

APPENDIX C: NEW COURSE FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal NEW COURSE

Attach proposed course syllabus to this form. Also attach a copy of the course description as it will appear in the catalog.

1. Name of Department: Social Sciences, Human Services and Criminal Justice

2. Name of New Course: Gender and Society

3. Course Number: SOC 210

4. Prerequisites: SOC 100

Corequisites: None

Basic Skills: ENG 88 or ESL 94; ACR 94

5. Hours per week: 3 Lecture: 3 Lab: _____

6. Credits: 3

7. Course is required in the following curricula social science/liberal arts elective in
AA in Liberal Arts and AA in Sociology *200*

8. Will special materials, space, and/or equipment be required? ___ Yes No

9. Estimated enrollment per semester: 35

10. Date effective: Fall 2016

11. Attach course articulation agreement(s) with a senior college.

12. Attach justification that the new course reflects the goals for all curricula passed by Faculty Council in May 1988

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

14. Attach department(s) minutes approving this proposal

Signatures

1. [Signature] 9/30/15
Department Chairperson or Program Director Date

2. [Signature] 9/30/15
Scheduling Officer (Advised as to Course Code) Date

3. [Signature] 11/2/15
Dean of Academic Affairs (Advised as to format) Date

4. [Signature] 11/2/15
Chairperson of Curriculum Committee Date
(After the approval of the Curriculum Committee)

SOC 210 Gender and Society

Catalogue Course Description

This course examines the role of gender in society, with a focus on gender as a social construction and a system of inequality that shapes contemporary society and its institutions. Topics may include the relationship of biology and gender, gender and sexuality, feminist theory, the influence of gender on institutions such as the family, schools, workplace, media, politics, etc., gender and violence, and the intersection of gender, race and ethnicity, and class.

SOC 210 Gender & Society – Sample Syllabus

Borough of Manhattan Community College

The City University of New York

Department of Social Sciences, Human Services and Criminal Justice

Title of Course: Gender and Society

Class Hours: 3

Semester:

Instructor Information:

Credits: 3

Basic Skills: ENG 088 or ESL 094; ACR 094

Prerequisites: SOC 100

Corequisites: None

Course Description

This course examines the role of gender in society, with a focus on gender as a social construction and a system of inequality that shapes contemporary society and its institutions. Topics may include the relationship of biology and gender, gender and sexuality, feminist theory, the influence of gender on institutions such as the family, schools, workplace, media, politics, etc., gender and violence, and the intersection of gender, race and ethnicity, and class.

Student Learning Outcomes	Assessments
Students will demonstrate an understanding of the central concepts, topics and theories of the sociological study of gender.	Research paper assignment, readings, in-class writing assignments, in-class participation and discussions, exams
Students will critically analyze the role of gender in everyday life and social institutions.	In-class writing and discussion, research paper, exams
Students will apply and evaluate sociological theories and methods in the study of gender.	Research paper, in-class writing and discussions

General Education Learning Outcomes	Assessments
Communication Skills - Students will be able to write, read, listen and speak critically and effectively.	Scaffolded research paper assignments, in-class writing assignments, final research paper, in-class participation and discussions, exams
Social and Behavioral Sciences - Students will be able to apply the concepts and methods of the social sciences.	In-class writing and discussion, research paper, exams
Information & Technology Literacy - Students will be able to collect, evaluate and interpret information and effectively use information technologies.	Research for research paper

Required Texts: All of the readings will be made available to students via Blackboard.

Evaluation and Requirements of Students:

Low-Stakes, In-Class Writing Assignments – These short writing assignments will help students to intellectually digest the reading material and prepare students for class discussion and activities. -- **10% of final grade**

Research Paper and Presentation – Every two weeks students will complete one component of the research paper, from selecting a topic, developing a thesis statement, doing a literature review, conducting a pilot study, to writing up the results. A draft of the final research paper will be due for peer review during the third to last week of the semester and then the final version will be due the last day of class. In the weeks 13 and 14, students will present their research to the class. -- **Presentation -- 15% of final grade; Paper -- 35% of final grade**

Multiple-Choice Midterm and Final Exams – There will be two exams during the 7th and 15th weeks, respectively. Each exam will contain 25 questions that will determine students' grasp of some of the content of the readings. -- **40% of final grade (20% each)**

Course Schedule:

Introducing Gender

Weeks 1 & 2: Introduction course and topic: Biology, sex and gender

Readings:

- Selections from Fausto-Sterling, Anne (2000) *Sexing the Body: Gender Politics and the Construction of Sexuality*

