New York City College of Technology

Interdisciplinary Committee

Course Review Form

DATE:

10/08/14

REVIEWER:

Rebecca Shapiro

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

X New

􀀀 In development

PROPOSED COURSE DESIGNATION:

X College Option X Elective X Capstone 􀀀 other

DEPARTMENT HOUSED IN:

Department of Health and Human Services

PROPOSED STRUCTURE

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 description meets the criteria of being a broad-based study of a topic that reaches beyond one discipline or department. The description aims to bring together diverse areas in such a way that students understand that there are various strictures placed on these communities because of colonialism. The course is set up to be generic enough that it could be taught by various departments and various members of different fields with distinct areas of expertise.

DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE:

The course is about how various factors impinge on and obstruct the integration, development, and/or success of these groups in the United States. The course has an interdisciplinary theme at its core, and it will be team-taught, bringing together very different departments to show students how they can understand larger issues within society and history.

DOES COURSE MEET REQUIREMENTS FOR GENERAL EDUCATION?

Yes, as it addresses such concerns as understanding various cultures and values between and among groups; it allows students to practice and hone different academic skills.

STRENGTHS:

The course could conceivably represent various perspectives and voices; after all, the experiences of African- and Native Americans are not heterogeneous. The course could be taught as a Contact Zone experience and thus, many departments, faculty, theoretical perspectives, and experiences would be represented. It might be better, however, to consider the course as including other indigenous peoples, such as those of the Amerindians of the Southwest or how the borders among the North American nations of Canada, the United States, and Mexico are porous with respect to natives and their nations. The course is also good in its emphasis on developing multiple academic skills and allowing students the opportunity to be conversant in more than one type of academic discourse. This is a strong and potentially very useful and flexible course proposal.

WEAKNESSES:

While the course is presented as ID, the structure could be more synthetically arranged with the scheduled teaching. The course as presented appears as two separate courses with one ID area in common. The criteria for ID stress synthesis and this is still two distinct departments. There could be more interweaving or back-and-forth between the departments to allow students to see the connections between the fields.