

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 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	Kingsborough Community College
Course Number	BIO 02800
Course Title	BIOLOGY of WOMEN
Department(s)	Biological Sciences
Discipline	Natural Sciences
Subject Area	Biology
Credits	3
Contact Hours	3
Pre-requisites	none
Catalogue Description	Major normal anatomical and physiological processes unique to the human female are considered, as well as a focus on recent research about women's biology, female health issues and related illnesses. Discussion of myths and gender stereotypes about women's biology and their influence on female/male behaviors. This course does not satisfy the Biology major elective requirement.
Syllabus	Syllabus attached

Waivers for 4-credit Math and Science Courses

All Common Core courses must be 3 credits and 3 hours.

Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.

If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested
If waiver requested: Please provide a brief explanation for why the course will be 4 credits.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

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 <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> US Experience in its Diversity X <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression
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Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

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.

E. Scientific World

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

<p>Read popular press and identify misinformation, bias, prejudice and gender based stereotypes. Students will participate in the class discussion moderated by the instructor.</p>	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
<p>Examine traditional concepts about women's bodies in light of the latest research. Student teams will engage in in-class debate and will be evaluated based on the strength of the arguments supported by literature. Written synopsis will be provided by each team.</p> <p>Demonstrate awareness of sexually transmitted diseases and the unique problems that affect women with these diseases. Students will engage in in-class discussion resulting in outlining conclusions.</p>	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
<p>Dispel myths about women and their health. Two teams of students will engage in a debate providing evidence to support and reject myths. The team work will be evaluated on the strength of the oral presentation and written summary of the arguments.</p>	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>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:</p>	
<p>Differentiate women and men with regard to brain development, nutritional needs and the aging process. Students will work in groups to produce a written report supporting differences between the physiological processes of men and women.</p>	<ul style="list-style-type: none"> ● 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.
<p>Demonstrate knowledge of the latest research in contraceptives and their use. Students will be working in groups. Each group will present to the class a critical evaluation of one method of contraception supported by the research overview.</p>	<ul style="list-style-type: none"> ● 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.
<p>Students will examine the impact of scientific discoveries on issues of gender and women's health. Students will engage in a class debate on the effect of scientific discoveries on the perceptions of both genders.</p>	<ul style="list-style-type: none"> ● Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> ● Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Kingsborough Community College of The City University of New York

Biology Department

718-368-5502

Course Syllabus – Biology 28: the Biology of Women

Course Information:

Biology 28: The Biology of Women

Dr. M. Dawson

Office: S207

(718) 368-5740

mdawson@kingsborough.edu

Course Pre-requisites:

None. This course uses Blackboard extensively. Therefore it is imperative that you have a Blackboard account and familiarize yourself with using it.

Course Description:

Major normal anatomical and physiological processes unique to the human female are considered, as well as a focus on recent research about women's biology, female health issues and related illnesses. Discussion of myths and gender stereotypes about women's biology and their influence on female/male behaviors.

Details: This course will take a life cycle approach to the major biological (and cultural) landmarks in a woman's life. The topics to be discussed are female anatomy and physiology, gender identification, reproductive cycles, pregnancy, parturition and lactation, menopause, fertility and issues with fertility, body image and the concept of beauty. In addition, archaeological and anthropological materials will be incorporated into the discussions where appropriate.

Student Learning Objectives/Outcomes:

1. Read popular press and identify misinformation, bias, prejudice and gender based stereotypes.
2. Examine traditional concepts about women's bodies in light of the latest research.
3. Demonstrate awareness of sexually transmitted diseases and the unique problems that affect women with these diseases.
4. Dispel myths about women and their health.
5. Differentiate women and men with regard to brain development, nutritional needs and the aging process.
6. Students will examine and understand gender in terms of scientific and cultural research using biological and cultural data, and demonstrate how tools of science can be used to analyze problems and develop solutions.
7. Demonstrate knowledge of the latest research in contraceptives and their use.
8. Students will examine the impact of scientific discoveries on issues of gender and women's health.
9. Define the biological and social factors that affect the role of women in society.
10. Students will understand the scientific principles underlying matters of public policy and concern regarding women's health issues.

Required Textbooks and Materials:

Belk and Borden - The Second X: The Biology of Women

Selected handouts from: Goldberg – The Complete Guide to Women’s Health

See – Snow Flower and the Secret Fan

Lecture Syllabus:

Week #	Assigned Reading(s)
1. Introduction/Archaeology	B & B Chapters 1,2
2. The Biological and Cultural Basis of Sex and Gender	B & B Chapters 3,4
3. cont’d	B & B Chapter 5
4. The Adult Female Body: Structure and Function	B & B Chapters 6,7
5. Adolescence; Reproductive Cycles and Hormones	B & B Chapter 8, Goldberg handout
6. Reproductive Cycle Problems	B & B Chapter 8, Goldberg handout
7. Fertility and Family Planning	B & B Chapter 9
8. Pregnancy and Parturition	B & B Chapter 10
9. Lactation and The Post-Partum Period	B & B Chapters 10 and 11
10. Menopause: Biological and Cultural Aspects	B & B Chapter 14
11. Women’s Health Issues from	B & B Chapter 13, selected handouts Goldberg
12. Body Image, Eating Disorders The Beauty Industry	Selected Handouts

Grading Policy:

Class participation (based on class discussions/debate, and written summaries of in-class group work)	10%
Lecture Examinations	50%
Paper	20%
<u>Final Exam</u>	20%
	100%

Exam format: All exams will be mixed format of multiple choice questions and short-answer essay type questions. The final exam will be a **cumulative** 100 multiple choice question

assessment.

Paper: Compare and contrast the life stages of the heroine in Lisa See's book, [Snow Flower and the Secret Fan](#), with a contemporary woman from your own cultural background, e.g., your grandmother, mother, aunt. Describe the cultural views regarding the life stages of both See's character, and your contemporary woman. This paper should include at least three outside sources (not including See's book or the text or readings from class) in your bibliography. You can find the proper format for MLA citation here :

<http://owl.english.purdue.edu/owl/resource/747/01/>

A grading rubric for the paper will be posted on Blackboard.

Plagiarism **as a violation of academic integrity** is the intentional use of another's intellectual creation(s) without attribution. Determination and penalty—ranging from grade reduction to course failure—is at the sole discretion of the faculty member. If a faculty member suspects that a student has committed a violation of CUNY or KCC's Academic Integrity Policy, he/she shall notify the student of the facts and circumstances of the suspected violation whenever possible. It is then at his/her discretion to seek an academic or disciplinary sanction.