**New York City College of Technology**

**Interdisciplinary Committee**

**Application for Interdisciplinary Course Designation**

**Date \_\_\_\_\_\_3-29-16\_\_\_\_\_\_\_\_**

**Submitted by** Williams, Julian

**Department(s)** English

1. **Proposal to Offer an Interdisciplinary Course**

1. Identify the course type and title:   
     
   🗹 An existing course ENG 2170 Introduction to Studies in Maleness and Manhood  
     
   🞎 A new course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🞎 A course under development \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **This course identifies expected and redefined understandings and representations of Maleness and Manhood through physical, psychological, sociological, and philosophical approaches as seen in literature, scholarly writing, and film. Subject matter includes sex, sexuality, sexual orientation, perception, identity, power, politics of manhood, violence, and the use or expectation of male dominance.**
2. How many credits will the course comprise? \_\_\_\_3\_\_ How many hours? \_\_\_\_\_\_\_3\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What prerequisite(s) would students need to complete before registering for the course? Co-requisite(s)?

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| **ENG 1101** |

1. Explain briefly why this is an interdisciplinary course: **The course—looking primarily at how it is reflected through literature and film—will examine manhood as the concept/perception/ideology intersects various planes: literary, sociological, psychological, anthropological. These cross-disciplinary examinations will be seen through creatively expressive lenses—ones that will allow the class to dissect the topic as it speaks to its evolution over historical time periods that, based on social movements and shifting artistic movements, reflect change.**
2. What is the proposed theme of the course? What complex central problem or question will it address? What disciplinary methods will be evoked and applied?

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1. Which general learning outcomes of an interdisciplinary course does this course address?   
   Please explain how the course will fulfill the bolded mandatory learning outcome below. In addition, select and explain at least three additional outcomes.

🗹 **Purposefully connect and integrate across-discipline knowledge and skills to solve problems**

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| The class is designed to ensure that literature and film be balanced upon the intersectionality that makes gender constructs in society flourish for men while being constantly challenged by the push and pull of women seeking equality. Literature and film will be used as creative platforms to present the defining constructs that are presented historically through the anthropological, philosophical, and sociological/psychological lenses that both define and complicate manhood. |

🗹 **Synthesize and transfer knowledge across disciplinary boundaries**

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| We will read/view creative works and apply discipline-specific realities to see exactly how they mold the preconditioned ways we view the topic. Moreover, guest lecturers will reveal to students how culture, Class, and gender are all based on the blending of various disciplines that both explain and define our existence—factors that expound upon the privilege and limits of both gender place and space. |

🞎 Comprehend factors inherent in complex problems

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🞎 Apply integrative thinking to problem solving in ethically and socially responsible ways

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🗹 Recognize varied perspectives

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| **The various disciplines allow for a complete examination of the class theme. Literature is the platform, but the psychological, sociological, and historical concepts are what give the books and films meaning. We will look at these matters globally, and examine the differences in ethnic and cultural development.** |

🗹 Gain comfort with complexity and uncertainty

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| **Questioning the worth and future of manhood as presented over the 19th-21st centuries, in a world that is and always has been mainly patriarchal, is a view that will make students re-evaluate how they perceive the way they process social and political constructs. Students will be forced to review, consider, and apply new ways of seeing our biased, violent, and ever-devolving impression of gender constructs.** |

🗹 Think critically, communicate effectively, and work collaboratively

**Students will be allowed to consider how discipline-blended discussions reflect the way their different ethnic, gender, and cultural realities have shaped and defined who and how they see the world through creative mediums. The room will have multiple discussions on OpenLab, where they will revisit and analyze theories presented, discipline specific explanations, and various mediums of observation. The class will share ideas and discuss differences in an attempt to develop group synergy.**

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🗹 Become flexible thinkers

**The course will broaden awareness across disciplines and, thereby, challenge students to examine their previous sense of understanding “manhood and maleness.” Together we will look to dismantle conditioned beliefs and examine various factors and the ways in which they have molded our thinking. Ultimately, we will look through different lenses to come up with new questions about something previously defined as simple and/or absolute.**

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🞎 Other

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**General Education Learning Goals for City Tech Students**

* **Knowledge:** Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.
* **Skills:** Acquire and use the tools needed for communication, inquiry, creativity, analysis, and productive work.
* **Integration**: Work productively within and across disciplines.
* **Values, Ethics, and Relationships**: Understand and apply values, ethics, and diverse   
  perspectives in personal, professional, civic, and cultural/global domains.

