

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LTS 224
Course Title	Dominicans in the United States
Department(s)	Latin American and Latino Studies
Discipline	Latino Studies
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	The study of the migration, settlement, incorporation, labor market, culture, and identity of the Dominican community in the United States.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

☒ current course
 ☐ revision of current course
 ☐ a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required ☐ English Composition ☐ Mathematical and Quantitative Reasoning ☐ Life and Physical Sciences	Flexible ☐ World Cultures and Global Issues ☐ Individual and Society ☒ US Experience in its Diversity ☐ Scientific World ☐ Creative Expression
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Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:	☐ Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Learning Outcomes In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
I. Required Core (12 credits)	
A. English Composition: Six credits A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
B. Mathematical and Quantitative Reasoning: Three credits A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	• Represent quantitative problems expressed in natural language in a suitable mathematical format.
	• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	• Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	Identify and apply the fundamental concepts and methods of a life or physical science.
	Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

	Gather, interpret, and assess information from a variety of sources and points of view.
	Evaluate evidence and arguments critically or analytically.
	Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	Analyze the historical development of one or more non-U.S. societies.
	Analyze the significance of one or more major movements that have shaped the world's societies.
	Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

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| <ul style="list-style-type: none">Students perform close reading and annotation of texts focused on U.S. Dominican experiences. They must identify tropes, institutions, and patterns of life using textual evidence, interpreting multiple scholarly perspectives through <i>Perusall Reading & Annotation Assignments</i>. See p. 7 | <ul style="list-style-type: none">Gather, interpret, and assess information from a variety of sources and points of view. |
| <ul style="list-style-type: none">Students evaluate arguments in literary, historical, and theoretical texts by highlighting claims, comparing interpretations, and assessing argument strength based on direct textual evidence. <i>Critical Analysis (Perusall) Assignments</i>. See p. 7 | <ul style="list-style-type: none">Evaluate evidence and arguments critically or analytically. |
| <ul style="list-style-type: none">Students synthesize the Oral History interview (primary source) with course readings and audiovisual materials (secondary sources) to craft an analytical argument <i>Final Reflection Essay (5–8 pages)</i>. See p. 7 | <ul style="list-style-type: none">Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

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| <ul style="list-style-type: none">Prompts require students to apply methods from cultural studies, sociology, anthropology, history, and communications to analyze U.S. Dominican identity and representation. <i>VoiceThread Audiovisual Commentary Assignments</i>. See p. 7 | <ul style="list-style-type: none">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. |
| <ul style="list-style-type: none">Students conduct, transcribe, and analyze an oral history interview placing a Dominican American life story within U.S. historical frameworks (migration, labor, identity, community formation). <i>Oral History Project</i>. See p. 7 | <ul style="list-style-type: none">Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |
| <ul style="list-style-type: none">The oral history centers immigration as a shaping force in U.S. development; Perusall readings deepen the historical context for immigration flows and diasporic formation. <i>Oral History Project + Perusall Readings</i>. See p. 7 | <ul style="list-style-type: none">Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |
| | <ul style="list-style-type: none">Explain and evaluate the role of the United States in international relations. |
| | <ul style="list-style-type: none">Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. |
| <ul style="list-style-type: none">Students examine Dominican presence in the U.S. through analytical commentary on race, gender, class, diaspora, and identity across texts and audiovisual media. <i>VoiceThread Commentary + Perusall Assignments</i>. See p. 7 | <ul style="list-style-type: none">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. |

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

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| | <ul style="list-style-type: none">Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">Evaluate evidence and arguments critically or analytically. |

	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	• Demonstrate knowledge of the skills involved in the creative process.
	• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	• Examine how an individual's place in society affects experiences, values, or choices.
	• Articulate and assess ethical views and their underlying premises.
	• Articulate ethical uses of data and other information resources to respond to problems and questions.
	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Assignment–SLO Alignment for Syllabus

1. Perusall Reading & Annotation Assignments

Supports SLOs: 1, 2, 9

Students complete structured annotation assignments on U.S. Dominican literature and scholarship. Through guided prompts, they analyze patterns related to migration, family structures, racialization, diaspora, and identity. This work requires interpreting multiple perspectives (LO1), evaluating arguments (LO2), and examining social institutions and forms of differentiation (LO9).

2. VoiceThread Audiovisual Commentary Assignments

Supports SLOs: 1, 4, 9

Students create short audio or video responses to prompts analyzing assigned audiovisual materials. Prompts require them to apply interdisciplinary concepts and methods from cultural studies, anthropology, sociology, history, and communications (LO4). They interpret diverse perspectives (LO1) and analyze contemporary U.S. social patterns related to gender, race, class, and diaspora (LO9).

3. Critical Analysis / Compare-Contrast Assignments (Perusall Deep Analysis)

Supports SLOs: 1, 2, 3

Through in-depth textual analyses, students compare scholarly arguments, evaluate evidence, and construct their own positions in written form. These assignments strengthen students' ability to interpret sources (LO1), evaluate arguments (LO2), and begin articulating well-reasoned analytical claims (LO3).

4. Oral History Project

Supports SLOs: 3, 4, 5, 6, 9

Students conduct a 20–30 minute recorded interview with a person of Dominican descent. They develop an interview questionnaire, apply ethical oral-history methods, produce a full transcription, and analyze the interview in relation to course themes. This assignment ties the lived experience of Dominican Americans to U.S. historical themes (LO5), immigration as a force shaping the U.S. (LO6), interdisciplinary methods (LO4), analysis of institutions and social differentiation (LO9), and the production of evidence-based oral or written arguments (LO3).

5. Final Reflection Essay (5–8 pages)

Supports SLOs: 2, 3, 5

Students synthesize insights from the oral history (primary source) with course readings, digital materials, and classroom discussions (secondary sources). They develop a clear argument about U.S. Dominican experiences in relation to migration, diaspora, racialization, gender, labor, or culture.

This requires evaluating evidence (LO2), producing a well-reasoned written argument (LO3), and situating individual narratives within broader patterns of U.S. history (LO5).