New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | **Title change for ANTH 1103: Contemporary Women** |
| **Date** | **March 23, 2015** |
| **Major or Minor** | **Minor** |
| **Proposer’s Name** | **Lisa Pope Fischer** |
| **Department** | **Social Sciences** |
| **Date of Departmental Meeting in which proposal was approved** | **4/2/15** |
| **Department Chair Name** | **Jean Hillstrom** |
| **Department Chair Signature and Date** | **4-2-15C:\Users\JHillstrom\Desktop\Kubeck Hillstrom signature.jpg** |
| **Academic Dean Name** | **Dean Botchway** |
| **Academic Dean Signature and Date** | **4/2/15** |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | **Title change from “Contemporary Women” to “Gender, Culture, and Society.”** |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | The title “Contemporary Women” implies that the course only focuses on women, whereas Feminist Anthropology includes focusing on gender issues more broadly to include understandings of female as well as male identity, trans identity, sexual orientations, issues of power, agency and hegemony. The course outline used in the past several years reflects this emphasis (see below). This course satisfies the pathways “World Cultures and Global Issues” requirement and as such this new title would also be more reflective of the intended cross-cultural variations. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). |  |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | X |
| * Rationale for proposal | X |
| * Date of department meeting approving the modification |  |
| * Chair’s Signature |  |
| * Dean’s Signature |  |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | No programs use this course as a requirement or elective (it is a general education elective); no courses include this course as a prerequisite. |
| Documentation of Advisory Commission views (if applicable). | NA |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | x |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. |  |
| Detailed rationale for each modification (this includes minor modifications) |  |

# Section AV: Changes to Existing Courses

## Please include all fields, but only fill in the ones that are changing. Old information on the left should have a strikethrough line (see below), and new information on the right should be underlined.

**Changes to be offered in the Social Science department**

|  |  |  |  |
| --- | --- | --- | --- |
| **CUNYFirst Course ID** |  |  |  |
| **FROM:** |  | **TO:** |  |
| **Department(s)** |  | **Department(s)** |  |
| **Course** | ~~Contemporary Women~~ | **Course** | Gender, Culture, and Society |
| **Prerequisite** |  | **Prerequisite** |  |
| **Corequisite** |  | **Corequisite** |  |
| **Pre- or corequisite** |  | **Pre- or corequisite** |  |
| **Hours** |  | **Hours** |  |
| **Credits** |  | **Credits** |  |
| **Description** |  | **Description** |  |
| **Requirement Designation** |  | **Requirement Designation** |  |
| **Liberal Arts** | [ ] Yes [ ] No | **Liberal Arts** | [ ] Yes [ ] No |
| **Course Attribute (e.g. Writing Intensive, Honors, etc** |  | **Course Attribute (e.g. Writing Intensive, Honors, etc** |  |
| **Course Applicability** | [ ] Major  [ ] Gen Ed Required  [ ] English Composition  [ ] Mathematics  [ ] Science  [ ] Gen Ed - Flexible  [ ] World Cultures  [ ] US Experience in its Diversity  [ ] Creative Expression  [ ] Individual and Society  [ ] Scientific World  [ ] Gen Ed - College Option  [ ] Speech  [ ] Interdisciplinary  [ ] Advanced Liberal Arts | **Course Applicability** | [ ] Major  [ ] Gen Ed Required  [ ] English Composition  [ ] Mathematics  [ ] Science  [ ] Gen Ed - Flexible  [ ] World Cultures  [ ] US Experience in its Diversity  [ ] Creative Expression  [ ] Individual and Society  [ ] Scientific World  [ ] Gen Ed - College Option  [ ] Speech  [ ] Interdisciplinary  [ ] Advanced Liberal Arts |
| **Effective Term Fall 2015** |  |  |  |

**Rationale:** The current course title does not accurately reflect the course content.

**COURSE OUTLINE**

NEW YORK CITY COLLEGE OF TECHNOLOGY

The City University of New York

DEPARTMENT OF SOCIAL SCIENCE

Division of Liberal Arts and Sciences

COURSE OF STUDY

ANTH 1103/ AN 103

Contemporary Women:

An Interdisciplinary Approach to the Study of the Female

3 cl. hrs. 3 cr.

PREREQUISITE: Certification in Reading and Writing

Time allocated for each major subject in the course outline includes time spent in lecturing, discussion reviews for exams, review of exam results, recording attendance, instruction in writing paper, instructions in how to carry out research.

In no case was the assumption made that subjects would be covered in a specific sequence. The time allocations serve as approximations and are not to be rigidly adhered to. The Social science faculty recognizes that there are many valid educational reasons why deviation from time approximations would be ideal. These include, but are not limited to, student interest and recent developments in the field.

Students may be tested in many different ways, including essay examinations, short answer tests, book evaluations, and oral presentations. It is anticipated that the instructor will place heavy reliance upon methods that will test the students’ reading and writing skills, as entrance into Social science courses is contingent on the student being certified in these areas.

Standards of grading will be consistent with the standards listed in the college catalogue.

Revised by:

Lisa Pope Fischer, Spring 2013

**New York City College of Technology**

**Social Science Department**

**COURSE CODE:** ANTH 1103

**TITLE:** CONTEMPORARY WOMEN: AN INTERDISCIPLINARY APPROACH TO THE STUDY OF THE FEMALE

**Number of class hours, lab hours if applicable, credits:**  3 Class Hours, 3 Credits, BS core

**COURSE DESCRIPTION:**

An interdisciplinary approach to the study of the female. Female development from a historical, economic, sociological, psychological and anthropological perspective. Focus on readings and research concerning women with an analytical emphasis on biological versus cultural orientations in the literature.

**RECOMMENDED/TYPICAL/REQUIRED TEXTBOOK (S) and/or MATERIALS\*** 1) TITLE: The Gender/Sexuality Reader: Culture, History, Political Economy.

EDITION: 1997, ISBN:0-415-91005-6

AUTHOR: Lancaster, Roger N., and Micaela di Leonardo (Eds.)