Weeks 3 & 4: The social construction of gender & gender socialization

Research paper topic due in Week 3

Readings:

- Berger, P. & Luckmann, T. (1967) “The Social Construction of Reality: A Treatise on the Sociology of Knowledge.”
- West, C. & Zimmerman, D. H. (1987), “Doing gender.” *Gender and Society*, 1,” 125-151, 127
- Lorber, J. (1993). “Believing is seeing: Biology as ideology.” *Gender and Society*, 7, 568-581

Week 5: Trans*gender(s)

Readings:

- Stryker, Susan. (2008). “An Introduction to Transgender Terms and Concept,” in *Transgender History*, 1-29. New York: Seal.
- Stone, Sandy. (1991). “The Empire Strikes Back: A posttranssexual manifesto.” in *Bodyguards*. 280-304.

Research paper thesis statement due in Week 5

Gendered Institutions

Week 6: Gender and the family

Readings:

- Coontz, Stephanie (2006). *Marriage, a History: How Love Conquered Marriage* New York: Penguin Books (Chapters 2-3 “The Many Meanings of Marriage,” (pp. 24-33) and “The Invention of Marriage” (pp. 34-52))
- Parreñas, Rhacel Salazar (2015, 2nd edition). *Servants of Globalization: Women, Migration and Domestic Work..* Redwood City, CA: Stanford University Press. (Chapter 3, “The Transnational Family” (pp. 53-84).

Week 7: Gender and education

Readings:

- Selections from Ferguson, Anne Arnett. (2001). *Bad Boys: Public Schools in the Making of Black Masculinity.*
- Selections from Thorne, Barrie. (1993). *Gender Play: Boys and Girls in School.*

Midterm Exam

Week 8: Gender and work

Readings:

- Selections from Hochschild, Arlie. (2012). *The Second Shift: Working Families and the Revolution at Home.*
- Selections from Federici, Silvia. (2012). *Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle.*

Week 9: Masculinity

- Connell, R. W. (1995). "The Social Organization of Masculinity." in *Masculinities*. p. 67-86. Cambridge: Polity Press.
- Selections from Kimmel, M. (2015). *Angry White Men: American Masculinity at the End of an Era*. New York: Nation Books.

Research paper literature review due in Week 9

Week 10: Gender and the media

Film: Miss Representation

Reading:

- Moore, Lisa Jean. (2010). "Overcome: The Money Shot in Pornography and Prostitution." In Mindy Stompler, et. al., eds. *Sex Matters: The Sexuality and Society Reader*. New York: Pearson.

Gendered Relationships

Week 11: Gender and sexuality

Readings:

- Selections from Fausto-Sterling, Anne (2000) *Sexing the Body: Gender Politics and the Construction of Sexuality*

Week 12: Gender and violence

Readings:

- Richie, Beth. (2012). *Arrested Violence: Black Women, Violence and America's Prison Nation* New York: NYU Press. (Chapter 1, "The Problem of Male Violence against Black Women," pp. 23-64)
- Mogul, Joey, Andrea Ritchie and and Kay Whitlock (2012). *Queer (In)Justice: the Criminalization of LGBT People in the United States* Boston: Beacon Press. (Chapter 6, "False Promises: Criminal Legal Responses to Violence against LGBT People." (pp. 118-140).
- INCITE and Critical Resistance. (2001). "Gender Violence and the Prison Industrial Complex." available here: http://www.incite-national.org/sites/default/files/incite_files/resource_docs/5848_incite-cr-statement.pdf

Peer review of research paper in Week 12

Gender & Inequality

Week 13: Gender, race/ethnicity and class

Readings:

- Anzaldúa, Gloria E. (1987). *Borderlands/La Frontera: the New Mestiza*. New York: Aunt Lute Books (excerpts).
- Collins, Patricia Hill (1993), "Toward a New Vision: Race, Class and Gender as Categories of Analysis and Connection." *Race, Sex & Class* 1 (1): 25-45.

- Kandaswamy, Priya. (2010) “‘You Trade in a Man for the Man’: Domestic Violence and the U.S. Welfare State.” *American Quarterly* 62.2 : 253-77.

Week 14: Gender and globalization

Final research paper due in Week 14

- Eisenstein, Hester (2013). *Feminism Seduced: How Global Elites Use Womens’s Labor and Ideas to Exploit the World*. New York: Paradigm Publishers. (excerpts from Chapter 5, “In the Global South: “Women” Replace Development.” and Chapter 6, “Islamophobia and the Global War on Terror.”)
- Abu-Lughod, Lila (2002). “Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and its Others.” *American Anthropologist* 104 (3): 783-790.

