient, meaningful, or informative for you now as an adult. You may use one of the following examples, or come up with your own question:

- What were the salient emotional themes in your family during infancy or early childhood (e.g., happiness, loss) and how do these relate to the salient themes in your life now?
- Was your attachment with your parents secure or insecure, and how does that affect your current interpersonal relationships with parents and/or significant others?
- What were your eating habits or difficulties as an infant and how does that affect your current relationship to food, diet, weight, or body image?
- How did the mental health/illness of your family member(s) during your childhood affect your current mental health/illness?
- How did early learning experiences at childcare and/or your home affect your intellectual development and language skills?
- If you suffered maltreatment as a child, how did that experience affect your life?
- Are there lasting traces of your infant temperament, or infant motor skill deficits, or prematurity in your personality today?
- What role did your early childhood memories play in shaping your sense of self? What role did early conversations with your parents play in shaping your sense of self?
- How did your early experiences/interactions with others affect your gender development?
- How did your early experiences/interactions with others affect your moral development?
- How did growing up in another culture affect your current sense of self and identity?
- How did growing up in your neighborhood has impacted your emotional, cognitive, language, or social development (choose one)?
- How did attending or not attending childcare affect your emotional, cognitive, language, and social development (choose one)?
- What role did your early friendships play in your current relationships with others?
- How did having or not having siblings affect your social skills (or other aspects of your life)?
- How did your conflicts with parents or peers influence the way you understand yourself and relate to others?

Whether you choose the question from the list above, or come up with your own question, you should schedule a time (or pop in during my office hours) to meet with me to discuss your topic. You are encouraged to come early in the semester; if you come talk to me about your paper any time before November 11<sup>th</sup>, I will add 5 bonus points to your paper grade.

The term paper should be about 5-6 pages, double-spaced, and written in the APA style (guidelines for using the APA format will be distributed during the semester). The paper must include the following parts:

**I. Statement of goals and question(s)** (one paragraph). What question are you trying to answer? Why are you interested in this question? How did you discover the question?

**II. Review of the literature** (one-two pages). Summarize relevant writings that most directly bear on your research question. Although you are encouraged to cite material from lectures and the textbook, you must also read and report on the findings of at least two research studies that were not specifically discussed in class. Explain how the findings of these research articles relate directly to your topic. Make certain that the articles you use are from research journals and not from magazines or other non-empirical sources. One of the most common sources for locating research articles in psychology is PsycInfo – the database that you can access through the BMCC library website. I will show how to use PsycInfo in class, but please reach out and ask for individual help if necessary.

**III. Interview as a source of data** (one-two pages). Prepare specific interview questions pertaining to your question (see a few examples below); attach copies of interview questions at the end of the paper. Conduct an interview with a person who knew you as a baby (i.e., a parent, guardian, or relative). What do they remember about you? What do they remember that might explain some of your experiences? Some examples of interview questions: How and when did you express your emotions? Were you touched and hugged a lot, or was communication more distant? How did your guardians handle some of your difficulties? I would suggest that you do not conduct your interview before you talk to me about your topic idea. In your paper, describe the interviewee's answers, and cite at least one direct interview quote in your description. However, do not overuse direct quotes.

**IV. Results of your investigation/ Summary** (one-two pages). How did the literature you have reviewed and the interview you have conducted help you to answer the question posed in the beginning of the paper? Are your intuitions about your childhood experiences consistent with the information provided by a person you have interviewed? Explain if and how conducting this research has impacted your understanding of your own childhood and adulthood and understanding of child development in general.

You must include all of the sections listed above. Although the paper will consist of separate sections, make sure to include logical transitions between paragraphs and sections. Do not write this paper as a list of answers to my questions. Also, the sections do not have to be presented in the order specified above; there are many different ways to write and organize this paper (for example, you may decide to combine information from literature review and interview data from the very beginning, or you may integrate it later). A document outlining specific grading criteria will be available during the semester. Feel free to come talk to me about your paper at any point during the semester. I will be happy to read a rough draft of your paper, but you need to allow at least one week for receiving my feedback.

You have to bring a hard copy of your paper to class on the day of final exam, **December 12<sup>th</sup>**. If you would like to receive my feedback on your paper, please include a stamped envelope along with your paper, and I will mail it to you once it's graded.



### **Extra credit**

You have two extra credit options (you can do only one):

- I. *Psychology Club*. We started a wonderful psychology club at BMCC last year, and you are highly encouraged to attend. I will announce the specific dates, times, and room number for the club meetings once they are available in the beginning of the semester. The club features BMCC as well as guest speakers who are experts in different fields of psychology. For your extra credit, you can attend one of the club meetings and write a short report about what you have learned. To receive extra credit for your attendance and report, you have to somehow relate the material in the lecture to child psychology (be creative!). The report should be one-two pages in length, and include at least one reference to lecture notes, the textbook, or a research article in child development. Please make sure to put your name on the attendance sheet circulated during meetings. You are welcome to attend as many meetings as you'd like but you will receive extra credit for only one report.
  
- II. *Daycare Observation Assignment*: To complete this assignment, you will need to contact a daycare, preschool, or after-school program and ask for permission to observe their facility for 30 minutes. I would suggest that upon contacting a facility, you explain that you are a college student who is studying childhood development. You will be looking to assess the quality of the facility you visit. The criteria for your assessment will be (a) the physical setting, (b) the group size and child-caregiver ratio, (c) the scheduling of daily activities, (d) child-caregiver interactions, and (e) teacher qualifications and employee turnover. You will need to explain why each of these criteria is important, describe the facility in terms of each of these criteria, and make a judgment of the quality of the facility based on your observations. The report should be one-two pages in length, and include at least one reference to lecture notes, the textbook, or a research article in child development.

If you complete your extra credit requirement successfully, your final grade will be improved by one increment (e.g., from B- to B, from B+ to A-, etc.). You can also earn bonus points by answering extra questions on the exams and actively participating in class.

### **Attendance, lateness, and participation**

At BMCC, the maximum number of absence hours is limited to one more class hour than the number of hours a class meets in a week. As our class meets for three hours per week, you're allowed 4 hours of absence (not 4 days). In the case of excessive absences and lateness, the instructor has the option to lower the grade or assign an F grade.

Attendance and participation are part of the grade for this course, and you are expected to attend the class regularly. You are allowed to miss three classes maximum without consequences for your grade. Three latenesses equal one absence. You can decide how to "spend" your three absences, and do not need to provide any documentation for those. If you miss class more than three times due to some extraordinary circumstances (e.g., staying in a hospital for two weeks), you must talk to me and provide appropriate documentation. For each class that you miss after the three excused absences, your attendance/participation grade will be lowered by 5%.

During many classes, you will be split into groups and asked to answer questions related to class material; one of the randomly chosen groups will then be asked to present answers to the entire class. Grades for participating in group activities will be based on a pass/fail basis. For example, if I notice that you do not contribute to your group's progress or if you refuse you to present your answers to class, you will receive a failing grade for the class, and your overall grade for attendance/participation will be lowered by 5%. This also goes for individual students whom I may randomly call on during class at any time.

Students who are noticeably active in class – ask and answer questions, initiate discussions, etc. – will receive bonus points for their participation. Of course you are encouraged to participate not only because of the extra credit, but also because it will enhance your learning and will make the class more interesting for all of us.

### **Use of electronic devices**

The use of any electronic devices (e.g., cell phones, computers, I-pads, etc.) is strictly prohibited in this class. All cell phones and other electronic devices must be turned off and put away before the beginning of the class. I will give you one warning in the beginning of the semester, but after that your attendance/participation grade will be lowered by 5% for each incident.

### **BEHAVIOR IN CLASSROOM**

You are encouraged to participate in class, but please do it in a respectful manner. You must take turns and not talk on the top of your classmates or the instructor. Also, when expressing your opinions, please be mindful of offending or hurting others. Private discussions are not allowed at any time. If I feel that your behavior is disrespectful, distracting, and counterproductive to class progress, you will be dismissed from the class, and your attendance/participation grade will be lowered by 5%.

### **ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES**

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Accessibility located in Room N320 (212-220-8200). BMCC is committed to providing equal access to all programs and curricula to all students.

### **BMCC POLICY ON PLAGIARISM AND ACADEMIC INTEGRITY STATEMENT**

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on the BMCC's web site (Academics).

### **WORDS OF WISDOM**

Keep up all semester. It is much easier to understand and memorize information when you do not crunch all of it before exams, and instead learn it in small segments. Also, you will understand

the material much better if you complete the reading assignments before coming to class. Please do not hesitate to ask me any clarifying questions regarding course material or consult with me about any problems that you are experiencing with the class, but do not wait until the end of the semester because usually not much can be done at this point.

#### **USEFUL RESOURCES**

*Department of Social Sciences and Human Services:* Room N651, phone (212) 220 – 1210, [bmcc.cuny.edu/social-science](http://bmcc.cuny.edu/social-science)

*Counseling Center:* Room S343, phone (212) 220 – 8140, [bmcc.cuny.edu/counseling](http://bmcc.cuny.edu/counseling)

*Learning Resource Center (for tutoring):* Room S510, phone (212) 220 – 1383, [bmcc.cuny.edu/lrc](http://bmcc.cuny.edu/lrc)

*Writing Center:* Room S500W, phone (212) 220 – 1384, [bmcc.cuny.edu/writingcenter](http://bmcc.cuny.edu/writingcenter)



**COURSE OUTLINE (subject to revision)**

<b>DATE</b>	<b>TOPIC</b>	<b>READING AND WRITING ASSIGNMENTS</b>
Wed - 8/28	Introduction	
Mon - 09/02	Labor Day - NO CLASS	
Wed - 09/04	Rosh Hashanah - NO CLASS	
Mon - 09/09	Issues and Research in Child Development	Ch 1: pp. 12 - 17; 29 - 34
Wed - 09/11	Brain Development	Ch 4: pp. 110 - 117
Mon - 09/16	Sensory and Perceptual Development	Ch 5: pp. 150 - 160
Wed - 09/18	Sensory and Perceptual Development	Ch 5: pp. 150 - 160 (review)
Mon - 09/23	Emotional Development	Ch 10: pp. 282 - 291
Wed - 09/25	Emotional Development	Ch 10: pp. 291 - 309
Mon - 09/30	Emotional Development	Ch 10: pp. 291 - 309 (review)
Wed - 10/02	Review Session	Prepare for review session
Mon - 10/07	<b>Exam 1</b>	
Wed - 10/09	Cognitive Development	Ch 6: pp. 167 - 175
Mon - 10/14	Columbus Day - NO CLASS	
Tue - 10/15	Cognitive Development	Ch 6: pp. 176 - 184
Wed - 10/16	Cognitive Development	Ch 6: pp. 185 - 190
Mon - 10/21	Language Development	Ch 9: pp. 252 - 269
Wed - 10/23	Language Development	Ch 9: pp. 269 - 273
Mon - 10/28	Language Development The Self and Identity	Ch 11: pp. 315 - 325
Wed - 10/30	The Self and Identity	Ch 11: pp. 315 - 325 (review)
Mon - 11/04	The Self and Identity	Ch 11: pp. 326 - 332
Wed - 11/06	Review Session	Prepare for review session
Mon - 11/11	<b>Exam 2</b>	
Wed - 11/13	Relationships with Peers and Friends	Ch 15: pp. 425 - 433
Mon - 11/18	Relationships with Peers and Friends	Ch 15: pp. 438 - 443
Wed - 11/20	Relationships with Peers and Friends Moral Development	Ch 13: pp. 359 - 368
Mon - 11/25	Moral Development	Ch 13: pp. 371 - 381
Wed - 11/27	Thanksgiving - NO CLASS	
Mon - 12/02	Moral Development Parenting	Ch 14: pp. 392 - 395; 399 - 409
Wed - 12/04	Parenting	Ch 14: pp. 392 - 395; 399 - 409 (review)
Mon - 12/09	Parenting	Ch 14: pp. 412 - 419; 397- 398
Wed - 12/11	Review Session	Prepare for review session <b>Extra credit due</b>
Mon - 12/16	<b>Exam 3 (Final)</b>	<b>Term Paper due</b>

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: Social Science + Human Services
2. Name and Number of course: PSY 271 Foundations of Black Psychology
3.  This course is being withdrawn. (Go to 5)
4.  Course revised. Check appropriate items.
  - Change course number from \_\_\_\_\_ to \_\_\_\_\_
  - Change course title from \_\_\_\_\_ to \_\_\_\_\_
  - Change course hours from \_\_\_\_\_ to \_\_\_\_\_
  - Change course credit from \_\_\_\_\_ to \_\_\_\_\_
  - Change basic skills requirements from \_\_\_\_\_ to \_\_\_\_\_
  - Change prerequisites from \_\_\_\_\_ to \_\_\_\_\_
  - Change corequisites from \_\_\_\_\_ to \_\_\_\_\_
  - Change course description. Attach a copy of old and new description.
  - Other (Specify): \_\_\_\_\_

5. Reason(s) for change(s): Updating old course description.
6. Date effective: \_\_\_\_\_

\*\*\*\*\*

Signatures	
1. <u>Emily B. Anderson</u> Department Chairperson or Program Director	<u>2.11.14</u> Date
2. <u>Alan</u> Scheduling Officer (Advised as to Course Code)	<u>3/13/14</u> Date
3. <u>[Signature]</u> Dean of Academic Affairs (Advised as to format)	<u>3/18/14</u> Date
4. _____ Chairperson of Curriculum Committee	_____ Date

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York  
Department of Social Sciences and Human Services

PSY 271- Foundations of Black Psychology (same as AFN 271)

The proposed course revision involves:

Updating the course description

Rationale for changing the course description:

The old course description was written many years ago. It does not reflect current knowledge in the field; therefore new course description and learning objectives were developed. These were written by two full-time faculty members who have taught PSY271 and similar courses and who have expertise in the major concepts introduced in the course. In addition, it is aligned with the material taught in corresponding courses offered by other CUNY community and senior colleges.