PUBLISHER: New York: Routledge.

2) TITLE: Gender & Difference in a Globalizing World.

EDITION: 1st, 2010, ISBN:978-1-57766-598-4

AUTHOR: Francis Mascia Lees

PUBLISHER: Prospect Heights, Illinois: Waveland Press, Inc.

**SAMPLE SEQUENCE OF TOPICS AND APPROXIMATE TIME ALLOCATIONS**

Week 1

INTRODUCTION AND BACKGROUND (WEEK 1)

1. Situating Gender and difference within the field of anthropology
2. What is “Gender”? And how is it different from “sex”?
3. How are gender studies not just about women? (Includes forms of inequality including race, gender, and sexual orientation).

Week 2

I.HISTORY OF WOMEN’S MOVEMENT (WEEK 1-2)

A.European Influences

B.Colonial and Early National Period

1. legal status of women

2. image of women

3. women's work

C.Women's Rights Movement: 19th-20th Century

1.Early Rebels and reformers 1830-1860

a.women and the abolition movement

b.Seneca Falls Convention

2.1860-1920 (FIRST WAVE OF FEMINISM)

a.ideological differences among suffragettes: Women's rights or feminism?

b.passage of 19th Amendment

c.decline of Women's Movement

3.1920-1960 Period of Decline

a.1920's -image of the "New Woman"

b.World War II and the economic role of women

c.post-war retreat to the household

4. 1960s-1980s (SECOND WAVE OF FEMINISM)

a. Associated with the civil rights movement

b. Friedan “personal is political”, right to work

c. Mainly associated with White middle class

5. 1980s – (THIRD WAVE OF FEMINISM)

a. Includes women of color

b. Includes issues related to sexual orientations: LGB

c. Includes understandings of both femininity and masculinity

d. Concerned with all forms of social inequality

D.Women and Education

1.Struggle for equal education

2.Statistical description of contemporary educational position of women

3.Trends in female education

E.Economic and Legal Position of Women

1.Entry of women into modern industry

2.women's current economic and legal position

a.women in the economy: Statistical profile

b.gender discrimination

c.Title VII, EEOC and Equal Pay Act

d.protective legislation

i.history

ii.contemporary controversy

3.Women and the labor movement

4.Legal position of women

a.divorce laws

b.abortion laws

c.property rights

Week 3

II. COLONIALISM AND CONSTRUCTIONS OF INEQUALITY (WEEK 3)

1. Ethnocentricism /cultural Relativism,

2.Race, Colonialism, Post Colonialism, Power & oppression;

a. Constructions of (racial) identity;

b.Impact of Capitalism/Western Society/Globalization (neo-colonialism)

Week 4

III. BIOLOGICAL DEVELOPMENT - ADDRESSING NATURE / NURTURE DEBATE – IS GENDER IDENTITY BASED ON BIOLOGY (NATURE) OR THE ENVIRONMENT (NURTURE)?

NATURE (Biology) – biological and medical explanations of gender differences

1. Chromosomes,
2. hormones,
3. genitalia
4. Body Cycles (menstrual phases, pregnancy and childbirth, menopause)
5. Challenges to the male / female dichotomy

Week 4:

NATURE (Continued) – Some theoretical approaches

1. Evolutionism, Social Evolutionism
2. Functionalism
3. Sociobiology
4. Understanding Western Medicine’s cultural bias (Fausto-Sterling, Emily Martin)

Week 5 & 6:

NURTURE (Cultural environment) Is Anatomy Destiny?

1. Freudian and Neo-Freudian views

A. Penis envy and the status quo

B. female psycho-sexual development

2. Socio-cultural considerations

A. How is gender constructed?

B. .How do you learn your gender roles?

***C.*** Constructions of (gender) identity (based on culture)

3.Academic and occupational discrimination on the basis of female anatomy or sexual orientation.

PSYCHOLOGICAL DEVELOPMENT OF THE FEMALE

A.Motor Development

B.Intellectual Functioning

C.Sex Differences: Genetic or Learned?

D.Theories of Sexual Identification

1.Social learning

2.Psychoanalytic

3.Cognitive

E."Female" Personality Traits

1. Female self- mage

a.ego development and self-esteem

b.society's perception of the female

2. Activity vs. passivity: Independence vs. dependence: differential socialization patterns for females and males

Week 7:

IV. POLITICAL ECONOMY & THE PRODUCTION OF CULTURE

a. Materialist theories: Morgan, Marx & Engels.

b.Gender oppression, labor, and type of society.

c Power and Oppression (based on type of society)

FORMS OF SOCIAL INEQUALITY

Week 8

V. CAPITALISM AND CONSUMPTION PATTERNS AND THEIR ROLES IN GENDER STEREOTYPES

A.Role of Mass Media, and consumption on understandings of gender

1.Sexism and T.V., movies, books, magazines

2.Mass media and socialization patterns

B. Male and Female Roles Portrayed in Children's Books or toys

1.Gender stereotypes in education

C.Discussion of Cultural Female/Male Stereotypes (What is "feminine" - what is "masculine"

D.Examination of cross-cultural Literature: To what extent are stereotypes culturally determined? Biologically determined?

Week 9:

VI. THEORETICAL APPROACHES TO UNDERSTANDING GENDER INEQUALITY

1. Structuralism (Claude Levi-Strauss, Sherry Ortner)
2. Practice / Habitus / Agency (Bourdieu)
3. Cultural Marxism
4. Hegemony (Gramsci)
5. Foucault – History of Sexuality

Week 10:

VII. THE PERSONAL AS POLITICAL

a. Changing ideas of the body,

b.Oppression & control of the body,

c. Power & oppression (related to language & discourse);

d.Constructions of identity

e. embodiment

f. Eating disorders

Week 11

VIII. GENDER IDENTITY

1. Cultural Expressions
2. Subjectivity /objectivity
3. Language / discourse
4. Symbolic expressions of identity
5. Issues of power and oppression based on gender identity

Week 12

IX. ROLE OF IMAGES IN EXPRESSIONS OF GENDER AND AS FORMS OF OPPRESSION / RESISTANCE (media, film, tv, popular culture)

Week 13

X. SEX AND SEXUALITY, REPRODUCTION, CONSTRUCTIONS OF FAMILY / MARRIAGE:

A.Marriage

1.Function of Marriage

a.historical changes

b.economics of marriage

c.concept of romantic love

d. anthropological view: Variety of possible forms - Cross cultural forms of marriage (monogamy, polyandry, polygyny, etc.)

e. Current debates about marriage (same sex marriage, etc.)