1. How does this course address the general education learning goals for City Tech students?

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| **Students will utilize various means of discipline-based knowledge and apply it to a single subject matter. We will tackle the ways in which a supposed universal approach to what defines manhood has now become blurred. We will dissect, question, and try to determine if what we were socialized to believe still holds merit—or if a new way of identifying “man” is possible. In doing this, we will watch films, read literature, listen to music, discuss imagery, view power-point presentations, and respond to insight provided by discipline specific guest lecturers/experts on OpenLab. Inevitably, we will transform information into knowledge that will allow us to approach issues and problems from a position of learned strength; as such, we will be able to view the world differently and, thereby, take what we have learned into our personal and professional worlds.** |

1. Which department would house this course[[1]](#footnote-1)? \_\_\_\_\_**ENG**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   Would all sections of the course be interdisciplinary? 🗹 No 🞎 Yes
   1. Would the course be cross-listed in two or more departments? 🗹 No 🞎 Yes   
      Explain.

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* 1. How will the course be team-taught[[2]](#footnote-2)? 🞎 Co-taught 🗹 Guest lecturers 🞎 Learning community  
       
     If co-taught, what is the proposed workload hour distribution? **\_\_\_\_\_\_NA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
     🞎 Shared credits 🞎 Trading credits   
     If guest lecturers, for what approximate percentage of the course? 🗹 Minimum 20%[[3]](#footnote-3) 🞎 other: \_\_%  
       
     Please attach the evaluation framework used to assess the interdisciplinarity of the course.[[4]](#footnote-4)

Information from guest lecturers (from the African American Studies Department and Social Science Department) will be infused into every aspect of grading: 10% participation (including OpenLab discussions), 50% exam, 20% assignments, and 20% Research paper (students must utilize and cite from guest lecturer information beyond the 6 required secondary sources).

See chart below from syllabus:

**Grading:**

* Participation: **10%**  Discussion, in-class reading, insight, peer response, Open Lab.
* RESEARCH Paper: **20%**
* Paper will be formatted and explained in-depth by the professor. It will be 8-12pages, double spaced, MLA style. Works Cited page is separate. The paper will require a minimum of six outside sources**. Note:** on top of the six required sources, information from no less than 2 guest lecturers should also be used as secondary sources and must be cited appropriately.
* Tests: **50%** Primarily based on our discussions about the readings, films, presentations, and guest lecturers—both primary sources and assigned supplemental materials (see assignments).
* Assignments: **20%** Response Papers and photography will focus on the researched information that will include history, social relevance, variations, and how the assigned topic speaks to the reading. There is an abstract that must be submitted and approved before Research paper submissions.

* 1. What strategies/resources would be implemented to facilitate students’ ability to make connections across the respective academic disciplines?

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| OpenLab, photography, guest lecturers, research, field trips, class presentations. |
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1. Would the course be designated as:

🗹 a College Option requirement[[5]](#footnote-5)? 🗹 an elective? 🞎 a Capstone course[[6]](#footnote-6)? 🞎 other? Explain.

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| **The course will be part of the Flexible Core under the umbrella of Creative Expression and may also be plotted as a Free Elective.** |

1. An interdisciplinary course for the College Option requirement may be housed in a department that is not liberal arts. [↑](#footnote-ref-1)
2. Attach evidence of consultation with all affected departments. [↑](#footnote-ref-2)
3. While an interdisciplinary course must be team-taught, there is no formal percentage requirement, but this minimum is a guideline. [↑](#footnote-ref-3)
4. In the case that a course is equally taught, include proposed plans for faculty classroom observation and student evaluation of teaching. [↑](#footnote-ref-4)
5. To qualify for the College Option, such a course must also meet the New York State definition of a liberal arts and sciences course.  
   <http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm> [↑](#footnote-ref-5)
6. A course proposed as a Capstone course must be separately approved by the Capstone Experience Committee. [↑](#footnote-ref-6)