Week 15: 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 site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Writing Center & Learning Resource Center

BMCC has a place designated to assist and support students with each stage of the writing process. Please make use of this resource. It is located in Room S-500, or you can contact by phone at (212) 220-1384 or email writingcenter@bmcc.cuny.edu

BMCC has a very comprehensive tutorial service with a dedicated staff. For those who have difficulty fitting in extra time on campus, there is also an e-tutoring service. The LRC is located in S-501 and information on e-tutoring may be found at the BMCC website under “Student Services”

RE: Gender and Society articulation

Carolina Bank Munoz <Cbmunoz@brooklyn.cuny.edu>

Tue 11/3/2015 12:46 PM

To: Amy Sodaro <asodaro@bmcc.cuny.edu>;

Cc: Cathleen R Borck <cborck@bmcc.cuny.edu>; Soniya Munshi <smunshi@bmcc.cuny.edu>;

Hi Amy,

Thanks for all of your work on this. BMCC's Gender and Society SOC 210, will count as equivalent to Brooklyn College's Gender and Society SOCY 2600. All the best, Carolina

Carolina Bank Muñoz
Chair, Department of Sociology
Brooklyn College
Associate Professor, CUNY Graduate Center

From: Amy Sodaro [asodaro@bmcc.cuny.edu]
Sent: Monday, November 02, 2015 4:34 PM
To: Carolina Bank Munoz
Cc: Cathleen R Borck; Soniya Munshi
Subject: Gender and Society articulation

Dear Carolina,

I am finalizing our proposal for a Gender and Society course that you kindly agreed to articulate with us on. For the purpose of our college-wide Curriculum Committee, I believe we need an email from you stating that our BMCC course, Gender and Society SOC 210, will count as equivalent to your Gender and Society SOCY 2600. Many thanks for sending us this formal email and for all of your help with articulation questions.

Best,
Amy

Amy Sodaro, PhD
Assistant Professor of Sociology
Department of Social Sciences, N668
Borough of Manhattan Community College/CUNY
212-220-8000 x5254

SOC 210 Gender and Society
Justifications

12. Gender and Society conforms to the goals for all curricula passed by the Faculty Council in 1988 in three ways. First of all, the study of gender is inherently focused on critical thinking and the analysis of social problems related to inequality and social justice. Accordingly, throughout the class, students will be analyzing problems and their causes and formulating potential solutions. To do this, students will be asked to communicate, both in writing and orally, effectively and coherently about a range of issues related to gender. Second, social ideas about gender are situated within historical context and the class therefore will demonstrate to students the connection between past, present and future. Finally, gender intersects with every aspect of our daily lives, as well as with every other subject that students will study in their academic career, so the course content will require that students apply knowledge from other courses and experiences while at the same time imparting knowledge that will be of use for every other course of study or endeavour students undertake.

13. The course reflects the following General Education goals for all curricula passed by Faculty Council in 2006: Communication Skills, Social and Behavioral Sciences, Information and Technology Literacy and Values. See the outcomes and assessments listed in the syllabus for details.

Social Sciences, Human Services, and Criminal Justice Department Meeting Minutes

October 14, 2015

In attendance: All members present except as noted

Absent: Maram Hallak , Marci Littlefield, Miriam Santos

Excused: Henry Bulley, Matthew Ally, Vernon Smith, Dan DePaulo, Shirley Leyro, Ron Rubin

Meeting was called to order at 2:05 in Room N-452.

Minutes from the September meeting were approved unanimously, but the following corrections noted:

-Ethnic Studies is not a department, but a center, and should be noted as such. Center For Ethnic Studies faculty are members of our department and they are always welcome at department meetings.

-Emelyn Tapaoan is no longer a substitute faculty and so is not required to be present.

Study Abroad

Judith Anderson noted that she is organizing a study abroad program for 2016, and more information will be given soon.

Faculty Salon

Jose Haro, Amy Sodaro, Jamie Warren and Robin Isserles introduced a change in Faculty Salon for Spring 2016: Instead of 4 presentations a semester, we will have one big symposium on May 19 in Richard Harris Terrace. This will include adjuncts and will make it easier for everyone to show each other what we are doing. Currently, they are working on inviting a keynote speaker, and ideas are appreciated (local person preferred!). Abstracts need to be sent by the end of semester.

Also, on October 30th, we will have the first faculty salon, and Ilgin Yorukoglu and Erik Freas will present their work.

2nd Salon will be on Dec 10th in Hudson room.