B.Family

1.Function of the Family

A. Cross cultural forms of family (patrilineage, matrilineage, etc.)

Alternatives to Marriage and Family

1.Group marriages

2.Shared child-rearing

a.communes

b.kibbutzim

3.Children without marriages; marriages without children

4.Remaining Single

5.Alternative forms of child-rearing

a.Lesbian mothers

b.Institutionalization

i.boarding-school

ii.foster home

iii.hospital

prison

C. Reproductive Politics

Week 14:

XI. DEFINITIONS OF MORALITY AND VIOLENCE

a. How can definitions of morality create power inequalities?

b.What role do images (media, film, photos) have in understandings of gender and forms of disempowerment?

c. Power & oppression (through images & film)

d.Identity, power, and violence

e. Power & oppression; construction of identity

f. Domestic violence

Week 15:

XII. PROSPECTS AND ALTERNATIVES FOR THE FUTURE

A.Women’s Liberation: Why?

1.Racism and sexism

2.Strategy: Psychological or economic liberation?

3.Consciousness raising

4.Political organizing; legal battles

5.Restructuring Sex roles

a.Socialization

b.Division of Labor

i.within the home

ii.within society

B.Impact of Female Equality

1.Unisex society ‑ Androgynous personalities

2.Role reversal

3.Female and male self‑actualization

C. IMPACT OF GLOBALIZATION

WEEK 16 – REVIEW AND FINAL

**BIBLIOGRAPHY**

Banner, Lois W. 2003. Intertwined Lives: Margaret Mead, Ruth Benedict and their Circle, 1st edition. New York: Knopf.

Berns, Sandra. 2002. Women Going Backwards: Law and Change in a Family Unfriendly Society. Aldershot, England and Burlington, VT: Ashgate.

Blackwood, Evelyn, and Saskia Wieringa, eds. 1999. Female Desires: Same-Sex Relations and Transgender Practices across Cultures. New York: Columbia University Press.

Blum, Linda. 1991. Between Feminism and Labor: The Significance of the Comparative Worth Movement. Berkeley: University of California Press.

Boserup, Ester. 1989. Women's Role in Economic Development. London: Earthscan.

Brownmiller, Susan. 1993. Against Our Will: Men, Women and Rape. 1st Ballantine Books edition. New York: Fawcett Columbine.

Chaves, Mark. 1997. Ordaining Women: Culture and Conflict in Religious Organizations. Cambridge, MA: Harvard University Press.

Clark, Gracia (ed.) 2003. Gender at Work in Economic Life. Walnut Creek, CA: Altamira Press.

Delamont, Sara. 2001. Changing Women, Unchanged Men? Sociological Perspectives on Gender in a Post-Industrial Society. Philadelphia, PA: Open University.

Hochschild, Arlie, and Anne Machung. 1989. The Second Shift: Working Parents and the Revolution at Home. New York: Viking Books.

Holmes, Janet and Miriam Meyerhoff. 2003. The Handbook of Language and Gender. Malden, MA: Blackwell.

Kanowitz, Leo. 1981. Women and the Law: the Unfinished Revolution, 1st edition. Albuquerque: University of New Mexico Press.

Komarovsky, Mirra. Blue Collar Marriage, 2nd edition. New Haven: Yale University Press.

Langley, Roger & Levy, Richard C. 1978. Wife Beating: The Silent Crisis, 1st edition. New York: Pocket Books.

Lerner, Gerda (ed.) 1992. The Female Experience: An American Documentary. New York: Oxford University Press.

Mead, Margaret. 1980. Male and Female: A Study of the Sexes in a Changing World. New York: Morrow Quill Paperbacks.

Millet, Kate. 2000. Sexual Politics. Urbana: University of Illinois Press.

Morgan, Robin (ed.) 1970. Sisterhood is Powerful: An Anthology of Writings from the Women’s Liberation Movement. New York: Random House.

Reiter, Rayna R (ed.) 1975. Towards an Anthropology of Women. New York: Monthly Review Press.

Rothman, Barbara Katz. 1987. The Tentative Pregnancy. New York: Penguin Books.

Saffilios‑ Rothchild,Constanina. 1977. Love, Sex and Sex Roles. Englewood Cliffs, NJ: Prentice-Hall.

Salper, Roberta, (ed.) 1972. Female Liberation: History and Politics. New York: Knopf.

Thompson, Jane L. 2000. Women, Class and Education. London and New York: Routledge.

Ward, Martha Coonfield. 2003. A World Full of Women, 3rd edition. Boston, MA: Allyn and Bacon.

**COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS**

|  |  |
| --- | --- |
| LEARNING OUTCOMES | **ASSESSMENT METHODS** |
| **1.** Have an understanding of Anthropological fieldwork and methodology (Scientific reasoning) | **1.** Students write a short research proposal outlining methodology in terms of gathering raw data for analysis. |
| **2.** Have an understanding of the Anthropological themes and concepts used to analyze gender issues. (Ability to apply theory to real world situations) | **2.** Students apply the themes and concepts of the course to a research project. |
| **3.** Have anunderstanding of the key concepts in themes from the course (Nature (culture) or Nurture (biology), gender/sex, identity, power & oppression, globalization, & the female domain, etc.) (Reading comprehension, and critical thinking) | **3.** Questions on exams and themes applied to project. |
| **4.** Have an understanding & sensitivity for a variety of cultures constructions of gender. | **4.** Essay questions on exams**.** |

**GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS**

|  |  |
| --- | --- |
| **LEARNING OUTCOMES** | **ASSESSMENT METHODS** |
| **1.** KNOWLEDGE: Breadth of knowledge for study of cultural diverse values, ethical principles of various cultures, understandings of gender, and anthropological research methods. | **1.** Project, questions on exams, in class activities & exercises. |
| **2.** SKILLS: *Communication:* Group projects encourage inter-group communication, oral presentations, and visual communication.  *Analysis*: Derive meaning from personal experience as well as gather information from observation of other cultural practices, develop thesis argument and analysis of anthropological topic, employ critical thinking and creativity. | **2.** Project, questions on exams, in class activities & exercises. |
| **3.** INTEGRATION: *Information literacies*: gather and interpret information from scholarly articles on their topic; *Integrate learning:* Be able to apply concepts & theories from course to real life situations. | **3.** Project, questions on exams, in class activities & exercises. |
| 4.VALUES, ETHICS, AND RELATIONSHIPS: *Professional Development* work on team projects, *Ethics* understand ethics of research methodology & understanding of cultural differences, *Multicultural orientation* Demonstrate cultural and global awareness and sensitivity (ethnocentrism & cultural relativism). | **4.** Project, questions on exams, in class activities & exercises. |

**ASSIGNMENTS and other course requirements\***

Students are expected to read all assigned materials in preparation for each class. Reading comprehension of the main thesis of each article in the reader is essential. Exams will be given approximately every third week. A brief paper proposal will allow for guidance on the longer final paper. The final exam will be cumulative. It will consist of multiple choice and short essay questions. Any form of cheating or plagiarism will result in an automatic “F” and a formal report to the college. (See Academic Integrity Statement below)

**METHOD OF GRADING – elements and weight of factors determining students’ grade\***

Attendance (arrive on time & attend full course period): 5%

Participation (raising hand and actively contributing to class discussion) 5%

Research project (40%)

Tests (20 %) –

Final exam (30%)

.

**ACADEMIC INTEGRITY POLICY STATEMENT**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

**COLLEGE POLICY ON ABSENCE/LATENESS** A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester as follows: Class Meets Allowable Absence

1 time/week 2 classes 2 times/week 3 classes 3 times/week 4 classes

Revised/reviewed by Lisa Pope Fischer, 1/24/13

**SAMPLE SYLLABUS – Spring 2013**

**New York City College of Technology**

**Social Science Department**

**COURSE CODE:** ANTH 1103, section 6702

**TITLE:** CONTEMPORARY WOMEN: AN INTERDISCIPLINARY APPROACH TO THE STUDY OF THE FEMALE, Monday/Wednesday 11:30-12:45, Namm 1006

**Number of class hours, lab hours if applicable, credits:**  3 Class Hours, 3 Credits, BS core

**INSTRUCTOR**

Dr. Lisa Pope Fischer

[LPopeFischer@citytech.cuny.edu](mailto:LFischer@citytech.cuny.edu)

718-260-5742

Namm 627, Office Hours Mondays 1-2

**COURSE DESCRIPTION:**

This course looks at Female development from a historical, economic, sociological, psychological and anthropological perspective. Focus is on reading and research concerning women with an analytical emphasis on biological versus cultural orientations in the literature. This course will weave a general history of the study of gender with a series of articles that illustrate the range and scope of the discipline. We will study the categories of male and female and the relations between them from a cross-cultural perspective as a way to give a new perspective on our own urban society. Ethnographic films will be shown throughout the course depending on time and availability.

Questions to be addressed in the course include: (a) What does culture have to do with sex and gender? In other words, how do different cultures define and use gender? (b) What does it mean to use a feminist perspective? (c) How can a global understanding of gender from an anthropological perspective help us to better understand our community, and our society around us? (d) How does a study of disempowerment in relation to gender apply more broadly to understandings of other forms of power and control / prejudice?

A general overall theme of the course looks at issues of power and oppression, however we will also focus on four primary themes and how they relate to issues of gender: 1) Women’s Spheres (Gendered spaces), 2) Constructions of gendered identity, 3) Cultural Expressions of gender, 4) Nature/Nurture Debate. These themes often overlap and intersect.

**COURSE CO/PREREQUISITE (S):**

CUNY proficiency in reading and writing

**REQUIRED TEXTBOOK (S) and/or MATERIALS\*** 1) TITLE: Gender & Difference in a Globalizing World. (G & D)

EDITION: 1st, 2010, ISBN:978-1-57766-598-4

AUTHOR: Francis Mascia Lees

PUBLISHER: Prospect Heights, Illinois: Waveland Press, Inc.

2) ADDITIONAL REQUIRED MATERIALS: Additional Articles can be accessed from the CityTech Library article database JSTOR or posted on blackboard. To access JSTOR, go to city tech library, click on “article” search, select database “JSTOR,” to print article select “pdf” file. To access Blackboard, log onto the CUNY portal, click on the marker for this class, select “course documents”, download documents.

**SEQUENCE OF TOPICS AND TIME ALLOCATIONS (week by week**

***Course Schedule:***

**SECTION 1:** SITUATING GENDER AND DIFFERENCE WITHIN ANTHROPOLOGY

**WEEK 1 (Classes Begin: Monday January 28, 2013) Monday 1/28, Wednesday 1/30**

***Topics:*** INTRODUCTION: What is Gender? Globalization?

***Mandatory Reading Assignment:*** 1) “Gender, Difference, and Globalization” CH1 (G & D)

**WEEK 2: Monday 2/4 Wednesday 2/6**

***Topics:***Background history to the study of Gender and Anthropology ***Theme:*** Women’s Sphere --Filling in the gaps. Reclaiming female domain.