Currently used (old) course description:

A critical overview of the major concepts of personality development as applied to perspectives of self, status, and role in Black communities is presented. Field trips to selected agencies are arranged.

The proposed (new) course description:

This course presents Black experiences through a psychological lens. Leaning on the work of leading Black psychologists and other theorists, this course examines critical issues related to race, ethnicity, education, Black families and other social factors embedded in both contemporary and historical contexts.



## **BMCC**

### ***PSY 271 Foundations of Black Psychology Same as AFN 271)***

Current description:

A critical overview of the major concepts of personality development as applied to perspectives of self, status, and role in Black communities is presented. Field trips to selected agencies are arranged.

The proposed (new) course description:

This course presents Black experiences through a psychological lens. Leaning on the work of leading Black psychologists and other theorists, this course examines critical issues related to race, ethnicity, education, Black families and other social factors embedded in both contemporary and historical contexts.

## **Similar Courses at CUNY**

### **City College**

#### ***15500: Black Studies and Black Psychology***

Derives its unique status from African philosophy which formulates the values, customs, attitudes, and behavior of Africans in Africa and the African Diaspora. Examines, conceptualizes and interprets from an Afrocentric perspective, centered in the history and development of Africa.

#### ***34400: Psychology and the Black Experience***

This course examines the psychological aspects of historical and contemporary experiences of people of African ancestry. The work of noted black psychologists in the United States and abroad is utilized to address issues of well-being and abnormality as they pertain to black people's past and current realities. Topics will include cross-cultural perspectives in black psychology, the black family, ethnic identity, education and the black child, mental health concerns of black people, research issues and the black community.

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**  
The City University of New York

**Title of Course:** PSY271 Foundations of Black Psychology (same as AFN 271)  
**Class Hours:** 3

**Semester:** Fall 2014

**Instructor information:**

Kelly Rodgers, Ph. D.

**Office:** N651L

**Phone:** Ext. 5210

krodgers@bmcc.cuny.edu

**Office Hours:** 11 a.m. -12 p.m. Monday – Thursday & by appointment

**Course Description:** A critical overview of the major concepts of personality development as applied to perspectives of self, status, and role in Black communities is presented. Field trips to selected agencies are arranged.

**Prerequisites:** PSY100 General Psychology

<b>Course Student Learning Outcomes (Students will be able to...)</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column)</b>
1. Identify, understand and critically evaluate existing theories and research in Black psychology	1. Quizzes and/or exams and/or writing assignments, and/or class participation and/or oral presentations.
2. Analyze approaches to studying people from a cultural point of view.	2. Quizzes and/or exams and/or writing assignments, and/or class participation and/or oral presentations.
3. Demonstrate understanding of the historical events that have shaped the black psyche.	3. Quizzes and/or exams and/or writing assignments, and/or class participation and/or oral presentations.
4. Explain how individual differences influence beliefs, values, and interactions with others.	4. Quizzes and/or exams and/or writing assignments, and/or class participation and/or oral presentations.
5. Apply the theoretical concepts in black psychology to individual differences and understanding human behavior.	5. Quizzes and/or exams and/or writing assignments, and/or class participation and/or oral presentations.

	<b>General Education Learning Outcomes</b>	<b>Measurements (means of assessment for general education goals listed in first column)</b>
<b>X</b>	<b>Communication Skills-</b> Students will be able to write, read, listen and speak critically and effectively.	Writing assignments and/or class participation and/or oral presentations.
<input type="checkbox"/>	<b>Quantitative Reasoning-</b> Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	
<input type="checkbox"/>	<b>Scientific Reasoning-</b> Students will be able to apply the concepts and methods of the natural sciences.	
<b>X</b>	<b>Social and Behavioral Sciences-</b> Students will be able to apply the concepts and methods of the social sciences.	Quizzes and/or exams and/or writing assignments and/or class participation and/or oral presentations.
<input type="checkbox"/>	<b>Arts &amp; Humanities-</b> Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	

<input type="checkbox"/>	<b>Information &amp; Technology Literacy-</b> Students will be able to collect, evaluate and interpret information and effectively use information technologies.	
<b>X</b>	<b>Values-</b> Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	Quizzes and/or exams and/or writing assignments and/or class participation and/or oral presentations.

### Required Texts

Belgrave, F. Z., Allison, K. W. (2014) *African American Psychology: From Africa to America* (3<sup>rd</sup> Ed.) New York: Sage.

There will be additional readings for the course that will be available on the course Blackboard site.

### Evaluation and Requirements

A. Homework Assignments (4)	10 pts. ea
B. Writing Assignment	50 pts.
C. Participation/discussion	30 pts.
D. In-class debate	25 pts.
E. Midterm	50 pts.
F. Final	50 pts.

Grades will be assigned according to the following scale:

A-	90-93.9%	A	94+		
B-	80-83.9%	B	84-86.9%	B+	87-89.9%
C-	70-73.9%	C	74-76.9%	C+	77-79.9%
D-	60-63.9%	D	64-66.9%	D+	67-69.9%

### College Attendance Policy

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

### Academic Adjustments for Students with Disabilities

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

### BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The

full policy can be found on BMCC's website, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online).

## Course Schedule

<b>Week</b>	<b>Topic</b>	<b>Reading</b>
<b>1</b>	<b>Introduction</b>	Ch. 2. African-centered Psychology
<b>2</b>	<b>Race, Racism, &amp; Identity</b>	Ch. 3. Self-Attributes & Identity
<b>3</b>		Ch. 4. Race & Racism
<b>4</b>		Additional Reading
<b>5</b>		Additional Reading
<b>6</b>	<b>Families</b>	Ch. 5. Kinship & Family
<b>7</b>		Ch. 10. Religion and Spirituality
<b>8</b>		
<b>9</b>	<b>Education</b>	Ch. 6. Education & Work
<b>10</b>		Additional Reading
<b>12</b>		Ch. 9. Cognition, Learning & Language
<b>13</b>	<b>Mental Health</b>	Ch. 13. Psychosocial Adaptation & Mental Health
<b>14</b>		
<b>15</b>	<b>Class Debate</b>	



## **Social Science and Human Services Department Meeting Minutes**

**December 11, 2013**

*Submitted by Erik Freas*

In attendance: All members present except as noted –

Excused: Charlie Post, Janice Walters

Absent: Miriam Calceres-Dalmau, Gerard Clock, Debra Greenwood, Maram Hallak, Jose Haro, Kidaya Ntoko, Rhea Parsons, David Peppas, Wendy Washington, Sarah Wessler

The Meeting was called to order at 2:12 pm.

### Minutes from October Meeting

The minutes were approved unanimously.

### Advisement/Degree Works/CUNY First/Spring 2014 Schedules

Emily Anderson – Noted that the advisement period is just about over; students will be able to be advised by the Advisement Center's staff over the break. New staff in the Advisement Center is currently being oriented.

Sangeeta Bishop – Please log on to CUNY-First and confirm your schedules. We lost one room in Murray, so you might have been moved to another room there. Check and confirm your section numbers as well. The cap sizes are currently 28, but they will go up. Heard that the Registrar and Dean Wong have decided that no over-tallies will be accepted. We are working on developing wait-lists for classes. If a student requests to be over-tallied, tell the student to go to the Registrar to be wait-listed. Everyone should have the advisement schedule; everyone only has to do one five-hour slot. If you want to make any changes, please inform Sangeeta today.

Some discussion followed about what happens to students who are purged on account of not having paid their bills. Please remind students when advising them to keep up with their payments. It was noted that CUNY-First will be controlling who gets purged and when, meaning our Registrar has little control over the process.

### Curriculum Committee

Melissa Brown – Presented three course revisions for psychology courses; mostly it was about updating descriptions. She introduced Mariya Komolova and Kelly Rodgers.

Mariya Komolova and Kelly Rodgers – Noted that the changes were not drastic; were meant to ensure that they better reflected the content of the courses. They read the old and new descriptions, and indicated the rationale for the changes.

Discussion followed. Some minor changes were suggested by way of clarification. It was also suggested that when submitting the changes to the college-wide Curriculum Committee, they make sure to bring the actual syllabi and indicate the assessments corresponding to the changes in the descriptions. It was noted that the articulations with other campuses would remain in place. The changes were voted on and accepted unanimously.

### E-Learning Task Force

Robin Isserles – Is serving as liaison for our Department on the E-Learning Task Force, an advisory body with representatives from the different departments, the purpose of which is to make recommendations regarding e-learning. The first meeting was held last week, during which the Task Force discussed blended courses—courses taught partly on-line and partly on-site. The experience with such hybrid courses has been that many students don't show up. One question being explored concerned which courses are most suitable for this kind of hybrid. Our Department offers the most on-line courses at BMCC. Robin noted that there used to be greater compensation for teaching on-line courses, finally that the Task Force will be following up with Janey Flanagan regarding the development of on-line hybrid courses. If you have any questions about hybrid courses, you might contact Robin.

Sangeeta Bishop – The main problem in our Department has been that, most of the times that we've offered hybrid courses, they've ended up being cancelled. Our experience has been that students end up doing either the on-line portion or the on-site portion, but not both. Additionally, student expectations end up affecting enrollment—students are attracted to either the on-line or on-site aspect. Noted that weekends did not work well for the on-site portion of hybrid courses, as few students show up. The enrollment limit is 15 (same as for regular on-line courses). If you intend to teach a hybrid course, be prepared for the possibility that the course does not run in the end; you may have to fall back to doing a purely on-line course.

Discussion followed regarding faculty's experiences with hybrid and on-line courses, both negative and positive. There was a question about how a blended course is supposed to work; about 33-66 percent should be on-line, with the rest being on-site. Faculty must have hybrid training, which is different from on-line training, as there are different pedagogies involved. It was noted that the E-Learning Task Force is still hashing out best practices/best approaches for hybrid courses. It is still to be determined whether the Task Force will be looking at other aspects of technology and learning. Finally, discussion turned to the problem of retention; it was remarked that, with hybrid courses, specific faculty members could not be held responsible for low retention rates.

### Group Photo

At this point, the Department's group photo was taken.

### New Faculty Orientation

Robin Isserles – Reported on the program held on November 26<sup>th</sup>. Thanked those who participated. Jamie Warren and Robin are organizing a refresher advisement event inclusive of staff from the Advisement Center, scheduled for Wednesday, February 6<sup>th</sup>, 2-4 pm, Room N451. Faculty should bring their specific questions/concerns about advisement. The event is open to everyone, but new faculty members are especially encouraged to attend. Jamie is working on a list-serve with basic questions. Robin and Jamie are also planning a campus tour for new faculty; new faculty should let them know what kinds of programs they want to see done.

### Salon

Robin Isserles – The last salon event will be held this Friday, 3:30-5:30 pm, same place as the last one. Lisa Rose and Robin will be presenting their research. Robin made a quick reference to the final happy hour.