Curriculum Committee Items

Andres Colapinto, Ross Tippit, Ilir Disha, Brenda Vollman, Dan Prenda and Michelle Rhonda.

There are 6 revisions to the criminal justice curriculum (crj 204 description had already been changed).

Brenda read the rational for change, including the suggestion that MAT 008 should not be a basic skills requirement.

Rationale for Basic Skills Requirement Changes: The MAT008 requirement serves as a hindrance to our students getting started in the major. No other community college within the CUNY Justice Academy has this basic skills requirement. The origins of the requirement seem to date to a time when CRJ was in the Business department, which is the only department which requires MAT008 as a Basic Skills requirement.

Ilir read CRJ 101 old description and the proposed change.

The suggestion about the MAT 008 requirement was discussed. It was asked if senior colleges would accept the credit if MAT is not a prerequisite now. The committee responded saying that the requirement for MAT is not going to be lifted, what is suggested is that it should not be a prerequisite for the mentioned CRJ classes.

Dan included that in JJay there is no MAT requirement for this course, but Sangeeta reminded that senior colleges do not have remedial courses, so it cannot be a requirement. Brenda said other 2 year colleges also do not have MAT requirements, according to her knowledge.

It was suggested that before it goes to college curriculum committee, we might have to back up our MAT 008 argument.

Brenda read CRJ 102 old description and the proposed description.

Michelle read the same for the course on Corrections.

Brenda read the Criminal Law old description and the proposed description, and Dan read Policing old and proposed description.

The committee also asked for removal of the MAT 008 requirement for CRJ 204 whose description had been changed.

Voting occurred at 3pm, change in course descriptions approved. MAT 008 requirement removal passed, approved.

PSYCH MAJOR

Curriculum change. There was a question about forensic psych program- what it is. This was a specialized program. Voted and approved.

Psych prerequisite proposal

For abnormal and developmental and psychology of women, PSY 100 should be prerequisite. It used to be that for abnormal psych, we need faculty's approval. For the others, either PSY 100, Soc 100 or SSC 100 would do. Now the suggestion is to require PSY 100 for all these classes. This also was approved.

New class- Gender and Society Soc 210

Ross read the course description and proposal, and said that this would be an elective course. Soc 100 would be prerequisite. The course has one articulation agreement with Brooklyn College (with their sociology of gender). Basic skills requirement: ESL 94 and ACR 94.

Voted and approved.

Cross listing: ASN/HIS 129 Intro to the Middle East

Intro to Middle East course exists as HIS 129; Ethnic Studies is asking that it be cross listed with Asian Studies. Basic skills requirement will be ENG 88 and ESL 94, ACR 94.

Voted, approved.

Advisement office representatives

John Matamaros and Allana Burke. You can reach them at aburke@bmcc.cuny.edu (ext 8141) and JMatamaros@bmcc.cuny.edu (ext 5079). They reminded that Nov 9 is the start of advisement.

There was a question about course requirements. It was said that the website says one thing, and cunyfirst says another thing, that there is an info clash for, say, scientific world requirement.

John Matamaros replied saying that they have no control over the website. They control degree works, and that is correct info.

Financial aid related question and it was said that it is better to email with specific questions, and put everything in notes. It was suggested that a “cheat sheet” would help, especially with financial aid related questions, with simple bullets and so on. They said they will work on this, and will put the manual online.

Coache survey

Take a look and pass along your comments and thoughts to Geoff Kurtz.

Pathways courses

Hist 101 and 102 are now in pathways. Eco 100, Eco 202 and Anthro 100 returned and need changes.

Honors Pilot

Pilot courses for honors program are being considered.

Brochures for new majors

Alex and Jacob will be present at the meeting to discuss with sociologists

Faculty pictures

Christina Oney read the names of those whose pictures are missing for the faculty board. Today 4-5pm or tomorrow 10 am -12 pm upstairs in the office you can get your pic taken. OR take them yourself with a white background.

Ph.D defense

Rebecca Johnson defended her dissertation!

Happy Hours organization

David Caicedo takes over from Jamie to organize happy hours

Holiday Party

Suggestions for the holiday party. Voted and we will have the party at Cowgirl on December 15, the reading day.

Other issues

PSC Teach CUNY campaign

Teach about CUNY issues until Thanksgiving, sample curriculum is online at psc/cuny.org/bmcc

PSC teach-in next Wednesday about funding legislation and other issues- 21st October in N452.

Meeting adjourned at 3:40 pm.

Respectfully submitted by Ilgin Yorukoglu.