***Mandatory Reading Assignment:***

1) “History of Gender and Difference” CH 2 (G & D)

2) Di Leonardo, Micaela “Female World of Cards and Holidays: Women, Families, and the Work of Kinship: in *Signs*, Vol. 12, n. 3 (spring 1987), pp 440-453. (Women’s work and empowerment)

**WEEK 3: Monday 2/11, Wednesday 2/13**

***Topics:*** Political Economy, Ethnocentricism /cultural Relativism, Race, Colonialism, Post Colonialism ***Themes:*** Identity & Power & oppression -- Constructions of (racial) identity; Impact of Capitalism/Western Society/Globalization (neo-colonialism)

*Mandatory Reading Assignment:*

1) “The Politics of Anthropology” Ch 3 (G & D)

2) Morrell, Robert (1998) “Of Boys and Men: Masculinity and Gender in Southern African Studies” *Journal of Southern African Studies*, Vol. 24, No. 4, Special Issue on Masculinities in Southern Africa (Dec., 1998), pp. 605-630

Optional: Lutz and Collins”The Color of Sex: Postwar Photographic Histories of Race and Gender in National Geographic Magazine," pp. 291-309 (Magazine images, cultural evolutionism, politics of representation, constructions of race and gender oppression)

POSTER HOMEWORK: Hand in a brief description of your group’s topic

Optional: Freedman, Joshua and Dan Jurafsky (2011) “Authenticity in America: Class Distinctions in Potato Chip Advertising” in Gastronomica: The Journal of Food and Culture, Vol. 11, No. 4 (Winter 2011), pp. 46-54.

**SECTION 2: NATURALIZING GENDER AND DIFFERENCE [Film: Masai Woman]**

**WEEK 4: *)* Monday 2/18 (No classes Washington B-Day), Wednesday 2/20 (Monday classes meet on Wednesday)**

***Topics:*** Nature / Nurture, Race, Biology, Science as cultural construct ***Theme:*** *Nature/Nurture --* Constructions of (gender) identity (based on biology or culture)

***Mandatory Reading Assignment:***

**1)** “Sex Differences: Nature and Nurture” Ch 4 ( G & D)

2) Fausto-Sterling, Anne “How to Build a Man” p244-248 (construction of sex/gender, nature/culture) or “Society Writes Biology / Biology Constructs Gender” *Daedalus* , Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall, 1987), pp. 61-76

Optional Reading (Available on JSTOR):

1) Blanchard, Ray “Fraternal Birth Order, Maternal Immune Reactions, and Homosexuality in Men” in *Politics and the Life Sciences* Vol. 19, no. 2 (Sep 2000), pp. 157-159.

2) Spancer, Bonnie “Biological Determinism and Homosexuality” *NWSA Journal* vol. 7, No. 1, Sexual Orientation (Spring 1995) pp. 54-71.

3)Worthman, Carol. M. “Hormones, Sex, and Gender” in *Annual Review of Anthropology* Vol. 24 (1995) pp 593-617.

**WEEK 5: Monday 2/25, Wednesday 2/27**

***Topics:*** What is Evolutionism? What is social evolutionism? Functionalism? Sociobiology?

***Theme:*** Nature/Nurture -Constructions of (gender) identity (based on biology)

***Mandatory Reading Assignment:***

1) “Evolution of Gender and Difference” CH 5 (G & D)

2) Hamer. Dean H., Stella Hu, Victoria L. Magnuson, Nan Hu, Angela ML Pattatucci. “A Linkage Between DNA Markers on X Chromosome and Male Sexual Orientation” in *Science, New Series* Vol. 261, No. 5119, (Jul. 16, 1993), pp. 325-327. (Biological analysis of gender identity & sexual orientation)

POSTER HOMEWORK: hand in a detailed description of the research methods your group intends to use (methodology).

**WEEK 6: Monday 3/4, Wednesday 3/6**

***Topics:*** How is gender constructed? How do you learn your gender roles? ***Theme:*** Nature/Nurture - Constructions of (gender) identity (based on culture)

***Mandatory Reading Assignment***:

1) Hausman, Bernice L. (2000) “ Do Boys Have to Be Boys? Gender, Narrativity, and the John Joan case” in NWSA Journal, Vol. 12, No. 3, The Science and Politics of the Search of Sex Differences (Autumn, 2000), pp. 114-138.

Recommended: (2000) Messner, Michael “Barbie Girls versus Sea Monsters: Children Constructing Gender” *Gender and Society*, Vol. 14, No 6 (Dec. 2000), pp 765-784)

Optional Reading (Available on JSTOR):

1) Lieberman, Marcia R. “Someday My Prince Will come: Female Acculturation Through Fairytale” in *College English* Vol. 34, No. 3 (Dec, 1972) pp. 383-39.

2) Patterson, Gordon “[Color Matters: The Creation of the Sara Lee Doll](http://www.jstor.org.citytech.ezproxy.cuny.edu:2048/stable/30148757?&Search=yes&term=doll&term=race&list=hide&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Drace%2Bdoll%26gw%3Djtx%26prq%3Dblack%2Bhair%26Search%3DSearch%26hp%3D25%26wc%3Don&item=3&ttl=4917&returnArticleService=showArticle)” *The Florida Historical Quarterly*, Vol. 73, No. 2 (Oct., 1994), pp. 147-165, 1994.

3) Wilkinson, Doris Yvonne “Racial Socialization Through Children’s Toys: A Sociohistorical Examination” in *Journal of Black Studies*, Vol. 5, No. 1 (Sep., 1974), pp. 96-109, 1974.

4)Wohlwend, Karen E. “Damsels in Discourses: Girls Consuming and Producing Identity texts through Disney Princess Play” in *Reading Research Quarterly* Vol. 44, No. 1 (Jan-Mar 2009) pp 57-83.

\*FIRST MIDTERM EXAM COVERS REQUIRED READINGS AND ARTICLES FROM WEEKS 1-6, sections 1-2.

**SECTION 3: POLITICAL ECONOMY & THE PRODUCTION OF CULTURE**

**[Film: Paris of Burning]**

**WEEK 7: Monday 3/11, Wednesday 3/13 *Topics:*** Materialist theories: Morgan, Marx & Engels. Gender oppression, labor, and type of society. ***Theme:*** Cultural Expressions - Power and Oppression (based on type of society)

***Mandatory Reading Assignment:***

1) “Production, Capitalism, Ideology, and the State” CH 6 (G & D)

2) Limón, José “Tex-Sex-Mex: American Identities, Lone Stars, and the Politics of Racialized Sexuality” in *American Literary History,* Vol. 9, No. 3 (Autumn 1997), pp. 598-616.

