

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)	SOC 250
Course Title	Racial and Ethnic Communities in the United States
Department(s)	Sociology
Discipline	Sociology
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	Sociological description and analysis of a specific racial or ethnic community.
Special Features (e.g., linked courses)	
Sample Syllabus	Attached (Syllabus must be included with submission, 5 pages max recommended)

Indicate the status of this course being nominated:

X ☒ 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
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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.	

B. U.S. Experience in its Diversity A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
This SLO is assessed by individually graded case study responses and weekly writing in which students gather, interpret, and assess evidence from several kinds of sources. Every week pairs scholarly readings with primary sources, data, and media — census categories, documentary film, policy trackers, artwork — so working across varied sources and competing points of view is a routine demand of the course rather than a single exercise. Example: In Week 6 (Black Geographies and Racial Capitalism), students use the “Black Space Manifesto” (Black Space Urbanist Collective) as a lens to identify a place that matters to a minority or marginalized community, then document and analyze it. Each student posts their own entry — an image and a short written analysis — to a shared class board, so every contribution is visible and attributable to one student. Entries are graded individually against the Guiding Principles for Evaluation in the syllabus, where Engagement with the Case requires students to work from specific details in the source rather than general impressions. This work is graded under Participation, 20% of the course grade.	● Gather, interpret, and assess information from a variety of sources and points of view.
This SLO is assessed by weekly, individually graded writing in which students evaluate arguments and the evidence behind them. Because a forum post is due for each week’s materials, students engage with this exercise continuously along with instructor feedback throughout the semester, and the case study responses and final project make the same demand in other forms. Example: Each week every student writes their own 200–250 word post in the discussion board, responding analytically to the assigned readings and media rather than summarizing them. In Week 5 (Identity Politics, Intersectionality, and Critical Race Theory), for instance, students read Patricia Hill Collins alongside Jasmine N. Cobb and Kimberlé Crenshaw and assess how convincingly each accounts for the way identity categories are formed and contested over time. Posts are graded pass/fail against the Guiding Principles for Evaluation in the syllabus, where Critical Analysis carries this outcome: a post that	● Evaluate evidence and arguments critically or analytically.

summarizes without analyzing does not pass. Forum posts are 40% of the course grade.	
This SLO is assessed by an individually completed final project in which students produce a well-reasoned written argument supported by evidence. The course builds toward it through scaffolded exercises including weekly posts and case study responses, which invite students to engage with lower-stakes practice at stating a claim and supporting it before they are asked to sustain one at length and on their own. Example: Each student chooses one historical event or movement connected to racial inequality and uses it to argue for a policy addressing a disparity today, submitting either a 500-word essay or a creative project of comparable depth. The work is completed and submitted individually, due in Finals Week, and graded against the Guiding Principles for Evaluation in the syllabus, where Historical Insight, Policy Proposal, and Relevance and Impact together ask whether the argument is grounded in evidence and follows from it. The final project is 20% of the course grade.	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
This SLO is assessed by individually graded case study responses in which students identify and apply fundamental sociological concepts to specific cases. Sociological concepts such as racial formation, whiteness, intersectionality, racial capitalism, and colorblind racism are introduced through the readings and then applied to help students engage with specific cases, so students are asked to use these concepts and methods as tools rather than solely defining them. Example: In Week 1 (Course Orientation and Introduction), students take up the NPR episode “Who You Calling ‘Hispanic’?” with selected reading from G. Cristina Mora’s <i>Making Hispanics</i> to examine how a pan-ethnic category was assembled, recorded by the Census, and contested over time. Each student submits their own written response, graded individually against the Guiding Principles for Evaluation in the syllabus. Application of Concepts carries this outcome: it asks students to name the week’s concept and put it to work on the case rather than describe it in general terms. This work is graded under Participation, 20% of the course grade.	• 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.
This SLO is assessed by individually graded case study responses in which students analyze and explain a major theme in U.S. history from more than one informed perspective. Assigned materials bring together scholarly analysis, documentary film, institutional accounts, and contemporary claims about the same events, so students work with more than one informed perspective on a single theme. Example: In Week 2 (Eugenics, Biopolitics, and the Making of Citizens), students watch the PBS documentary <i>The Eugenics Crusade</i> and read it against the National Human Genome Research Institute’s account of scientific racism and the contested record of Margaret Sanger, including material later cited before the Supreme Court. Working from sources that offer multiple and even contradictory	• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

perspectives, students explain how eugenic thinking shaped citizenship, reproduction, and immigration policy. Each student submits their own response, graded individually against the Guiding Principles for Evaluation in the syllabus, where Critical Analysis asks explicitly for more than one perspective. This work is graded under Participation, 20% of the course grade.	
This SLO is assessed by individually graded case study responses in which students evaluate how immigration has shaped the development of the United States. Immigration and its enforcement run through the course as a structural theme rather than a single unit, surfacing in exclusion law, borders and detention, housing and property, and the politics of belonging. Example: In Week 3 (Migration, Borders, and the Politics of Exclusion), students move through a virtual gallery walk of artwork made by immigrant children in a U.S.–Mexico border state, drawn from Silvia Rodriguez Vega’s <i>Drawing Deportation</i> and read alongside Joanna Dreby’s <i>Surviving the ICE Age</i>. This is individual work: each student posts their own analysis to a shared class board and responds to what classmates have posted. Postings are graded individually against the Guiding Principles for Evaluation in the syllabus, where Engagement with the Case and Critical Analysis carry this outcome. This work is graded under Participation, 20% of the course grade.	• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	• Explain and evaluate the role of the United States in international relations.
	• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
This SLO is assessed by individually graded case study responses in which students analyze how common institutions and patterns of life in contemporary U.S. society interact with race, ethnicity, class, gender, and other forms of social differentiation. The course returns to this repeatedly through the census, schools, housing markets, policing, corporate diversity programs, and algorithmic systems. Example: In Week 13 (Machine Biases, Innovation, and Technology), students examine Joy Buolamwini’s Gender Shades project alongside ProPublica’s “Machine Bias,” tracing how facial recognition and risk-scoring systems perform unevenly across race and gender and how those gaps carry into hiring, policing, and lending. The session runs as a small-group activity, and each student submits their own one-page exit ticket, graded individually against the Guiding Principles for Evaluation in the syllabus, where Critical Analysis asks what the case reveals about institutions and patterns of life. This work is graded under Participation, 20% of the course grade.	• 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.