CUNY Common Core Course Review Committee

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www.cuny.edu/pathways
Sample Course:

CHC 150—The Peopling of New York

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Flexible Core Area: U.S. Experience in its Diversity
Pathways to Degree Completion: Flexible Core Requirements

• All Flexible Core courses must meet the following three learning outcomes.

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

2. Evaluate evidence and arguments critically or analytically.

3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
Outcome 1

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

Course Qualifications
The class requires both readings from different points of view and independent research which requires the use of interviews, statistics, and ethnographic observations.
Outcome 2

Evaluate evidence and arguments critically or analytically

Course Qualifications

The essays assigned in the course all require using several readings and critically evaluating different arguments.
Course Qualifications
Students will produce both individual essays and group reports, all of which require using evidence to support conclusions. The final project (“Through Immigrant Eyes”) will be presented orally to the class, using different sorts of evidence as appropriate to the student’s chosen topic.
Pathways to Degree Completion: Flexible Core Requirements

• Each Flexible Core course must meet at least three additional learning outcomes from a list specific to the area.
U.S. Experience in its Diversity
Outcomes to be Covered by Course

1. 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.

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

3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

4. 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.
U.S. Experience Learning Outcomes

Outcome 1
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.

Course Qualifications
The class addresses the changing population of America’s largest city and familiarizes students with how this issue is studied in various disciplinary and inter-disciplinary traditions. Readings and other materials (i.e. video, film, art works, etc.) include works of anthropology, cultural studies, history, political science, sociology and U.S. literature.
U.S. Experience Learning Outcomes

Outcome 2
Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

Course Qualifications
Students will use the course readings and independent student assignments to address the issues of immigration and racial and ethnic relations from a variety of informed perspectives. The readings include assimilationist, transnational and racialization perspectives on the topics, and the group assignment (The “Places in the City” assignment) requires students to analyze statistics, ethnographic and interview based materials.
Course Qualifications
The course readings specifically cover the role of slavery (see readings for February 14th) and immigration (see most of the class) in the population history and the development of the culture of New York City. The final independent project, “Through Immigrant Eyes,” specifically asks students to evaluate how immigration is shaping an aspect of New York’s contemporary popular culture.
Course Qualifications

The readings and the student research assignments specifically address both the institutions and the cultural life of New York, with an eye towards how both have been shaped and over the years reshaped by people of different ethnic and racial groups and social classes. Particular attention is paid to the changing nature of social differentiation in the history of the City—that is the roles different groups have played and more generally how racial and ethnic stratification have changed over the years.

Outcome 4

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.