### Grades and End of Semester Procedures

Emily Anderson – Faculty should have received an announcement about web-grading. Please make sure that you get your grades in on time. This is particularly imperative in light of CUNY-First. Make sure in advance that you do not have any problems, for instance, logging in. The deadline is 5pm, December 26<sup>th</sup>. Try to get your book orders in as soon as possible as well; this is helpful for students wanting to sell back their textbooks. Also make sure to get your syllabi for the Spring Semester to the staff, ideally prior to the break. Regarding your syllabi, BMCC's attendance policy need not be rigidly adhered to. Students have complex lives and should not automatically fail because of absences. Faculty put the policy in their syllabus, but might apply your own attendance policy within reason, for example allow students 3 class absences without penalty.

It was noted that blackboard would be down from the morning of December 26 through the evening of the December 27<sup>th</sup>. Discussion turned to the possibility of giving students an NC grade. If anyone is not clear as to how this works—as per the form that was circulated—check with the Registrar. If you are allowing a student to turn in work after the end of the semester, the student should receive an INC, not an F. Please let staff know about students who receive an incomplete, in case the student later approaches them concerning it. Discussion ensued concerning WUs.

### The Transformation of Education and the Role of Faculty

Matthew Ally – Wanted to make a proposal. Began by providing some background concerning recent developments at BMCC, CUNY and nationwide. He noted that none of these changes had been initiated or driven by faculty, which is worrisome. We've become spectators, and largely only react after the fact. We need to take charge of the transformations currently underway; the department needs to work together and think about what's happening together. This is a challenge, given the

size of our Department. On the other hand, our Department is multi-disciplinary, which is a plus. Matthew proposed that we form a permanent standing committee—a kind of “Faculty Initiatives Committee” or something along those lines—with representation from all the disciplines in the Department, and comprising both senior and junior faculty. It would meet periodically over the course of the semester. Matthew was willing to act as a coordinator. The function of the committee would be to: 1) give critical and constructive attention to departmental, college-wide and university-wide initiatives; 2) give critical and constructive attention to ongoing transformations in higher education nationwide; 3) whenever a positive initiative is undertaken, make sure that it is carried out in an appropriate manner; and 4) whenever a negative initiative is undertaken, come up with constructive proposals for how best to respond to it. The proposal was put to a motion.

There was some general discussion in favor of the motion. Emily Anderson indicated that we should do all that is suggested by the motion and the main point being that we need to be aware of what is happening in higher education as a whole. The vote was unanimously in favor of it. Matthew will send an invitation by e-mail, and will begin coordinating a first meeting for next semester.

#### The End of Semester Holiday Party

Jamie Warren – The party is Friday, and needs to know which faculty members are coming as soon as possible. There is a contract involved, involving a set fee, a per-head fee, and then drinks; should be somewhere in the neighborhood of \$30 per person. Reminded people regarding the location.

Emily Anderson – Let Jamie Warren know if you are coming (she needs a head count). Be sure to bring the money required for the meal in cash, and to give it to her as soon as you get there. Jamie Warren – Reminded everyone that they will need to pay for their own drinks. If you are coming late, be aware that we will be squaring up the bill at around 8:15 pm.

#### Announcements

Bill Roane – Reminded faculty about the Vassar program.

Emily Anderson – Reminded faculty about the Winter Term immersion classes.

Deborah Gambs – Reminded faculty about the PSC’s holiday party next Wednesday in the Richard Harris Terrace. There will be a flyer. The February chapter meeting will be focusing on the Welfare Fund, release time and Pathways. Emily Anderson suggested that the budget also be discussed.

The meeting adjourned at approximately 3:40 pm.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: SOCIAL SCIENCES AND HUMAN SERVICES
2. Name and Number of course: ANT 100
3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)
4. \_\_\_\_\_ Course revised. Check appropriate items.  
\_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change course title from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change prerequisites from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change corequisites from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change course description. Attach a copy of old and new description.  
 Other (Specify): Pathways/world cultures & global issues

5. Reason(s) for change(s): \_\_\_\_\_
6. Date effective: Fall 2014

\*\*\*\*\*

Signatures

1. Emily B. Andersen 3/18/14  
Department Chairperson or Program Director Date
2. Tara Williams 3-18-14  
Scheduling Officer (Advised as to Course Code) Date
3. [Signature] 3/24/14  
Dean of Academic Affairs (Advised as to format) Date
4. \_\_\_\_\_  
Chairperson of Curriculum Committee Date



# 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. Submission of this form of the Course Review Committee is unrelated to college governance procedures for course approvals.**

College	BMCC
Please select one of the following	Initial Submission
Course Number	ANT 100
Course Title	Introduction to Anthropology
Department(s)	Social Sciences & Human Services
Discipline	Anthropology
Subject Area	Global Cultures
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 088, ACR 094, ACR 062
Catalogue Description	
Sample Syllabus	Syllabus must be included with submission, 5 pages max
Indicate the status of this course being nominated.	current course
CUNY Common CORE Location	<u>Flexible</u>
Please check the area of the Common Core for which the course is being submitted.	World Cultures and Global Issues <input checked="" type="checkbox"/>
<p><b>Waivers for Math and Science Courses with more than 3 credits and 3 contact hours</b>            Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Such waivers will only be approved if students also have 3-credit/3-contact hour courses available in these areas.</p>	
If you would like to request a waiver please check here:	N/A
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	N/A
If waiver requested: Please indicated whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	N/A



# CUNY Common Core Course Submission Form

## Learning Outcomes

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

### 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.

Students will read class material from different cultures and societies and interpret it from multiple perspectives.	Gather, interpret, and assess information from a variety of sources and points of view.
Class debates and individual and group discussion in class and on the discussion board.	Evaluate evidence and arguments critically or analytically.
Students are required to write assignments discussed in class and in their textbooks and produce arguments that are based on their reading and writings.	Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

The course lectures and readings teach key concepts and research methods in anthropology; including anthropological theory, anthropological perspectives and holism; Culture and cultures; language; subsistence strategies; ethnicity and race; kinship and marriage; gender and sexuality; religion and belief systems; social structure, colonialism; migration and transnationalism; global issues. Students will demonstrate their knowledge of these topics in class discussion, applying these concepts in various assignments and tests.	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, communication, cultural studies, economics, ethnics studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
Students must be familiar with the notion that culture is learned and that it shapes the way we interpret lifestyles and behaviors of others. They will develop tools to describe an event or process from various perspectives and realize how their own worldviews are culturally shaped.	Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
Students will learn about alternative histories and methodologies to reconstruct and remember the past among different cultures past and present.	Analyze the historical development of one or more non-U.S. societies.
	Analyze the significance of one or more major movements that have shaped the world's societies.
Students are required to identify and evaluate inequality on the construction of racial, ethnic, social and economic difference, as well as differences in the construction of gender, sexuality and other forms of social differentiation among humans in a variety of world cultures.	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.
	Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

# CUNY Common Core Course Submission Form

## BOROUGH OF MANHATTAN COMMUNITY COLLEGE City University of New York

### Department of Social Sciences and Human Services

Course Title: Introduction to Anthropology  
Instructor: Professor Patricia D Mathews  
Semester: Fall 2011  
Office Hours: T 1:15-2:15; W 1:00-2:00;  
Th 12:45-1:45PM; or by appointment  
Office: S-623c  
Office Phone: 212-220-1221  
Email address: [pmathews@bmcc.cuny.edu](mailto:pmathews@bmcc.cuny.edu)

Course #: Ant 100 Section 981  
Class hours: 3  
Credits: 3

Course Description: Anthropology is the study of human nature, society, and history. The course introduces students to the four fields of anthropology, with a special focus on cultural anthropology. The course consists of lectures, films, and discussions about what different forms of human organization, lifestyles and practices throughout the world.

Basic Skills: Eng 088, ESL 062, ACR 094  
Prerequisites: None  
Co-requisites: None

### Pathways Common Core Learning Outcomes:

#### Flexible Core --World Cultures and Global Issues

Students will read class material and interpret it from multiple perspectives by comparing different cultures and societies.	Gather, interpret, and assess information from a variety of sources and points of view.
Class debates and individual and group discussion in class and on the discussion board.	Evaluate evidence and arguments critically or analytically
Students are required to write assignments about ethnographies discussed in class and in their textbooks and produce arguments that are based on their reading and writings.	Produce well-reasoned written or oral arguments using evidence to support conclusions.

Additional learning outcomes in the right column. A student will:

# CUNY Common Core Course Submission Form

<p>The course lectures and readings explain key concepts and research methods in anthropology including anthropological theory, anthropological perspectives, and holism; the concept of “Culture” and “cultures”; language; subsistence strategies; ethnicity and race; kinship and marriage; gender and sexuality; religion and belief systems; social structure, colonialism; migration and transnationalism; global issues. Students will demonstrate their knowledge of these topics in class discussion, various writing assignments and tests.</p>	<p>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, communication, cultural studies, economics, ethnics studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</p>
<p>Students must be familiar with the notion that culture is learned and that it shapes the way we interpret lifestyles and behaviors of others. They will develop tools to describe an event or process from various perspectives and realize how their own worldviews are culturally shaped.</p>	<p>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</p>
<p>Students are required to identify and evaluate inequality on the construction of racial, ethnic, social and economic difference, as well as differences in the construction of gender, sexuality and other forms of social differentiation among humans in a variety of world cultures.</p>	<p>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.</p>

<b>Student Learning Outcomes</b> Students will be able to...	<b>Measurements (means of assessment for corresponding student learning outcomes)</b>
<ul style="list-style-type: none"> <li>a) Explain patterns of behavior among human cultures across time and space throughout the world.</li> <li>b) Compare and contrast different lifestyles and moral worlds.</li> <li>c) Describe commonalities of all humans as members of one race.</li> <li>d) Develop an awareness of both human impact on the environment and nature’s impact on human life.</li> </ul>	<ul style="list-style-type: none"> <li>a) Questions on assignments and quizzes will require students to describe specific events and offer explanations of the same using information from assigned readings and material explained in class.</li> <li>b) Reading material, visual aids, discussion board and assignments will test regularly this understanding of cultural relativity, respect for difference and understanding of diversity.</li> <li>c) Class assignments will regularly ask students to identify the common traits that all human societies and individuals have in addition to the apparent differences among them.</li> <li>d) Students will locate different societies and cultural regions in different maps. Progress will be attained by regular exercises, quizzes and class discussion.</li> </ul>

# CUNY Common Core Course Submission Form

General Education Goals that will be covered and assessed in this course:	Measurements
Communication Skills	Students will read, write, and share their thoughts in various contexts. Some will be informal conversations among each other, but most of the measurement will be held during participation in the discussion board, and individually in class assignments and in their papers and presentations.
Social and Behavioral Sciences	Students will incorporate the language of anthropology to the discussion of human practices in cross cultural perspective. They will apply the methods learned in this course and will try to approach each case study looking at each culture in their own value. This constant exercises aims at the exercise of tolerance and respect for cultural and human diversity.

### Required Text & Readings:

1. Kottak, Conrad Phillip. **Windows on Humanity**. McGraw Hill, 2010.
2. Angeloni, Elvio. **Anthropology Annual Editions 11/12**. McGraw Hill.

### List of Ethnographies for your Project: [You need to read at least two chapters in ONE of these books]

Dettwyler, Katherine.1994. **Dancing Skeletons. Life and Death in West Africa**. Waveland Press.  
 Farmer, Paul.2006. **Aids and Accusation. Haiti and the Geography of Blame**. U. California Press.  
 Shostak, Marjorie.2000. **!Nisa.The Life and Words of a !Kung Woman**. Harvard University Press.  
 Wilkinson, Daniel.2004. **Silence in the Mountain. Stories of Terror, Betrayal and Survival in Guatemala**. Duke University Press.

### Evaluation & Requirements of Students:

Three Tests and One Final Exam. The final will be averaged to the result of test average. 50%  
 Participation is measured by the quality, requested frequency, and timeliness of your postings on the Discussion Board. 20%  
 Reports: based on selected chapters of one book in the recommended books list. 30%  
 PLEASE NOTE: There are no make-ups for tests or assignments. I will drop the lowest test grade.

### College Attendance Policy:

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class that meets twice a week. You are allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

# CUNY Common Core Course Submission Form

In the online classes attendance is based on your timely postings on the discussion board. Make sure you check both your BMCC email and announcements at least once a day in case there is any relevant information on the course.