Optional:

Gökariksel, Banu and Anna J. Secure (2009) “[New Transnational Geographies of Islamism, Capitalism and Subjectivity: The Veiling-Fashion Industry in Turkey](http://www.jstor.org.citytech.ezproxy.cuny.edu:2048/stable/40346163?&Search=yes&searchText=muslim&searchText=identity&searchText=veil&list=hide&searchUri=%2Faction%2FdoAdvancedSearch%3Fq0%3Didentity%26f0%3Dab%26c1%3DAND%26q1%3Dmuslim%2Bveil%26f1%3Dab%26acc%3Don%26wc%3Don%26Search%3DSearch%26sd%3D%26ed%3D%26la%3D%26jo%3D&prevSearch=&item=3&ttl=3&returnArticleService=showFullText)” in *Area*, Vol. 41, No. 1 (Mar., 2009), pp. 6-18 (Available on Wiley online, can access thru JSTOR)

**WEEK 8: Monday 3/18, Wednesday 3/20**

***Topics:*** Capitalism, Consumption and its impact on oppression. Capitalism. Globalization and social inequities. ***Themes:*** Cultural Expressions & Identity --Impact of Capitalism/Western Society/Globalization; Power & oppression

***Mandatory Reading Assignment:***

1) “ The Global Economy, Neoliberalism, and Labor” CH 7 ( G & D)

2) Bordo, Susan “Material Girl”: The Effacement of Postmodern Culture” (Consumption, magazine images, pop culture, the body, and postmodernism, constructions of gender and race oppression)

POSTER HOMEWORK: hand in a brief description of the research articles from this course your group has chosen to use in their presentation.

Optional Reading (Available on JSTOR):

1)Zukin, Sharon and Jennifer Smith Maguire “Consumers and Consumption” in *annual Review of Sociology* Vol. 30 (2004) pp 173-197.

2) Adileh, Mutasem (2011) “Arabic Music Between the Hammer of Technological Creativity and the Anvil of Identity (A Critical Study)” in International Review of Aesthetics and Sociology of Music, Vol. 42, No. 1 (June 2011), pp 145-163.

***\*SPRING RECESS 3/25-3/2 9 (Classes Resume 4/3)***

**WEEK 9: *,* Monday 4/1 (still Spring break), Wednesday 4/3 –mid-semester evaluation begins**

***Topics:***  Structuralism (Levi Strauss & Ortner), Practice/ Habitus (Bourdieu), Cultural Studies ***Theme:*** Women’s Sphere, Identity, Nature/Nurture -- (Theories to explain) power, oppression, resistance.

***Mandatory Reading Assignment:***

1) “Producing Culture: From Structure to Agency” CH 8 (G & D)

\*2) Ortner, Sherry (2006) “Is female to Male as Nature is to Culture” in Feminist Anthropology a Reader Edited by Ellen Lewin. New York: Blackwell Publishing. (Example of a structuralist approach, used to explain oppression of women)

\*SECOND MIDTERM EXAM COVERS REQUIRED READINGS AND ARTICLES FROM WEEKS 7-9, sections 3

**SECTION 4: THE PERSONAL AS POLITICAL [Film: Thin]**

**WEEK 10: Monday 4/8, Wednesday 4/10**

***Topics:*** Changing ideas of the body, Oppression & control of the body, ***Theme***: Identity, & Cultural Expressions --Power & oppression (related to language & discourse); Constructions of identity (femininity)

***Mandatory Reading Assignment:***

1) “Embodying Politics” CH 9 ( G & D)

\*2) Counihan, Carole M. (1999) “What does it mean to be fat, thin, and female? A Review Essay” in The Anthropology of Food and Body Gender, Meaning, and Power. New York: Routledge. (Looks at various studies on eating disorders)

3) Zheng, Tiantian (2007) “Embodied Masculinity: Sex and Sport in a (Post) Colonial Chinese City” *The China Quarterly* , No. 190 (Jun., 2007), pp. 432-450

Optional: This is a review article that discusses several books that talk about plastic surgery and the theoretical implications this tells us about oppression and control of the body: (Located on JSTOR):

Weber, Brenda R. (2009) “[Skintight: An Anatomy of Cosmetic Surgery by Meredith Jones; Self-Transformations: Foucault, Ethics, and Normalized Bodies by Cressida Heyes; Surgery Junkies: Wellness and Pathology in Cosmetic Culture by Victoria Pitts-Taylor](http://www.jstor.org.citytech.ezproxy.cuny.edu:2048/stable/27655162?&Search=yes&searchText=%22reality+tv%22&searchText=gender&list=hide&searchUri=%2Faction%2FdoBasicResults%3Fla%3D%26wc%3Don%26acc%3Don%26gw%3Djtx%26Query%3D%2522reality%2Btv%2522%2Bgender%26sbq%3D%2522reality%2Btv%2522%2Bgender%26prq%3Dreality%2Btv%2Bgender%26si%3D1%26jtxsi%3D1%26jcpsi%3D1%26artsi%3D1%26so%3Dnew%26Go.x%3D16%26Go.y%3D8%26Go%3DGo%26hp%3D25&prevSearch=&item=12&ttl=171&returnArticleService=showFullText)” in *Women's Studies Quarterly,* Vol. 37, No. 1/2, Technologies (Spring - Summer, 2009), pp. 289-299

**WEEK 11: Monday 4/15, Wednesday 4/17**

***Topics:*** Gender personality, identity, subjectivity/objectivity, language & discourse. ***Theme:*** Identity, & Cultural Expressions -***-*** Power & oppression (related to language & discourse); Constructions of identity

***Mandatory Reading Assignment:***

1) “Minding Gender and Difference” CH 10

2) Candelario, Ginetta “Hair Race-ing: Dominican Beauty Culture and Identity Production” *Meridians*, Vol. 1, No. 1 (Autumn, 2000), pp. 128-156, 2000.

