



THE 2018-2019 COLLEGE THEME: Making Your Voice Heard

Stories of activists, protesters, and outspoken advocacy of all kinds are dominating the news, inspiring people across the country to examine our world and advocate for change. In the spirit of this national conversation, the 2018-2019 College Theme is "Making Your Voice Heard". Join faculty and students in all three schools in tackling this issue. Examine how being an engaged and involved member of a community can be rewarding at the personal, professional, or political level. How will you make your voice heard?

AN OPEN INVITATION: PARTICIPATE IN THE THEME!

The Open Call for Participation is meant for all instructors, committees, clubs, students, staff members, and organizations to voluntarily take the theme as inspiration for one assignment, event, or gathering. Both student and faculty work will be gathered, documented, and displayed at key times so we can come together and truly connect over our shared interests and particular pools of knowledge.

CONTACT US AT GENEDTHEME@CITYTECH.CUNY.EDU



LivingLab
Learning Library

L4: Living Lab Learning Library is a virtual resource exchange of innovative teaching practices. Please visit L4 to share your GenEdge activity, browse posted activities for inspiration, and see how others are using this year's theme in the classroom. Find us at openlab.citytech.cuny.edu/L4

Submit your GenEdge activity tinyurl.com/L4submit and be sure to categorize your submission as a GenEdge Theme activity.

THE COLLEGE THEME: A HISTORY AND THE FUTURE

What Does Freedom Mean?

During the 2014-2015 school year, the African American Studies Department chose this question as its annual theme to encourage critical reflection about the 150th anniversary of the 13th Amendment. The department explored the theme through college events, library exhibits, and classroom activities.

In the fall of 2014, the General Education Committee was exploring the idea of developing an annual theme for the college, and, with the encouragement of the African American Studies Department, decided to use the theme as well. It became the foundation of a pilot project conducted by Gen Ed Committee members from multiple departments in all three schools. The success of the "What Does Freedom Mean?" theme inspired the Gen Ed committee to continue the program with a new theme for each academic year.

The purpose of the College Theme project is to create a shared intellectual experience. We want to inspire students and faculty to explore complex and compelling ideas in ways that enhance their educational experience, and to encourage all members of the City Tech community to bridge disciplinary boundaries as they ask and answer demanding and dynamic questions. Help us to grow the project by participating in your classes, your scholarly work, and your club activities.

THE CITY TECH GENEDGE

The City Tech **GenEdge** is the result of years of college-wide curriculum development and effort by the General Education Committee. We have taken the Gen Ed requirements, the students' needs, and the expectations of society to put together a meaningful approach to skills and attitudes we all can use. This is the added benefit of culture and community our students and graduates deserve as they enter the world as engaged citizens. This is the added boost our college provides to excel and the tools it gives graduates to be productive throughout entire careers.

This is the **City Tech GenEdge**.

The **City Tech GenEdge College Theme** is a simple invitation: we offer an open-ended idea you can use to drive a single lesson in your class, a project in your club, or any number of pursuits you choose to execute. This shared intellectual experience lets students and faculty from all over the college ask and answer the important questions of our day.

HOW SOME PROFESSORS WILL IMPLEMENT THE THEME IN A CLASS THIS YEAR

■ ■ Moderate Amount of Time

SCHOOL OF PROFESSIONAL STUDIES

Prof. Mary Sue Donsky, Law and Paralegal Studies

LAW 4900: Senior Legal Seminar

Activism on Campus

The United States Supreme Court has noted that neither students nor faculty "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate". *Tinker.v. Des Moines* (1969). However, there are limits to our First Amendment freedom of speech at school. This module explores our right to protest on campus by examining the case law, legislation and CUNY policy.

CUNY's Policy on Freedom of Expression and Expressive Conduct sets out prohibited conduct, guidelines on demonstrations and media access to university facilities. We will explore cases arising under New York State Education Law Article 129A ("Henderson Rules to Maintain Public Order") that guarantees us the right to advocate "without fear or abuse". We will examine the meaning of the Henderson Rules' caveat that no one on campus may use language "likely to provoke physical violence by demonstrators, those demonstrated against or spectators."

Students will gain inspiration and practical knowledge on how to lawfully and effectively protest on campus by researching and reporting on the legal issues raised in previous examples of student activism at CUNY colleges.

■ ■ Moderate Amount of Time

SCHOOL OF TECHNOLOGY AND DESIGN

Prof. John McCullough, Entertainment Technology

ENT 2210: Advanced Scenery Construction

Making Your Voice Heard: Professional Ethics

For all the glitz and glamour of show biz, the work of making stage magic can be grim, gritty, and dangerous. Performers, musicians and stagehands are exposed to chemicals, work at heights, work around powerful machinery, and often have to do so in the dark. Long hours of rehearsals can lead to fatigue, and directors, designers, and producers are always looking for ways to push the boundaries and reach new heights of spectacular stage action. Keeping everyone healthy and safe under these conditions requires knowledge, planning, and communication.

In this activity, students will be asked to examine a potentially hazardous show situation, research a safe solution or alternative, and write up their proposal as though they were a junior stagehand explaining their idea to their supervisor. This practice will empower them to advocate for their own health and safety in the workplace when they graduate. It will take one class meeting to introduce the topic and assign the project, and it will be collected at the next class meeting (to mimic the fast pace at which these decisions must be made).

■ ■ ■ Most Amount of Time

SCHOOL OF PROFESSIONAL STUDIES

Prof. Benjamin Shepard, Human Services

HUS 2307: Community Organizing and Development

Community Advocacy

HUS 2307 – Community Organizing and Development is a required course in the Human Services major. Each year, students in that class are charged with conducting an in-depth study of a problem that affects a specific community and preparing an advocacy/lobbying plan. Doing so, they consider ways to amplify their impact by identifying solutions to community issues.

Their study must include a definition of the issue, current and past attempts to address the issue, identifying stakeholders in the community, any laws or regulations related to the issue, any past or pending legislation on the issue, any other groups or individuals working on the issue. A thorough study will allow them to identify who or what needs to change, and they will use their analysis to formulate and implement a plan to achieve the desired change. Over the years, students have had impacts on community problems such as police brutality, fracking, and environmental disrepair.



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