## Academic Adjustments for Students with Disabilities:

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

## BMCC Policy on Plagiarism and Academic Integrity Statement:

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's web site, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu)

## **OUTLINE OF TOPICS**

This outline includes various sites that you may visit and refer to before participating in the discussion board and before writing your assignments.

### Week One:

Welcome – Getting Started  
Introduction.

### Week Two:

What is Anthropology?  
Kottak, Chapter 1  
Key terms and concepts – quiz & class discussion

### Week Three:

What is Culture?  
Kottak, Chapter 2  
Bohannon, Laura "Shakespeare in the Bush." In: Angeloni pp 60-63  
Assignment: Culture and cultures--examples

### Week Four:

Evolution, Genetics, and Human Variation  
Kottak Chapter 4  
<http://www.talkorigins.org/faqs/homs/> (fossil hominids site)  
[http://www.pbs.org/wgbh/evolution/humans/humankind/a.html\(human origins\)](http://www.pbs.org/wgbh/evolution/humans/humankind/a.html(human%20origins))  
David Shenk. Can White Men Jump? Ethnicity, Genes, Culture and Success. From the Genius in All of Us, Doubleday, 2010. In: Angeloni pp32-35  
Class exercise on Nature and Nurture

### Week Five:

Ethics and Methods  
Kottak, Chapter 3

# CUNY Common Core Course Submission Form

Debate: Case study: To Medicate or Not to Medicate (it will be posted as a course document)

<http://www.aaanet.org/committees/ethics/ethic.htm>

<http://www1.truman.edu/academics/ss/faculty/tamakoshil>

<http://maxweber.hunter.cuny.edu/anthro/field.html>

<http://www.aaanet.org/committees/ethics/ethic.htm>

## Week Six:

Research Methods

Chapter 2

Chagnon, Napoleon. "Doing Fieldwork Among the Yanomamo" In: Angeloni, pp 10-21

Gmelch, George. "Lessons From the Field" In: Angeloni, pp 14-19.

Lee, Richard. "Eating Christmas in the Kalahari." In: Angeloni, pp 22-25.

Sterk, Claire. "Tricking and Tripping: Fieldwork on Prostitution in the Era of AIDS" In: Angeloni, 26-31.

## **TEST #1**

## Week Seven:

Language and Culture

Kottak, Chapter 10

Tannen, Deborah. "Fighting For Our Lives" In: Angeloni, 32-41.

Tannen, Deborah. "I Can't Even Open My Mouth." In Angeloni, 42-50 [earlier editions].

Schildkrout, Enid. "Body Art as Visual Language." In: Angeloni, 56-59.

Excerpts from "*American Tongues*."

In Class Exercise: examples of systems of communication, language and dialects.

## Week Eight:

Ethnicity and Race

Kottak Chapter 17

[www.pbs.org](http://www.pbs.org): Race, The Power of An Illusion.

Class exercise: Sorting Race!

Ten Things You Should Know About Race-- essay

## Week Nine:

Making a Living

Kottak, Chapter 11

Sapolsky, Robert. "Sick of Poverty." In: Angeloni 88-91

Gadsby, Patricia. "The Inuit Paradox." In: Angeloni 81-84

## **TEST #2**

## Week Ten:

Families, Kinship and Marriage

Kottak, Chapter 13

Goldstein, Melvyn. "When Brothers Share a Wife." In: Angeloni, 87-89

Scheper-Hughes, Nancy. "Mother's Love: Death Without Weeping." In: Angeloni, 95-99.

Nanda, Serena. "Arranging a Marriage in India." In: Angeloni 107-111.

Kristof, Nicolas. "Who Needs Love! In Japan, Many Couples Don't." In: Angeloni, 112-115.

# CUNY Common Core Course Submission Form

<http://www.umanitoba.ca/faculties/arts/anthropology/kintitle.html>

“Strange Relations” by David Maybury-Lewis. Cultural Survival. Discussion of different forms of marriage in cross-cultural perspective.

## Week Eleven:

Gender

Kottak Chapter 14

Ward, Martha. “A World Full of Women.” In: Angeloni, 118-126.

Williams, Walter. “The Berdache Tradition.” In: Angeloni, 127-132.

Simmons, Ann. “Where Fat is a Sign of Beauty.” In: Angeloni, 137-138.

Reflection paper: The Hjrass of India.

## Week Twelve:

Religion-- Belief Systems in Various Societies

Kottak, Chapter 15

Lehmann, Arthur. “Eyes of the Ngangas: Ethnomedicine and Power in Central African Republic.” In: Angeloni, 145-152.

Del Guercio, Gino. “The Secrets of Haiti’s Living Dead.” In: Angeloni, 163-166.

Gmelch, G. “Baseball Magic.” In: Angeloni 170-175

## **TEST #3**

## Week Thirteen

The World System and Colonialism

Kottak Chapter 16

Laura Graham, The Tractor Invasion In: Angeloni 183-186

John Bodley, The Price of Progress In: Angeloni 205-211

Diamond, Jared. “The Arrow of Disease.” In: Angeloni, 191-197.

“Malthus in Africa.” 205-212.

“The Last Americans.” 225-232.

Discussion and homework revision

## Week Fourteen:

Applying Anthropology & Global Issues Today

Kottak, Chapter 18 & 19

Jim Igoe, Seeing Conservation through the Global Lens. In: Angeloni pp213-222

Tsuda, Takeyuki. “No Place to Call Home.” In: Angeloni, 192-193[earlier editions].

Case studies, essay and discussion.

## Week Fifteen:

Conclusions



BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: SOCIAL SCIENCES AND HUMAN SERVICES
2. Name and Number of course: GEO 100
3.  This course is being withdrawn. (Go to 5)
4.  Course revised. Check appropriate items.
  - Change course number from \_\_\_\_\_ to \_\_\_\_\_
  - Change course title from \_\_\_\_\_  
to \_\_\_\_\_
  - Change course hours from \_\_\_\_\_ to \_\_\_\_\_
  - Change course credit from \_\_\_\_\_ to \_\_\_\_\_
  - Change basic skills requirements from \_\_\_\_\_  
to \_\_\_\_\_
  - Change prerequisites from \_\_\_\_\_  
to \_\_\_\_\_
  - Change corequisites from \_\_\_\_\_  
to \_\_\_\_\_
  - Change course description. Attach a copy of old and new description.
  - Other (Specify): Pathways/ world culture & global issues

5. Reason(s) for change(s): \_\_\_\_\_
6. Date effective: Fall 2014

\*\*\*\*\*

Signatures

1. Emily B. Anderson 3/18/14  
Department Chairperson or Program Director Date
2. Tara Williams 3.18.14  
Scheduling Officer (Advised as to Course Code) Date
3. [Signature] 3/24/14  
Dean of Academic Affairs (Advised as to format) Date
4. \_\_\_\_\_  
Chairperson of Curriculum Committee Date



# 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. Submission of this form of the Course Review Committee is unrelated to college governance procedures for course approvals.**

College	BMCC
Please select one of the following	Initial Submission
Course Number	GEO 100
Course Title	Introduction to Human Geography
Department(s)	Social Sciences & Human Services
Discipline	Geography
Subject Area	Global cultures
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 088, ACR 094, ACR 062
Catalogue Description	This course introduces students to the key concepts and principles of human geography. The course is designed to show how world geographic conditions such as climate, landform, natural resources, soil, space and ecology have influenced human culture and civilization over time.
Sample Syllabus	Syllabus must be included with submission, 5 pages max
Indicate the status of this course being nominated.	current course
CUNY Common CORE Location	<u>Flexible Core</u>
Please check the area of the Common Core for which the course is being submitted.	World Cultures and Global Issues <input checked="" type="checkbox"/> X
<b>Waivers for Math and Science Courses with more than 3 credits and 3 contact hours</b>	
Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Such waivers will only be approved if students also have 3-credit/3-contact hour courses available in these areas.	
If you would like to request a waiver please check here:	N/A
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	N/A
If waiver requested: Please indicated whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	N/A

# CUNY Common Core Course Submission Form

## Learning Outcomes

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

### 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.

Students will read class material and interpret it from multiple perspectives by comparing different cultures and places through assignments and class discussions.	Gather, interpret, and assess information from a variety of sources and points of view.
Explain and apply concepts and key terms in class debates and individual and group discussion [eg location, scale, maps].	Evaluate evidence and arguments critically or analytically.
Students reproduce arguments discussed in readings and illustrate them to demonstrate the connection between nature and human activities.	Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

Identify and recognize key concepts in human geography, including place and space, location, maps, scale, projections to analyze global issues such as climate change, human migration, and processes of globalization. Students will demonstrate their knowledge of these topics in class discussion, various writing assignments and tests.	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, communication, cultural studies, economics, ethnics studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
Assess current events and global issues through critical geographic perspectives. Students will be able to explain how human activities impact places around the world in divergent ways – such as environmental degradation, refugee movements, and sweatshop labor – through class discussions, response papers, and exam questions.	Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
Students will compare and contrast how nature impacts human activities in different ways depending on location. They will locate and discuss social and political conflicts in class discussion, presentations and tests.	Analyze the significance of one or more major movements that have shaped the world's societies.
	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.
	Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

# CUNY Common Core Course Submission Form

## COURSE SYLLABUS BOROUGH OF MANHATTAN COMMUNITY COLLEGE City University of New York Department of Social Sciences

**Course Title:** Introduction to Human Geography  
**Instructor:** XXX  
**Semester:** XXX  
**Office Hours:** XXX  
**Office and Phone Number:** XXX  
**Email address:** XXX

**Course #:** GEO 100  
**Class Hours:** 3  
**Credits:** 3

**Course Description:**

This course introduces students to the key concepts and principles of human geography. The course is designed to show how world geographic conditions such as climate, landform, natural resources, soil, space and ecology have influenced human culture and civilization over time.

**Basic Skills:**

ENG 088, ACR 094, ACR 062

**Student Learning Outcomes and Assessment:**

By the end of the semester, students should be able to:	This will be measured in the following ways:
2. define key concepts and ideas in Human Geography (Globalization, urbanization, etc.), as well as how they are related to each other.	2. in quizzes and exams.
3. describe in how world events affect them individually and the importance of geography in daily life experiences.	3. in journal entries, assignments, and exams.

General Education Learning Outcomes	Measurements
1. <b>Communication Skills</b> – students should be able to read, write, listen, and speak critically and effectively.	1. in essays, journal entries, and other writing assignments, as well as in class discussions and presentations
2. <b>Qualitative Reasoning</b> – students should be able to think critically and relate the concepts in the reading to their own understandings and experiences.	2. in short and long writing assignments, journal entries, and research projects.

# CUNY Common Core Course Submission Form

<p><b>3. Information Technology and Literacy</b> – students should be able to collect and analyze information effectively through the use of computer based systems.</p>	<p>3. in use of Blackboard to access documents (e.g. assignments, readings, outlines, schedules, etc.), and through the use of PowerPoint to communicate their ideas</p>
--	--

## Pathways Learning Outcomes and Measurements

<p>Students will read class material and interpret it from multiple perspectives by comparing different cultures and places through assignments and class discussions.</p>	<p>Gather, interpret, and assess information from a variety of sources and points of view.</p>
<p>Explain and apply concepts and key terms in class debates and individual and group discussion [eg location, scale, maps].</p>	<p>Evaluate evidence and arguments critically or analytically.</p>
<p>Students reproduce arguments discussed in readings and illustrate them to demonstrate the connection between nature and human activities.</p>	<p>Produce well-reasoned written or oral arguments using evidence to support conclusions.</p>
<p>The course lectures and readings teach key concepts in human geography including place and space, location, maps, scale, projections to analyze global issues such as climate change, human migration, and processes of globalization. Students will demonstrate their knowledge of these topics in class discussion, various writing assignments and tests.</p>	<p>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, communication, cultural studies, economics, ethnics studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</p>
<p>Assess current events and global issues through critical geographic perspectives, enable students to consider multiple perspectives. Students will be able to explain how human activities impact places around the world in divergent ways – such as environmental degradation, refugee movements, and sweatshop labor – through class discussions, response papers, and exam questions.</p>	<p>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</p>
<p>Examine how identity impacts various social movements and political conflicts via class discussion and class presentations.</p>	<p>Analyze the significance of one or more major movements that have shaped the world's societies.</p>

### Required Text & Readings

- A. Knox, Paul and Sallie Marston. 2010. Human Geography: Places and Regions in Global Perspective. 5th Edition. Upper Saddle River, NJ: Prentice Hall. ISBN 0131497057
- B. Supplemental Readings and videos (TBA).

