

**New York City College of Technology
Interdisciplinary Committee
Course Review Form**

DATE: 10/08/14

REVIEWER: Aida Egues

COURSE TITLE & NUMBER: Colonialism: The Evolving Face of Race, Class, and Gender Identity.
HEA 2112

CREDIT HOURS: 3 credits, 3 hours

PREREQUISITES: ENG 1101 English Composition I and CUNY certification in Reading and Mathematics

COURSE IS: Existing New In development

PROPOSED COURSE DESIGNATION: College Option elective Capstone other:

DEPARTMENT HOUSED IN: Department of Health and Human Services

PROPOSED STRUCTURE (e.g., co-taught, guest lecture, LC, other): Co-taught, with Guest Lecturers (2 per semester)

CREDIT DISTRIBUTION (if co-taught): 1.5 workload hours per instructor

CATALOG DESCRIPTION: No Catalog Description provided. Course description as provided in the Application for Interdisciplinary Course Designation proposal follows:

Using Colonialism as a historical lens, this special topics interdisciplinary course examines colonialism's impact on various cultural and ethnic groups. Specific themes include the following slavery/genocide, racial/cultural blending, integration/segregation, economics, mental and physical stressors and well-being, and shifts in gender identity and cultural roles.

DESCRIBE & EVALUATE HOW COURSE MEETS INTERDISCIPLINARY CRITERIA:

This course is a collaborative effort that facilitates that students experience a unique blending of the different creative and scholarly perspectives of two academic disciplines (English and Health and Human Services) in pursuit of a common goal, that is, to explore the effect/impact of Colonialism on African American and Native American communities. The course purposefully addresses and represents an inclusive examination of the cultural struggle to obtain the American Dream, through diverse ideas, opinions, and varied understandings of cultural identity, and the impact of disparities and policies on access to care and services. The topic of colonialism is global in nature, and therefore open to exploration, interpretation, and study with possible interdisciplinary departmental collaborations to include faculty members from the departments of African American Studies, Entertainment Technology, History, Hospitality Management, Humanities, Law and Paralegal Studies, and Social Sciences. This course will employ creative and scholarly writing (narrative), visual texts (documentaries/films/movies), and digital platform/media technologies (Blackboard, Open Lab, Skype) to enhance the classroom experience, as well as expose students to

the perspective of guest lecturers (on-site visits, in-class visitations, Skype interviews) who are experts in economic disparity, public health, and social welfare issues. This reading and writing intensive course will have students assess and critically analyze whether or not African American and Native American communities may transcend colonialism as a form of oppression. Lastly, this course also allows students to comprehend factors inherent in the correlation and relation of the various elements that influence the impacts of colonialism through engagement in and production of assignments, essays, examinations, group work, presentations, and a short paper, so to create an awareness of advocacy and potential for life-long scholarship.

DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE:

The course has an interdisciplinary theme as its nucleus in that will be co-taught by members of the English (ENG) and Health and Human Services (HEA) departments. The course may be housed in both departments. All course sections will be co-taught by members of the English and the HEA departments, but may also be taught by faculty members in other departments and disciplines, including African American Studies, Anthropology, Economics, Entertainment Technology, History, Hospitality Management, Humanities, Law and Paralegal Studies, Psychology, and Social Sciences. The evaluation framework and proposers' rational for co-teaching are in the spirit of interdisciplinarity.

DOES COURSE MEET REQUIREMENTS FOR GENERAL EDUCATION?

The course does meet the requirements for general education, addressing: 1) knowledge, 2) skills, 3) integration, and 4) values, ethics, and relationships.

STRENGTHS:

The course has strengths as an interdisciplinary course in that it: 1) bridges two distinct academic disciplines (English and HEA) by applying problem-solving strategies for creative reading and writing, 2) has a clear structure, and strategies/resources that would be implemented to facilitate students' ability to make connections across the respective academic disciplines, 3) satisfies component of the general education as well as the college option, elective, and capstone course requirements, and 4) provides opportunity for students interested in class, gender and race matters to explore digital, narrative, and visual structure.

WEAKNESSES:

None noticed.