POSTER HOMEWORK: Hand in your thesis statement for your poster presentation.

Optional Reading (Available on JSTOR):

1) Bucholtz, Mary “Why Be Normal?: Language and Identity Practices in a Community of Nerd Girls” in *Language and Society* Vol. 28, No. 2, Communities and Practice in Language and Gender Research (Jun. 1999), pp. 203-223.

2) Caldwell, Paulette “A Hair Piece: Perspectives on the Intersection of race and Gender” in *Duke Law Journal*, Vol. 1991, No. 2 (Apr., 1991), pp. 365-396, 1991.

3) Fordham, Signithia “Those Loud Black Girls”: (Black) Women, Silence, and Gender “Passing” in the Academy” in *Anthropology & Education Quarterly*, Vol. 24, No. 1 (Mar. 1993), pp. 3-32.

4) Magolda, Peter and Kelsey Ebben (2007) “Students Serving Christ: Understanding the Role of Student Subcultures on a College Campus” in [*Anthropology & Education Quarterly*](http://www.jstor.org.citytech.ezproxy.cuny.edu:2048/action/showPublication?journalCode=antheducquar) Vol. 38, No. 2 (Jun., 2007) (pp. 138-158)

45 Wilkins, Amy “So Full of Myself as a Chick”: Goth Women, Sexual Independence, and Gender Egalitarianism” in *Gender and Society* Vol. 18, No. 3 (Jun. 2004) pp. 328-349.

**WEEK 12: Monday 4/22, Wednesday 4/24**

***Topics:***  How can definitions of morality create power inequalities? What role do images (media, film, photos) have in understandings of gender and forms of disempowerment? ***Themes:***Cultural Expressions, & Identity -- Power & oppression (through images & film)

***Mandatory Reading Assignment:***

1) Eisend, Martin and Jana Möller (2007) “The Influence of TV Viewing on Consumers' Body Images and Related Consumption Behavior” *Marketing Letters* , Vol. 18, No. 1/2 (Jun., 2007), pp. 101-116

2) Singer, Marc "Black Skins" and White Masks: Comic Books and the Secret of Race” in *African American Review*, Vol. 36, No. 1 (Spring, 2002), pp. 107-119, 2002.

POSTER HOMEWORK: Hand in your abstract

Optional (available on JSTOR):

1)Cavender, Gray, Lisa Bond-Maupin and Nancy C. Jurik (1999) “The Construction of Gender in Reality Crime TV” in *Gender and Society* Vol. 13, No. 5 (Oct., 1999) (pp. 643-663)

2)Sherman, Sharon “Perils of the Princess: Gender and Genre in Video Games” in *Western Folklore* Vol. 56, No. ¾ (Summer-Autumn, 1997), pp. 243-258.

3)Shaheen, Jack “Reel Bad Arabs: How Hollywood Vilifies a People” *Annals of the American Academy of Political and Social Science,* Vol. 588, Islam: Enduring Myths and Changing Realities (Jul., 2003), pp. 171-193

**WEEK 13: Monday 4/29, Wednesday 5/1**

***Topics:*** Traditional anthropological approaches vs. contemporary applications, sex & sexuality, reproduction politics, Definitions of motherhood, family and marriage. ***Themes***: Women’s Sphere --Filling in the gaps/reclaiming female domain (motherhood, family, domestic), sex & sexuality & gender roles.

***Mandatory Reading Assignment:***

1. “Reproducing Gender and Difference” Ch 11 (G & D)
2. Hondagneu-Sotelo and Ernestine Avila “I’m here but I’m there”: The meanings of Latina Transnational Motherhood” in *Gender and Society* Vol. 11, No. 5 (Oct. 1997), pp. 548-571.

POSTER HOMEWORK: Hand in your bibliography

Optional Reading (Available on JSTOR):

1) Greenstein, Theodore “Husband’s Participation in Domestic Labor: Interactive Effects of Wives and Husband’s Gender Ideologies” in *Journal of Marriage and Family* Vol. 58, No. 3 (Aug 1996) pp. 585-595.

**WEEK 14: Monday 5/6, Wednesday 5/8, Finish up lectures, allow time for poster presentation preparations.**

**WEEK 15: Monday 5/13, Wednesday 5/15 *(Attendance is mandatory)* : Group Poster Presentations**

***GROUP PRESENTATION ON MONDAY: Posters that investigate cultural patterns in order to explore the affect . . .***

1. . . . on Women’s Spheres. Group 1

2. . . . on Constructions of identity. Group 2

***GROUP PRESENTATION ON WEDNESDAY:***

3. . . . on cultural expressions. Group 3

4. . . . on understandings of Nature/Nurture debate. Group 4

**WEEK 16: FINALS 5/17-23**

**\*Final Exam for this class Monday May 20, 2013**

**COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS**

|  |  |
| --- | --- |
| **LEARNING OUTCOMES** | **ASSESSMENT METHODS** |
| **1.** Have an understanding of Anthropological fieldwork | **1.** Students design a research plan and explain their methodology in group poster project. |
| **2.** Able to articulate Anthropological themes and concepts used to analyze gender issues. | **2.** Students apply the themes and concepts of the course to a group poster presentation. Students must apply the main thesis or theme from 3 of the articles from the assigned reading to their analysis. Exam essays test ability to articulate themes and concepts. |
| **3.** Have anunderstanding of the key concepts in themes from the course (Nature (culture) or Nurture (biology), gender/sex, identity, power & oppression, globalization, & the female domain, etc.) | **3.** Questions on exams and themes applied to group project and exam essays |
| **4.** Have an understanding & sensitivity for a variety of cultures constructions of gender. | **4.** Essay questions on exams, class discussions, and projects. |

**GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS**

|  |  |
| --- | --- |
| **LEARNING OUTCOMES** | **ASSESSMENT METHODS** |
| **1.** KNOWLEDGE: Breadth of knowledge for study of cultural diverse values, ethical principles of various cultures, understandings of gender, and anthropological research methods. | **1.** Project, questions on exams, in class activities & exercises. |
| **2.** SKILLS: *Communication:* Group projects encourage inter-group communication, oral presentations, and visual communication.  *Analysis*: Derive meaning from personal experience as well as gather information from observation of other cultural practices, develop thesis argument and analysis of anthropological topic, employ critical thinking and creativity. | **2.** Project, questions on exams, in class activities & exercises. |
| **3.** INTEGRATION: *Information literacies*: gather and interpret information from scholarly articles on their topic; *Integrate learning:* Be able to apply concepts & theories from course to real life situations. | **3.** Project, questions on exams, in class activities & exercises. |
| 4.VALUES, ETHICS, AND RELATIONSHIPS: *Professional Development* work on team projects, *Ethics* understand ethics of research methodology & understanding of cultural differences, *Multicultural orientation* Demonstrate cultural and global awareness and sensitivity (ethnocentrism & cultural relativism). | **4.** Project, questions on exams, in class activities & exercises. |

**ASSIGNMENTS and other course requirements\***

Students are expected to read all assigned materials in preparation for each class. Reading comprehension of the main thesis of each article is essential. Several exams are given throughout the semester. Students will work on a particular theme throughout the course and present a group poster at the end. The final exam will consist of essay questions related to these theme projects. Explicit details of these assignments will be handed out in class and posted on Blackboard. No late projects will be accepted leading to an automatic “F”. Any form of cheating or plagiarism will result in an automatic “F” and a formal report to the college. (See Academic Integrity Statement below)

**METHOD OF GRADING – elements and weight of factors determining students’ grade\***

Attendance (arrive on time & attend full course period): 5%

Participation (raising hand and actively contributing to class discussion) 5%

Group Peer Reviewed Poster Project (30%)

Midterm tests (20 %) – there are NO MAKE-UPS. You need a #2 pencil.

Final exam (40%) – Essay (Ability to develop thesis, discuss articles, and themes & theories of course).

**ACADEMIC INTEGRITY POLICY STATEMENT**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

**COLLEGE POLICY ON ABSENCE/LATENESS** A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester. As this class meets once week the allowable absent is one class.

**Semester course is taught**: Fall 2012

**CONTEMPORARY WOMEN POSTER PRESENTATION PROJECT: WEEK 15**

1) The class will be divided into groups based on the following themes:

1) **Women’s Spheres (Gendered spaces):** Filling in the gaps – issues related to women not addressed in traditional ethnographies (Motherhood, the family, the domestic sphere, etc.). You could also explore gendered spaces – spaces or situations that are typically represented by males or females.

2) **Constructions of Gender Identity** (Female Identity, Male Identity, Gay Identity, Class Identity, Ethnic Identity, Subcultural Identity, etc.)

3) **Cultural Expressions & gender:** consumption, popular culture, media and gender. (Informing identity through TV, issues of oppression in magazine images, the “selling” marketing of identity/oppression, Music, art, etc.)

4) **The Nature/Nurture Debate:** Understanding of sex, sexuality, and gender roles. Look at the biological understandings of gender.

2) Throughout the semester each group will work on a project related to their group theme. Each group must address the following:

A. What is the topic of your presentation?

B. What are the research methods you used to gather the information you needed to address your topic? a description of how your group will gather its data

C. What are your research sources?

D. What is the thesis?

E. What are your research results and findings?

F. Do you have suggestions for future research?

3) Detailed handouts will be given throughout the semester to help you develop your project.

**4)** This is a peer-reviewed project worth 30% of your course grade. Your grade will be based on how well you review others and how well the other groups review your project (See the sample review sheets). Each theme group is limited to 10 members and you will work within a group of 5. If you are not present on the day of group assignments, I will assign you to an available group. You must be present for both days’ presentations (week 15 Monday and Wednesday)– there will be no “make-up” poster sessions. You may draw on any of the lecture materials, films, or readings from the course. You should explore both the assigned and suggested readings on your topic. (You will need to use 3 of the articles from the course).

**CAMPUS RESOURCES THAT MAY HELP YOU IN THIS CLASS**

**Atrium Learning Center**: Atrium Building G-18, Director: Judith Rockway, Phone: 718.260.5874, [jrockway@citytech.cuny.edu](mailto:jrockway@citytech.cuny.edu)

The Atrium Learning Center (ALC) through its extensive computer labs, workshops and tutoring offers assistance to students across the entire college population. Tutors can help you develop a thesis statement and topic sentences.

**The Student Support Services Program (SSSP**) : Atrium Building 237 (A-237)

Director: Faith Fogelman, Voice: 718.260.5143, TTY: 718.260.5443, Fax: 718.254.8539, [ffogelman@citytech.cuny.edu](mailto:ffogelman@citytech.cuny.edu)

Student Support's mission is to provide students with disabilities -- physical/hidden/learning, affective mood disorders and temporary conditions -- with the tools, services and accommodations necessary for achievement. All initiatives focus on academic success for retention, graduation and transition to professional employment.

**Student Computing Helpdesk:** Namm First Floor Information Booth, Phone: 718.260.4900 E-mail: [helpdesk@campus.citytech.cuny.edu](mailto:helpdesk@campus.citytech.cuny.edu)

**Counseling Services Center:** Namm Hall (N-108), Director: Cynthia Bink, Phone (Namm): 718.260.5030

The mission of the Counseling Services Center is to support and promote the educational, psychological and career development of students. Our focus is on offering counseling services that will help you succeed in college. Please take a few minutes to explore our web site and learn about our workshops as well as our individual and support group services.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal |  |
| * Rationale for proposal |  |
| * Date of department meeting approving the modification |  |
| * Chair’s Signature |  |
| * Dean’s Signature |  |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. |  |
| Documentation of Advisory Commission views (if applicable). |  |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). |  |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. |  |
| Detailed rationale for each modification (this includes minor modifications) |  |