### Use of Technology

- A. Email: Only your official BMCC/CUNY email addresses will be used in this class. The instructor will not open or respond to mail that is not from a BMCC account.
- B. Username: You will need your USERNAME and password to access Blackboard. Please note that your

### Academic Adjustments for Students with Disabilities

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students. Please inform me of any difficulties you may have and I will accommodate you accordingly.

### BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original

# CUNY Common Core Course Submission Form

source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's web site, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu).

## WEEKLY OUTLINE OF TOPICS

Date	Topic	Reading Assignment
<b>WEEK 1</b>	1. Introduction to the Class	N/A
<b>WEEK 2</b>	1. World Geography	1. Read Syllabus; Study the World Maps
<b>WEEK 3</b>	1. Geography Matters	1. Knox Ch. 1 (pp. 1-36); 497-5042. 2. Bring Username and Password
<b>WEEK 4</b>	1. The Changing Global Context  2. Paper: Draft Topic Selection in Class	1. Knox Ch. 2 (pp. 43-80) 2. Complete draft proposal
<b>WEEK 5</b>	1. Deciphering Population	1. Knox Ch. 3 (pp. 84-109)
<b>WEEK 6</b>	1. Population Politics and Migration  2. Paper: Revised Topic Proposal Due (if required)	1. Knox Ch. 3 (pp. 109-128)  2. Complete Revision of proposal 3. Write draft outline
<b>WEEK 7</b>	1. Humans and their Environment	1. Knox Ch. 4 (pp. 130-171) 2. Write draft outline
<b>WEEK 8</b>	1. Cultural Geographies, I  2. Paper: Draft Outline Due	1. Knox Ch. 5 (pp. 175-210); 2. Complete draft of outline



# CUNY Common Core Course Submission Form

<b>WEEK 9</b>	1. Cultural Geographies, II	1. Supplemental Reading
<b>WEEK 10</b>	1. Race, Culture, and Landscapes, I	1. Knox Ch. 6 (pp. 213-245)
<b>WEEK 11</b>	Data & Library Techniques	1. Supplemental Reading
<b>WEEK 12</b>	1. Race, Culture, and Landscapes, II	1. Supplemental Reading 2. Revise paper outline
<b>WEEK 13</b>	1. Development 2. Paper: Revised Outline Due	1. Knox Ch. 7 (pp. 249-269) 2. Complete revision of outline
<b>WEEK 14</b>	1. Industries and their Locations 2. Summary & Review	1. Knox Ch. 7
<b>WEEK 15</b>	FINAL EXAM.	1. Review for Exam

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: SOCIAL SCIENCES AND HUMAN SERVICES
2. Name and Number of course: HIS 120
3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)
4. \_\_\_\_\_ Course revised. Check appropriate items.  
\_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change course title from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change prerequisites from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change corequisites from \_\_\_\_\_  
to \_\_\_\_\_  
\_\_\_\_\_ Change course description. Attach a copy of old and new description.  
 Other (Specify): Pathways/US experience in its diversity

5. Reason(s) for change(s): \_\_\_\_\_
6. Date effective: Fall 2014

\*\*\*\*\*

Signatures

1. Emily B. Anderson \_\_\_\_\_ 3/18/14  
Department Chairperson or Program Director Date
2. Paul D. Brey \_\_\_\_\_ 3/18/14  
Scheduling Officer (Advised as to Course Code) Date
3. R. O'Connell \_\_\_\_\_ 3/24/14  
Dean of Academic Affairs (Advised as to format) Date
4. \_\_\_\_\_ \_\_\_\_\_  
Chairperson of Curriculum Committee Date



## 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 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<b>College</b>	Borough of Manhattan Community College
<b>Course Prefix and Number</b>	<b>HIS 120</b>
<b>Course Title</b>	EARLY AMERICAN HISTORY: COLONIAL PERIOD TO THE CIVIL WAR
<b>Department(s)</b>	SOCIAL SCIENCE
<b>Discipline</b>	HISTORY
<b>Subject Area</b>	
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	N/A
<b>Co-requisites (if none, enter N/A)</b>	N/A
<b>Catalogue Description</b>	In this course, the history of the United States from the Colonial period to the Civil War is studied and the major political, economic, and social problems of the new nation are analyzed
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max
<p><b>Waivers for 4-credit Math and Science Courses</b></p> <p>All Common Core courses must be 3 credits and 3 hours.</p> <p>Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.</p>	
<b>If you would like to request a waiver please check here:</b>	<input type="checkbox"/> Waiver requested
<b>If waiver requested:</b> Please provide a brief explanation for why the course will be 4 credits.	
<b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

**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

**Learning Outcomes**

**In the left column explain the assignments and course attributes 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:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- 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.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- 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:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- 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"><li>• Identify and apply the fundamental concepts and methods of a life or physical science.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li></ul>   |

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

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

**A. World Cultures and Global Issues**

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

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

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

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

<b>B. U.S. Experience in its Diversity</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students must assess an array of primary documents for each time period in question, and interpret the conflicting points of view reflected in each, and explain such points of view in homework assignments, essays, or class discussion.	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
Students are required to analyze assigned readings and locate the various political motivations of the authors. They must explain these motivations via written homework assignments, class discussion, essays, or exams.	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
Students will draw from both secondary and primary documents, as well as lecture material, to formulate and support an original argument. This assignment may take the form of an essay, homework assignment, or oral presentation.	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Students will learn how to analyze primary documents, and will learn how to measure the arguments of secondary sources. Students will also learn how to ask questions about historical context. Students will demonstrate this ability via class discussion, homework assignments, essays, or exams.	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
For many of the major themes covered in class, students are asked to assess the argument put forth by a secondary source, as well as at least two conflicting primary sources. For example, when analyzing the notion of religious freedom in early America, the students may read a secondary summary of Puritan New England in the seventeenth century, as well as the court trial of Anne Hutchison, and the personal papers of John Winthrop. Students will demonstrate their ability to analyze and explain the themes from the various perspectives through written assignments, essays, or class discussion.	<ul style="list-style-type: none"> <li>● Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
Students must become familiar with the major themes in early Native American history, and well as the origins, transformation, and impact of the enslavement of Africans and African Americans. Students must demonstrate such knowledge on exams or written assignments.	<ul style="list-style-type: none"> <li>● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
	<ul style="list-style-type: none"> <li>● Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
<b>C. Creative Expression</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
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:	
	<ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to,</li> </ul>



	arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"><li>• 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.</li></ul>
	<ul style="list-style-type: none"><li>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li></ul>
	<ul style="list-style-type: none"><li>• Demonstrate knowledge of the skills involved in the creative process.</li></ul>
	<ul style="list-style-type: none"><li>• Use appropriate technologies to conduct research and to communicate.</li></ul>

#### D. Individual and Society

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.D) 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 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.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.
- 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.

- 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.E) 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 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.
- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Borough of Manhattan Community College  
H120: American History from Colonial Expansion to the Civil War



**INSTRUCTOR: JAMIE WARREN**

**M/W 4:00-5:15**

**jwarren@bmcc.cuny.edu**

**OFFICE HOURS, N655: Weds 10-11am; Thurs 3:30-5:30.**

**COURSE DESCRIPTION:**

In this course, the history of the United States from the Colonial period to the Civil War is studied and the major political, economic, and social problems of the new nation are analyzed.

Welcome to H120! This course begins in the early 15th Century, with European exploration of the Americas and ends with the American Civil War in 1865. The course is designed to introduce students to major themes in United States history, with a focus on the idea of American freedom. By exploring the perspectives of different groups of peoples living in early America--Native Americans, Africans, and Europeans--we will discover that the meaning of "freedom" was never absolute, but rather meant different things to different people. In fact, we will discover that the meaning of freedom in early America was always entangled with the reality of slavery. This class will also explore other major themes such as slavery, nation-building, national identity, geographic and economic expansion, and sectional conflict in the history of the United States from its founding to its ultimate failure in the Civil War.

**Prerequisites: None**

**Course Learning Outcomes and Assessments:**

Learning Outcome:	Assessment
Students will recognize the central themes in American history, 1600-1865. These themes will include colonial expansion and conflict, the rise of slavery and capitalism in the Americas, conflicting ideals of freedom, nation-building, westward expansion and resulting violence, sectional conflict, the Civil War, and emancipation.	Homework based on primary documents and textbook, writing assignments, exams based on readings and lectures
Students will be able to analyze both secondary and primary sources through guided reading assignments and in-class discussions.	Discussion, homework, and in-class writings, essay.
Students will make connections between economic, social, cultural, and political changes through lectures and primary source analysis.	Discussion/Participation, Homework assignments based on primary documents, and exams.

**PATHWAYS STUDENT LEARNING OUTCOMES**

LEARNING OUTCOME	ASSESSMENT
Gather, interpret, and assess information from a variety of sources and points of view.	Students must assess an array of primary documents for each time period in question, and interpret the conflicting points of view reflected in each, and explain such points of view in homework assignments and class discussion.
Evaluate evidence and arguments critically or analytically.	Students are required to analyze assigned readings and locate the various political motivations of the authors. They must explain these motivations via written homework assignments.
Produce well-reasoned written or oral arguments using evidence to support conclusions.	Students must complete an essay 5-6 pages in length which requires them to draw from both secondary and primary documents, as well as lecture material. These essays require students to formulate an original argument, and use the assigned reading to back up their claim.

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.	Students will learn how to analyze primary documents, and will learn how to measure the arguments of secondary sources. Students will also learn how to ask questions about historical context. Students will demonstrate this ability via class discussion, homework assignments, and an essay assignments.
Analyze and explain one or more major themes of U.S. history from more than one informed perspective.	For nearly every major theme covered in class, students are asked to assess the argument put forth by a secondary source, as well as at least two conflicting primary sources
Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.	Students must become familiar with the major themes in early Native American history, and well as the origins, transformation, and impact of the enslavement of Africans and African Americans. Students must demonstrate such knowledge on exams.

#### ASSIGNMENTS/ GRADES:

- **Exams:** You will take two exams. Each exam is worth 20% of your grade. These exams will be based on readings and lectures. Exams will include short-answer and essay-length responses.
- **Quizzes and Homework:** You will complete several quizzes and homework assignments based on assigned readings. You will complete these online, on your own time, using Blackboard. Quizzes are open book. Many of the quizzes will also require a written analysis of a primary document. I will drop your lowest score, and the rest of your quiz scores will be averaged together for a total of 20% of your grade.
- **Essay:** You will write an essay that addresses a major problem of early American history. You will be given a handout, detailing the assignment. 20% of your overall grade.
- **Participation/ Professionalism:** 20% of your grade will come from classroom participation. Every week we will have class discussion and work on analyzing primary documents. Your contribution to such discussions will count for your participation. Additionally, your participation score will measure how well you have prepared for class. For example, if you are asked to print out a primary document from Blackboard and bring it to class, you will lose points for failing to do so. You can also lose points in this category by being late, using your cell phone, sleeping in class, or engaging in disruptive behavior.

#### COURSE GUIDELINES

- **Each absence after your 3 allowed absences will result in a 10 point reduction.** This will be the policy regardless for the reason of the absence. This means you should save your absences for when you need them. Don't worry about getting me doctor's notes. You either here, or not, and you can only earn these points by showing up to class.
- Every student is allowed to be late to class one time. After this first time, **each tardiness will result in a 5 point reduction.** If you are more than 20 minutes late, you will lose 10 points.
- **Any disruptive behavior will result in a 10 point reduction.** This includes using cell phones or other prohibited technology. I do enforce this! If your cell phone is out for any reason, you will lose these points. Other disruptive behavior which will result in point reduction includes chatting with fellow students during lecture, entering the class late and being particular loud and disruptive, and other unprofessional behavior.
- **Laptops are not permitted in my class.** You may only use a laptop if you have a documented need/requirement for this technology. And, in these cases, you must sit in the front row of the class.
- The college classroom is a professional space, and you are expected to treat it as such. This also includes using professional etiquette when you correspond with me, the instructor. **Make sure you always begin your emails with a greeting, and always sign your emails. I will not respond to emails that do not follow this protocol.**
- Additionally, if you miss class it is your responsibility to get notes from a class mate and find out what you have missed. Please do not write me and ask me to go over what we did in class. Make a point to exchange emails with a few of your classmates.
- There are no make ups for exams.

**Note on Plagiarism:** Plagiarism means using or imitating another author's words and ideas as if they were your own. This includes:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrow facts, statistics, or other illustrative material, unless the information is common knowledge."

Plagiarism carries a range of penalties commensurate with severity of the infraction. The instructor may, for example, require the work to be redone, reduce the course grade, fail the student in the course, or refer the case to the Faculty-Student Disciplinary Committee (see Article 15.4 of the Bylaws of the Board of Trustees). Cases referred to that committee could result in suspension or expulsion from the college.

Students in need of accommodation for any learning challenges will be accommodated. Please contact the Office of Accessibility if you have any questions.

**READINGS:**

The following books need to be purchased for this class:

1) Eric Foner

*Give Me Liberty! An American History. Volume 1 (paperback) W.W. Norton, Third Edition*

2) Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, As Written by Himself.*

In addition to this text you will be given some primary sources, which will be handed out in class or made available on Blackboard.

**WEEK 1**

August 28th: Introduction to class

**WEEK 2**

September 9<sup>th</sup>: The Age of Exploration

- READING DUE: FONER CHAPTER 1, COLUMBUS LETTER
- Practice Quiz Optional

September 11<sup>th</sup>: Rethinking Columbus....

(BRING COLUMBUS LETTER WITH YOU TO CLASS!)

**WEEK 3**

September 16<sup>th</sup>: The Coming of the English

- READING DUE: FONER, CHAPTER 2 *FIRST HALF ONLY*
- QUIZ 1 DUE BEFORE CLASS

September 18<sup>th</sup>: Jamestown

**WEEK 4**

September 23<sup>rd</sup>: Puritans and the Idea of Religious Freedom

- READING DUE: FONER, CHAPTER 2 *SECOND HALF ONLY*
- ANNE HUTCHINSON DOCUMENT
- QUIZ 2 DUE BEFORE CLASS

September 25<sup>th</sup>: Religion and Violence in Colonial America

**WEEK 5**

September 30<sup>th</sup>: Origins of American Slavery

October 2<sup>nd</sup>: Continued

**WEEK 6**

October 7<sup>th</sup>: Prelude to Revolution

- READING DUE, FONER CH 4
- QUIZ 3 DUE TODAY BEFORE YOU COME TO CLASS

October 9<sup>th</sup>: Continued

**WEEK 7**

October 15<sup>th</sup>: American Revolution

- READING DUE, FONER CH 5
- QUIZ 4 DUE TODAY BEFORE YOU COME TO CLASS

October 16<sup>th</sup>: Continued

**WEEK 8**

October 21<sup>st</sup>: REVIEW DAY

October 23<sup>rd</sup>: EXAM 1

**WEEK 9**

October 28<sup>th</sup>: Inventing the Nation

- Reading Due: Chapter 7
- QUIZ 5 DUE BEFORE YOU COME TO CLASS TODAY

October 30<sup>th</sup>: Continued

**WEEK 10**

November 4<sup>th</sup>: Jefferson's America

- Reading Due: Chapter 8
- QUIZ 6 DUE BEFORE CLASS TODAY

November 6<sup>th</sup>: The Market Revolution

**WEEK 11**

November 11<sup>th</sup>: Democracy in America?

- READING DUE, FONER CH 10
- QUIZ 7 DUE TODAY BEFORE YOU COME TO CLASS

November 12<sup>th</sup>: Ethnic Cleansing in America

**WEEK 12**

November 18<sup>th</sup>: The Age of Reform

- READING DUE, FONER CH 12, SENECA FALLS DOCUMENT (IN TEXTBOOK)
- QUIZ 8 DUE TODAY BEFORE YOU COME TO CLASS

November 20<sup>th</sup>: Slavery in the Old South

**WEEK 13**

November 25<sup>th</sup>: Douglass' Autobiography

- READING DUE: FREDERICK DOUGLASS' AUTOBIOGRAPHY
- QUIZ 9 TODAY IN CLASS ON DOUGLASS' AUTOBIOGRAPHY (This quiz score will not be dropped even if it is the lowest score, and it is weighted heavier than the other quizzes.)

**WEEK 14**

December 2<sup>nd</sup>: Westward Expansion and Sectional Divide

- READING DUE, FONER CH 13, DRED SCOTT DOCUMENT
- QUIZ 10 DUE TODAY BEFORE YOU COME TO CLASS
- PLEASE PRINT OUT THE DRED SCOTT DOCUMENT AND BRING IT TO CLASS
- FIRST DRAFT OF ESSAY DUE IN CLASS TODAY

December 4<sup>th</sup>: Continued

**WEEK 15**

December 9<sup>th</sup>: Civil War and Emancipation

- READING DUE, FONER, CH 14
- QUIZ 11 DUE TODAY BEFORE YOU COME TO CLASS

December 11<sup>th</sup>: Continued

FINAL DRAFT OF ESSAY DUE IN CLAS TODAY

**FINAL EXAM: December 16<sup>th</sup> during regular class time. NO MAKE UPS!!!**

# APPENDIX D: COURSE REVISION FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

## Curriculum Proposal COURSE REVISION

1. Name of Department: SOCIAL SCIENCES AND HUMAN SERVICES

2. Name and Number of course: CRJ 201

3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)

4. \_\_\_\_\_ Course revised. Check appropriate items.

\_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course title from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_ to \_\_\_\_\_

Change prerequisites from none to CRJ 101

\_\_\_\_\_ Change corequisites from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course description. Attach a copy of old and new description.

\_\_\_\_\_ Other (Specify) \_\_\_\_\_

5. Reason(s) for change(s): SEE ATTACHED

6. Date effective: FALL 2014

7. Attach justification that the course revision reflects the goals for all curricula passed by Faculty Council in May, 1988

8. Attach justification that the course revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006.

9. Attach department(s) minutes approving this proposal.

Signatures

1. Emily B. Anderson 3/18/14  
Department Chairperson or Program Director Date

2. Christina Lev 3/18/14  
Scheduling Officer (Advised as to Course Code) Date

3. [Signature] 3/24/14  
Dean of Academic Affairs (Advised as to format) Date

4. \_\_\_\_\_  
Chairperson of Curriculum Committee Date  
(After the approval of the Curriculum Committee)





**Request for CRJ 101, Introduction to Criminal Justice, to become prerequisite for CRJ 201, Policing**

Prerequisites for Criminal Justice courses are standard in college curricula. The other CUNY Community College Criminal Justice Programs participating in the Justice Academy partnership with John Jay all require prerequisites for their criminal justice courses. BMCC should also meet the same academic standard. Course prerequisites provide a much needed background foundation for upper level courses. Advanced courses in CRJ build upon knowledge that the student is expected to have learned through the Introduction to Criminal Justice course (CRJ 101). Prerequisites not only would increase the level of student preparedness for CRJ 201, but would also allow CRJ faculty to teach more effectively.



BOROUGH OF MANHATTAN COMMUNITY COLLEGE

City University of New York

Social Sciences and Human Services Department

Policing  
CRJ 201  
Fall 2012  
3 Credits

3 Lecture Hours

**Course Description**

This course is intended to broaden the students understanding of law enforcement, focusing on many of the contradictions and paradoxes that American police present. They are the largest agency in the Criminal Justice System, yet much of their work does not involve crimes or justice. Police see their primary job as catching criminals, but they spend most of their engaged in other activities. This course focuses on police field behavior and will examine many of these contradictions, first tracing the origins and history of American policing; then focusing on many of the contemporary issues facing police departments today.

**Prerequisites/Co-requisites**

Students must have passed ENG 088, ESL 094, ACR 094 and MAT 008.

**Class Objectives**

1. To give students an understanding of the history, structure and culture of American police agencies.
2. To gain understanding of the diverse roles and responsibilities of American police.
3. To enable students to recognize and differentiate between the assumptions and realities of contemporary issues facing police departments in America today.

**II. Student Learning Outcomes & Means of Assessment**

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
<ol style="list-style-type: none"><li>1. <b>Describe</b> the history, structures and purpose of American police departments.</li><li>2. <b>Discuss</b> the role of American police departments in contemporary society.</li><li>3. <b>Describe</b> entry-level jobs and career paths in American police departments.</li><li>4. <b>Demonstrate</b> an understanding of the present-day issues facing police departments.</li></ol>	<p><b>Standardized test items:</b> will test a student's ability to <i>recall</i> specific points of information regarding <b>a.</b> the history and purpose of Policing in modern society, <b>b.</b> the role of American police departments <b>c.</b> the entry-level jobs and career paths in American police departments and <b>d.</b> an understanding of the present-day issues facing police departments .</p> <p><b>In-class writing assignment:</b> The in-class writing assignment (essay) will test a student's ability to 1. <b>Appraise</b> a hypothetical situation; 2. <b>Recall</b> specific points of information regarding the history, structures and purpose of American police departments; and 3. <b>Apply</b> the appropriate points of information to <b>formulate</b> an appropriate response using the appropriate vocabulary.</p> <p><b>Case briefings/oral presentations:</b> The case briefing/oral presentation will test a student's ability to <b>interpret</b> and <b>summarize</b> the material presented in class lectures and reading assignments.</p>



### III. General Education Outcomes & Means of Assessment

Below are the college's general education goals that will be covered and assessed in this course.

General Education Goals	Measurements (means of assessment for general education goals listed in first column)
<p><b>Communication Skills-</b> Students will write, read, listen and speak critically and effectively.</p>	<p><b>Standardized test:</b> To successfully prepare for a standardized test students, must have the ability to read and <i>comprehend</i> the written course materials presented in the textbook, on the blackboard and handouts. To prepare successfully for a standardized test, students must actively listen in class and take notes.</p> <p><b>In-class writing assignment:</b> To successfully complete the in-class writing assignment students must express ideas clearly in written form.</p> <p><b>Case briefings/oral presentations:</b> To successfully complete the case brief/oral presentation students must express ideas clearly in oral form.</p>
<p><b>Information &amp; Technology Literacy-</b> Students will collect, evaluate and interpret information and effectively use information technologies.</p>	<p><b>Case briefings/oral presentations:</b> Direct evidence on a student's ability to make effective use of technology and conduct research using appropriate strategies <b>will be the presentation of the source case with the brief from the correct source.</b></p>

#### Required Text & Readings

Police In America, (7<sup>th</sup> Ed) Walker and Katz, Prentice Hall 2011

#### CASE STUDIES – REPORT

The instructor will assign reports at his or her discretion during the term. All assignments should be properly prepared on 8 ½" x 11" paper and submitted to the professor as requested.

#### Evaluation & Requirements of Students

The instructor may revise this grading pattern. Final grades may be determined as follows:

- |                                   |      |
|-----------------------------------|------|
| 1. Class Quizzes                  | 25%  |
| 2. Midterm                        | 25%  |
| 3. Written and Oral Presentations | 25%  |
| 4. Final Examination              | 25%  |
|                                   | 100% |

A 93% and above	A- 90-92%	B+ 87-89%	B 83-86%
B- 80 - 82%	C+ 77-79%	C 73-76%	C- 70-72%
D+ 67-69%	D 63-66%	D - 60-61%	F Below 60%





## **Table of Contents**

### **Part I: Foundations**

Chapter 1: Police and Society

Chapter 2: The History of the American Police

Chapter 3: The Contemporary Law Enforcement Industry

### **Part II: Officers and Organizations**

Chapter 4: Police Organizations

Chapter 5: Police Officers I: Entering Police Work

Chapter 6: Police Officers II: On the Job

### **Part III: Police Work**

Chapter 7: Patrol: The Backbone of Policing

Chapter 8: Peacekeeping and Order Maintenance

Chapter 9: The Police and Crime

Chapter 10: Innovations in Police Strategy

### **Part IV: Issues in Policing**

Chapter 11: Police Discretion

Chapter 12: Police-Community Relations

Chapter 13: Police Corruption

Chapter 14: Accountability of the Police

### **Part V: Challenges for a New Century**

Chapter 15: The Future of Policing in America

### **College Attendance Policy**

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

### **Academic Adjustments for Students with Disabilities**

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Accessibility (Room N320; Telephone # 212-220-8180). BMCC is committed to providing equal access to all programs and curricula to all students.



**BMCC Policy on Plagiarism and Academic Integrity Statement**

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's website, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online)



# APPENDIX D: COURSE REVISION FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

## Curriculum Proposal COURSE REVISION

1. Name of Department: SOCIAL SCIENCES AND HUMAN SERVICES

2. Name and Number of course: CRJ 204

3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)

4. \_\_\_\_\_ Course revised. Check appropriate items.

\_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course title from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change prerequisites from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change corequisites from \_\_\_\_\_ to \_\_\_\_\_

Change course description. Attach a copy of old and new description.

\_\_\_\_\_ Other (Specify) \_\_\_\_\_

5. Reason(s) for change(s): SEE ATTACHED

6. Date effective: FALL 2014

7. Attach justification that the course revision reflects the goals for all curricula passed by Faculty Council in May, 1988

8. Attach justification that the course revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006.

9. Attach department(s) minutes approving this proposal.

Signatures

1. Emily B. Anderson 3/18/14  
Department Chairperson or Program Director Date

2. Christina Lv 3/18/14  
Scheduling Officer (Advised as to Course Code) Date

3. [Signature] 3/24/14  
Dean of Academic Affairs (Advised as to format) Date

4. \_\_\_\_\_  
Chairperson of Curriculum Committee Date  
(After the approval of the Curriculum Committee)



## **Request for Change of Course Description:**

### **Rationale for description change**

The current (old) description does not reflect the nuanced analysis that the topic merits, nor provides with enough details on topics to be discussed throughout the course. As it stands, it is too broad and generic. The proposed (new) description is also more in line with the content that is taught in the same course at other CUNY campuses.

### **CRJ204 Current Course Description:**

This course is designed to expose the student to the issues that arise in urban settings regarding crime and justice. Some of these issues are current and topical, applying to the contemporary urban scene; others are enduring across the generations. Over the course of the semester, we will assess how some of these issues affect our own lives, as residents of an urban environment, through the use of written essays.

### **CRJ204 Proposed New Course Description:**

This course takes a critical approach to the study of crime and justice in urban settings. Course materials examine contemporary crime-related issues that affect urban communities within a historical and sociological context. The course highlights the intersections of deviant behavior and the criminal justice system within the structures of class, race, gender, and power inequalities. Topics explored may include racial profiling, juvenile delinquency, media representations of crime, policing, the war on drugs, and prisoner re-entry.

### **LaGuardia CC Course Description:**

This course examines critical issues concerning crime and justice in urban settings. Some issues are current and topical, applying to the contemporary urban crime scene; others persist across generations. Themes explored include fear, crime and the city; social disorganization; prisoner reintegration; policing, gangs and gun control; and drug laws. This course will be a writing intensive and e-portfolio course with an experiential component.





# APPENDIX D: COURSE REVISION FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

## Curriculum Proposal COURSE REVISION

1. Name of Department: SOCIAL SCIENCES AND HUMAN SERVICES DEPARTMENT

2. Name and Number of course: CRJ 202

3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)

4. \_\_\_\_\_ Course revised. Check appropriate items.

\_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course title from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_ to \_\_\_\_\_

Change prerequisites from none to CRJ101

\_\_\_\_\_ Change corequisites from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course description. Attach a copy of old and new description.

\_\_\_\_\_ Other (Specify) \_\_\_\_\_

5. Reason(s) for change(s): SEE ATTACHED

6. Date effective: FALL 2014

7. Attach justification that the course revision reflects the goals for all curricula passed by Faculty Council in May, 1988

8. Attach justification that the course revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006.

9. Attach department(s) minutes approving this proposal.

Signature: \_\_\_\_\_  
1. Emily B. Anderson 3/18/14  
Department Chairperson or Program Director Date

2. Christina Lev 3/18/14  
Scheduling Officer (Advised as to Course Code) Date

3. [Signature] 3/24/14  
Dean of Academic Affairs (Advised as to format) Date

4. \_\_\_\_\_  
Chairperson of Curriculum Committee Date  
(After the approval of the Curriculum Committee)



**Request for CRJ 101, Introduction to Criminal Justice, to become prerequisite for CRJ 202, Corrections**

Prerequisites for Criminal Justice courses are standard in college curricula. The other CUNY Community College Criminal Justice Programs participating in the Justice Academy partnership with John Jay all require prerequisites for their criminal justice courses. BMCC should also meet the same academic standard. Course prerequisites provide a much needed background foundation for upper level courses. Advanced courses in CRJ build upon knowledge that the student is expected to have learned through the Introduction to Criminal Justice course (CRJ 101). Prerequisites not only would increase the level of student preparedness for CRJ 202, but would also allow CRJ faculty to teach more effectively.



**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**

City University of New York

**Social Sciences and Human Services Department**

**Corrections  
CRJ 202  
Spring 2013  
3 Credits  
3 hours**

**Professor:  
Office: N651  
Tel:  
Office Hours:**

**Course Description**

This course covers the policies and practices of the Criminal Justice System following the offender's arrest and conviction of a crime. The history of corrections is reviewed, and the functions of agencies that provide correctional services is covered; jails, probation, prisons, parole and intermediate sanctions. The course also considers important controversies and major trends in contemporary correctional practice.

**Prerequisites/Co-requisites**

Students must have passed ENG 088, ESL 094, ACR 094, and MAT 008

**Class Objectives**

1. To recognize the ways in which the history of corrections affects today's correctional practices.
2. To understand the operations and functions of correctional agencies in the United States.
3. To develop a critical understanding of contemporary policy and practice of corrections.

**II. Student Learning Outcomes & Means of Assessment**

<b>Course Student Learning Outcomes (Students will be able to...)</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column)</b>
<ol style="list-style-type: none"><li>1. <b>Describe</b> the history, structures and purpose of correctional agencies in the United States.</li><li>2. <b>Discuss</b> the operations and functions of correctional agencies in the United States .</li><li>3. <b>Describe</b> entry-level jobs and career paths in American correctional agencies.</li><li>4. <b>Demonstrate</b> an understanding of contemporary policy and practice of corrections</li></ol>	<p><b>Standardized test items:</b> will test a student's ability to <i>recall</i> specific points of information regarding <b>a.</b> the history and purpose of Corrections in modern society, <b>b.</b> the role of American correctional agencies <b>c.</b> the entry-level jobs and career paths in correctional agencies and <b>d.</b> an understanding of the present-day issues facing correctional agencies.</p> <p><b>In-class writing assignment:</b> The in-class writing assignment (essay) will test a student's ability to 1. <i>Appraise</i> a hypothetical situation; 2. <i>Recall</i> specific points of information regarding the history, structures and purpose of correctional agencies; and 3. <i>Apply</i> the appropriate points of information to <i>formulate</i> an appropriate response using the appropriate vocabulary.</p> <p><b>Case briefings/oral presentations:</b> The case briefing/oral presentation will test a student's ability to <i>interpret</i> and <i>summarize</i> the material presented in class lectures and reading assignments.</p>



### III. General Education Outcomes & Means of Assessment

Below are the college's general education goals that will be covered and assessed in this course.

General Education Goals	Measurements (means of assessment for general education goals listed in first column)
<p><b>Communication Skills-</b> Students will write, read, listen and speak critically and effectively.</p>	<p><b>Standardized test:</b> To successfully prepare for a standardized test students, must have the ability to read and <i>comprehend</i> the written course materials presented in the textbook, on the blackboard and handouts. To prepare successfully for a standardized test, students must actively listen in class and take notes.</p> <p><b>In-class writing assignment:</b> To successfully complete the in-class writing assignment students must express ideas clearly in written form.</p> <p><b>Case briefings/oral presentations:</b> To successfully complete the case brief/oral presentation students must express ideas clearly in oral form.</p>
<p><b>Information &amp; Technology Literacy-</b> Students will collect, evaluate and interpret information and effectively use information technologies.</p>	<p><b>Case briefings/oral presentations:</b> Direct evidence on a student's ability to make effective use of technology and conduct research using appropriate strategies <b>will be the presentation of the source case with the brief from the correct source.</b></p>

#### Required Text & Readings

Corrections In The 21<sup>st</sup> Century, (6<sup>th</sup> Ed) Frank Schmalleger and John Ortiz Smykla, McGraw Hill Co (2013)

#### CASE STUDIES – REPORT

The instructor will assign reports at his or her discretion during the term. All assignments should be properly prepared on 8 1/2" x 11" paper and submitted to the professor as requested.

#### Evaluation & Requirements of Students

The instructor may revise this grading pattern. Final grades may be determined as follows:

- |                                   |      |
|-----------------------------------|------|
| 1. Class Quizzes                  | 25%  |
| 2. Midterm                        | 25%  |
| 3. Written and Oral Presentations | 25%  |
| 4. Final Examination              | 25%  |
|                                   | 100% |

A 93% and above	A- 90-92%	B+ 87-89%	B 83-86%
B- 80 - 82%	C+ 77-79%	C 73-76%	C- 70-72%
D+ 67-69%	D 63-66%	D - 60-61%	F Below 60%





## Table of Contents

### **PART 1 INTRODUCTION TO CORRECTIONS**

- 1 Corrections: An Overview
- 2 Punishments: A Brief History
- 3 Sentencing: To Punish or to Reform?

### **PART 2 COMMUNITY CORRECTIONS**

- 4 Diversion and Probation: How Most Offenders Are Punished
- 5 Intermediate Sanctions: Between Probation and Incarceration

### **PART 3 INSTITUTIONAL CORRECTIONS**

- 6 Jails: Way Stations Along the Justice Highway
- 7 Prisons Today: Change Stations or Warehouses?
- 8 Parole: Early Release and Reentry

### **PART 4 THE PRISON WORLD**

- 9 The Staff World: Managing the Prison Population
- 10 The Inmate World: Living Behind Bars
- 11 The Legal World: Prisoners' Rights
- 12 Special Prison Populations: Prisoners Who Are Elderly, Mentally Challenged, and Who Have HIV/AIDS

### **PART 5 ISSUES IN CORRECTIONS**

- 13 Prison Issues and Concerns: Overcrowding, Security, Accreditation, Privatization, and Technology
- 14 The Victim: Helping Those in Need
- 15 Death: The Ultimate Sanction
- 16 Juvenile Corrections: End of an Era?

### **College Attendance Policy**

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

### **Academic Adjustments for Students with Disabilities**

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Accessibility (Room N320; Telephone # 212-220-8180). BMCC is committed to providing equal access to all programs and curricula to all students.

### **BMCC Policy on Plagiarism and Academic Integrity Statement**

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's website, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online).



# APPENDIX D: COURSE REVISION FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

## Curriculum Proposal COURSE REVISION

1. Name of Department: SOCIAL SCIENCES AND HUMAN SERVICES

2. Name and Number of course: CRJ 204

3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)

4. \_\_\_\_\_ Course revised. Check appropriate items.

\_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course title from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_ to \_\_\_\_\_

Change prerequisites from none to CRJ101

\_\_\_\_\_ Change corequisites from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course description. Attach a copy of old and new description.

\_\_\_\_\_ Other (Specify) \_\_\_\_\_

5. Reason(s) for change(s): SEE ATTACHED

6. Date effective: FALL 2014

7. Attach justification that the course revision reflects the goals for all curricula passed by Faculty Council in May, 1988

8. Attach justification that the course revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006.

9. Attach department(s) minutes approving this proposal.

Signatures

1. Emily B. Anderson 3/18/14  
Department Chairperson or Program Director Date

2. Christina Lee 3/18/14  
Scheduling Officer (Advised as to Course Code) Date

3. [Signature] 3/24/14  
Dean of Academic Affairs (Advised as to format) Date

4. \_\_\_\_\_  
Chairperson of Curriculum Committee Date  
(After the approval of the Curriculum Committee)



**Request for CRJ 101, Introduction to Criminal Justice, to become prerequisite for CRJ 204, Criminal Justice in the Urban Environment**

Prerequisites for Criminal Justice courses are standard in college curricula. The other CUNY Community College Criminal Justice Programs participating in the Justice Academy partnership with John Jay all require prerequisites for their criminal justice courses. BMCC should also meet the same academic standard. Course prerequisites provide a much needed background foundation for upper level courses. Advanced courses in CRJ build upon knowledge that the student is expected to have learned through the Introduction to Criminal Justice course (CRJ 101). Prerequisites not only would increase the level of student preparedness for CRJ 204, but would also allow CRJ faculty to teach more effectively.



**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**  
City University of New York

**Social Sciences and Human Services Department**  
**Criminal Justice Program**

**Criminal Justice and the Urban Community**

**3 Credits**  
**3 Lecture Hours**

**CRJ 204**  
**Spring 2013**

**DESCRIPTION OF COURSE**

This course is designed to expose the student to the issues that arise in urban settings regarding crime and justice. Some of these issues are current and topical, applying to the contemporary urban scene; others are enduring across the generations. Over the course of the semester, we will assess how some of these issues affect our own lives, as residents of an urban environment, through the use of written essays.

**Prerequisites/Co-requisites**

Students must have passed ENG 088, ESL 094, ACR 094 and MAT 008

**I. Class Objectives:**

1. To give students an understanding of the special characteristics of urban settings that affect crime and justice.
2. To develop an overall understanding of the current state of problems and solutions regarding crime in urban settings.
3. To learn how current urban methods of criminal justice are supported by empirical evidence.
4. To teach students the implications of today's urban crime and justice as it relates to social policy.

**II. Student Learning Outcomes & Means of Assessment**

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
<ol style="list-style-type: none"> <li>1. <b>Describe</b> the special characteristics of urban settings that affect crime and justice.</li> <li>2. <b>Discuss</b> the implications of today's urban crime and justice as it relates to social policy.</li> <li>3. <b>Describe</b> how current urban methods of criminal justice are supported by empirical evidence.</li> <li>4. <b>Demonstrate</b> an understanding of the current state of problems and solutions regarding crime in urban settings.</li> </ol>	<p><b>Standardized test items:</b> will test a student's ability to <i>recall</i> specific points of information regarding <b>a.</b> the special characteristics of urban settings that affect crime and justice, <b>b.</b> the implications of today's urban crime and justice as it relates to social policy <b>c.</b> the current urban methods of criminal justice are supported by empirical evidence and <b>d.</b> an understanding of the current state of problems and solutions regarding crime in urban settings.</p> <p><b>In-class writing assignment:</b> The in-class writing assignment (essay) will test a student's ability to 1. <i>Appraise</i> a hypothetical situation; 2. <i>Recall</i> specific points of information regarding criminal justice in urban settings; and 3. <i>Apply</i> the appropriate points of information to <i>formulate</i> an appropriate response using the appropriate vocabulary.</p> <p><b>Case briefings/oral presentations:</b> The case briefing/oral presentation will test a student's ability to <i>interpret</i> and <i>summarize</i> the material presented in class lectures and reading assignments.</p>





### III. General Education Outcomes & Means of Assessment

Below are the college's general education goals that will be covered and assessed in this course.

General Education Goals	Measurements (means of assessment for general education goals listed in first column)
<p><b>Communication Skills-</b> Students will write, read, listen and speak critically and effectively.</p>	<p><b>Standardized test:</b> To successfully prepare for a standardized test students, must have the ability to read and <i>comprehend</i> the written course materials presented in the textbook, on the blackboard and handouts. To prepare successfully for a standardized test, students must actively listen in class and take notes.</p> <p><b>In-class writing assignment:</b> To successfully complete the in-class writing assignment students must express ideas clearly in written form.</p> <p><b>Case briefings/oral presentations:</b> To successfully complete the case brief/oral presentation students must express ideas clearly in oral form.</p>
<p><b>Information &amp; Technology Literacy-</b> Students will collect, evaluate and interpret information and effectively use information technologies.</p>	<p><b>Case briefings/oral presentations:</b> Direct evidence on a student's ability to make effective use of technology and conduct research using appropriate strategies <b>will be the presentation of the source case with the brief from the correct source.</b></p>

#### Required Text & Readings:

Robert McNamara and Ronald Burns. Multiculturalism in the Criminal Justice System. McGraw-Hill ISBN- 978-0-07-337994-4

**Additional Resources:** You will be required to read additional material handed out at the beginning of the semester.

#### Evaluation & Requirements of the Students:

The instructor may revise this grading pattern. Final grades may be determined as follows:

- |                                   |             |
|-----------------------------------|-------------|
| 1. Class Quizzes                  | 25%         |
| 2. Midterm                        | 25%         |
| 3. Written and Oral Presentations | 25%         |
| 4. Final Examination              | 25%         |
|                                   | <b>100%</b> |

A 93% and above	A- 90-92%	B+ 87-89%	B 83-86%
B- 80 - 82%	C+ 77-79%	C 73-76%	C- 70-72%
D+ 67-69%	D 63-66%	D - 60-61%	F Below 60%



## Outline of Topics

<u>WEEK</u>	<u>COURSE OUTLINE</u>	<u>CHAPTER</u>
1.	Introduction	1
2.	Group Dynamics, Communication, and Social Interaction	2
3.	African Americans and the Criminal Justice System	3
4.	Hispanic Americans and the Criminal Justice System	4
5.	Asian Americans and the Criminal Justice System	5
6.	Native Americans and the Criminal Justice System	6
7.	<b>MID-TERM</b>	
8.	Women and the Criminal Justice System	7
9.	The Gay Community and the Criminal Justice System	8
10.	The elderly and the Criminal Justice System	9
11.	Policing and Multiculturalism	10
12.	Courts and Multiculturalism	11
13.	Corrections and Multiculturalism	12
14.	The future of Multiculturalism: Strategies for Success	13
15.	<b>FINAL EXAM</b>	



### **College Attendance Policy**

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

### **Academic Adjustments for Students with Disabilities**

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Accessibility (Room N320; Telephone # 212-220-8180). BMCC is committed to providing equal access to all programs and curricula to all students.

### **BMCC Policy on Plagiarism and Academic Integrity Statement**

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's website, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online).



# APPENDIX D: COURSE REVISION FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

## Curriculum Proposal COURSE REVISION

1. Name of Department: SOCIAL SCIENCES AND HUMAN SERVICES

2. Name and Number of course: CRJ 203

3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)

4. \_\_\_\_\_ Course revised. Check appropriate items.

\_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course title from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_ to \_\_\_\_\_

Change prerequisites from none to CRJ 101

\_\_\_\_\_ Change corequisites from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course description. Attach a copy of old and new description.

\_\_\_\_\_ Other (Specify) \_\_\_\_\_

5. Reason(s) for change(s): SEE ATTACHED

6. Date effective: FALL 2014

7. Attach justification that the course revision reflects the goals for all curricula passed by Faculty Council in May, 1988

8. Attach justification that the course revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006.

9. Attach department(s) minutes approving this proposal.

Signatures  
1. Emily B. Anderson 3/18/14  
Department Chairperson or Program Director Date

2. Christina Lee 3/18/14  
Scheduling Officer (Advised as to Course Code) Date

3. [Signature] 3/20/14  
Dean of Academic Affairs (Advised as to format) Date

4. \_\_\_\_\_  
Chairperson of Curriculum Committee Date  
(After the approval of the Curriculum Committee)





**Request for CRJ 101, Introduction to Criminal Justice, to become prerequisite for CRJ 203, Criminal Law**

Prerequisites for Criminal Justice courses are standard in college curricula. The other CUNY Community College Criminal Justice Programs participating in the Justice Academy partnership with John Jay all require prerequisites for their criminal justice courses. BMCC should also meet the same academic standard. Course prerequisites provide a much needed background foundation for upper level courses. Advanced courses in CRJ build upon knowledge that the student is expected to have learned through the Introduction to Criminal Justice course (CRJ 101). Prerequisites not only would increase the level of student preparedness for CRJ 203, but would also allow CRJ faculty to teach more effectively.



**BOROUGH OF BOROUGH OF MANHATTAN COMMUNITY COLLEGE**

City University of New York

Social Sciences and Human Services Department

Spring 2013

**CRJ 203: Criminal Law**  
3 Lecture hours/3 Credits

Prof: \_\_\_\_\_

E-mail: \_\_\_\_\_

Office Hours:  
Office Tel: 212-220-8205

**DESCRIPTION OF COURSE**

This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.

**PREREQUISITES AND/OR COREQUISITES:**

Students must have passed ENG 088, ESL 094, ACR 094, and MAT 008

**I. Class Objectives:**

- A. To give students an understanding of the general principles of criminal law.
- B. To develop an overall understanding of the federal and state courts court systems and the jurisdictional authority of the courts as they apply to criminal law.
- C. To teach students the specific laws relating to establishing criminal liability and its defense

**II. Student Learning Outcomes & Means of Assessment**

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
1. <b>Describe</b> the history and purpose of Criminal Law in modern society.	<b>Standardized test items:</b> will test a student's ability to <i>recall</i> specific points of information regarding <b>a.</b> the history and purpose of Criminal Law in modern society, <b>b.</b> the principles of criminal liability, <b>c.</b> the elements of specific crimes and <b>d.</b> the Defenses to criminal liability.  <b>In-class writing assignment:</b> The in-class writing assignment (essay) will test a student's ability to 1. <b>Appraise</b> a hypothetical situation; 2. <b>Recall</b> specific points of information regarding criminal law to determine what crimes if any have been committed; and 3. <b>Apply</b> the appropriate rules of law to <b>formulate</b> an appropriate response.  <b>Case briefings/oral presentations:</b> The case briefing/oral presentation will test a student's ability to <b>interpret</b> and <b>summarize</b> the material presented in class lectures and reading assignments.
2. <b>Discuss</b> the general principles of criminal liability.	
3. <b>Describe</b> the elements of specific crimes.	
4. <b>Demonstrate</b> an understanding of the Defenses to criminal liability.	



### III. General Education Outcomes & Means of Assessment

Below are the college's general education goals that will be covered and assessed in this course.

General Education Goals	Measurements (means of assessment for general education goals listed in first column)
<p><b>Communication Skills-</b> Students will write, read, listen and speak critically and effectively.</p>	<p><b>Standardized test:</b> To successfully prepare for a standardized test students, must have the ability to read and <b>comprehend</b> the written course materials presented in the textbook, on the blackboard and handouts. To prepare successfully for a standardized test, students must actively listen in class and take notes.</p> <p><b>In-class writing assignment:</b> To successfully complete the in-class writing assignment students must express ideas clearly in written form.</p> <p><b>Case briefings/oral presentations:</b> To successfully complete the case brief/oral presentation students must express ideas clearly in oral form.</p>
<p><b>Information &amp; Technology Literacy-</b> Students will collect, evaluate and interpret information and effectively use information technologies.</p>	<p><b>Case briefings/oral presentations:</b> Direct evidence on a student's ability to make effective use of technology and conduct research using appropriate strategies <b>will be the presentation of the source case with the brief from the correct source.</b></p>

### Evaluation & Requirements of Students

The instructor may revise this grading pattern. Final grades may be determined as follows:

1. Class Quizzes	15%
2. Midterm	25%
3. Written and Oral Presentations	25%
4. Class Participation	10%
5. Final Examination	25%
	100%

A 93% and above	A- 90-92%	B+ 87-89%	B 83-86%
B- 80 - 82%	C+ 77-79%	C 73-76%	C- 70-72%
D+ 67-69%	D 63-66%	D - 60-61%	F Below 60%

### Required Text & Readings:

Schmallegger, Hall, & Dolatowski. Criminal Law Today. Prentice Hall. 4<sup>th</sup> Edition, ISBN - 9780135042618

**Additional Resources:** You will be required to read additional material handed out at the beginning of the semester.



## Outline of Topics

<u>WEEK</u>	<u>COURSE OUTLINE</u>	<u>TEXTBOOK CHAPTERS</u>
1	The Nature & History of Criminal Law	1
2	Criminal Liability & the Elements of Crimes	2
3	Expanding the Concept of Crime	3
4	Extending Criminal Liability: Inchoate Offenses & Parties to Crime	4
5	Justification as Defenses	5
6	Excuses as Defenses	6
7	<b>Midterm</b>	
8	Legal & Social Dimensions of Personal Crime: Homicide	7
9	Legal & Social Dimensions of Personal Crime: Assault, Battery, and other Personal Crimes	8
10	Legal & Social Dimensions of Property & Computer Crimes	9
11	Offenses Against Public Order & the Administration of Justice	10
12	Terrorism and Human Trafficking	11
13	Offenses Against Public Morality	12
14	Victims and the Law & Punishment & Sentencing	13 & 14
15	<b>Final Examination</b>	

### College Attendance Policy

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

### Academic Adjustments for Students with Disabilities

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Accessibility (Room N320; Telephone # 212-220-8180). BMCC is committed to providing equal access to all programs and curricula to all students.

### BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's website, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online).



