

The meeting will come to order:

Chair Roberta Brody called the meeting to order at 3:41 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made:

“To approve the Agenda”

Hearing no objection to the motion, the Agenda was approved.

2. Approval of Minutes:

- i. MOTION: Duly made and seconded:

“To approve the minutes dated December 5, 2013”

Hearing no objection to the motion, the minutes were approved as distributed.

- ii. MOTION: Duly made and seconded:

“To approve the minutes dated December 12, 2013 as distributed.

Hearing no objection to the motion, the minutes were approved as distributed.

3. Announcements, Administrative Reports, and Memorials:

- a. Guest Speaker- Dr. Evangelos Gizis, Interim President

Chair Brody announced Interim President Gizis is our guest speaker today and highlighted some of his accomplishments. He served as Interim President of Hunter College, Borough of Manhattan Community College and Hostos Community College and as Vice President and Provost of Queens College. At Hunter, he had also been Provost and Senior Vice President for Academic Affairs before being appointed as Interim President in July 2000. He has **performed** research in vitamin B12 binding proteins in blood and milk at Michigan State University, Mellon Institute, Long Island Jewish Hospital and Brookhaven National Labs

Interim President Gizis began by explaining that although enrollment is down, the projections for the coming semesters are expected to improve. He explained in detail the Tax-Levy Budget the current deficit, including trends in our enrollment which have a direct effect on the budget. He provided an overview of new and expanded Master’s Programs, Summer/Winter, Weekend College, on line courses and the Transfer Honors Program; within the context of strategies to increase enrollment and retention. The plans for the larger Master’s programs having advisors on campus during the summer and for the undergraduate transfer students, there are plans for academic advisors visit the community colleges. Dr. Gizis said that in order to be a competitive college, in the future, we need Accreditation for Clinical Psychology (APA) and Business programs, most notably in Accounting (AACSB). Dr. Gizis announced that a Performance Management Process (PMP) Goals committee for 2014-2015 will be set up to evaluate the current

PMP for Queens College.. This committee of faculty and students will be chaired by Professor Dean Savage. He asked that the Senate provide the names of two students and two faculty for this committee. He updated us on the construction projects that are ongoing on campus and their estimated completion dates. Dr. Gizis explained that the Board of Trustees extended the Grade Replacement Policy to the end of this semester; however, it will not be in effect next semester. Although the Summit Resident Hall has improved student life on the campus, notably on the weekend, the occupancy level is only at 91% and should be at 96%. In closing, Dr. Gizis proudly announced that Queens College is listed in the Princeton Review as a best value college for 2014. Dr. Gizis took questions from the Senate. (see attached PowerPoint Presentation).

1. Cesar Oyervides-Cisneros, CUNY Service Corps Manager announced the CUNY service corps is recruiting students for next year to do public service and they will be paid \$12.00 hr. The deadline for students to apply is March 31. This year faculty will be able to apply and the deadline is April 4. The faculty info sessions will be on Monday March 10, at 3:00 Queens Hall room 325 and on Tuesday, March 11, at noon, Queens Hall room 325. The student's info session will be on Monday, March 10 at noon, Powdermaker Hall room 154. There are flyers in the front of the room and for additional information see: cuny.edu/servicecorps.
2. Professor Christopher Vickery, Computer Science Department announced Professor John Moyne died on February 25 at the age of 93. He was Emeritus Professor of Linguistics and Computer Science at the City University of New York and was the former chairman of the Computer Science Department at Queens College and Executive Officer of the PhD Program in Linguistics at the Graduate Center, CUNY. He wrote and co-authored over a dozen books and numerous articles. He is regarded as one of the foremost scholars and translators of the Persian poet Rumi.

The Chair asked the Senate pay its respect with a moment of silence.

4. Special Motions: (none)

5. Committee Reports

5a. Undergraduate Curriculum Committee

- i. MOTION: Duly made by Senator Kenneth Lord, Chair of the UCC:

“To accept the UCC minutes dated December 12, 2013”

Hearing no objection to the motion, Senator Lord moved unanimous consent.

- ii. MOTION: Duly made:

“To remove Item. #3 HLL from the UCC minutes ”

Hearing no objection to the motion, the Chair moved unanimous consent.

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(5a. UCC continued)

- iii. MOTION: Duly made by Senator Kenneth Lord, Chair of the UCC:

“To accept the UCC minutes dated December 12, 2013 as amended”

Hearing no objection to the motion, Senator Lord moved unanimous consent.

A. General Education

Numbered proposals available for review at senate.qc.cuny.edu/Curriculum

1. General Education Advisory Committee (meeting of 9/25/2013)
2. Mathematics and Quantitative Reasoning Advisory Committee
3. Writing Intensive Advisory Committee.
 - a. Meeting of 11/20/2013: GEOL 213, 213W.
 - b. Meeting of 12/9/2013: LCD 144W.
4. STEM variant courses.
 - a. SOC 212W. (SW)
5. College Option Language Courses

Arabic 305 (Advanced Arabic I)
Arabic 306 (Advanced Arabic II)

Greek 351 (Euripides)
Greek 352 (Plato)
Greek 357 (Homer)
Greek 360 (Readings in Ancient Greek Literature)

Latin 315 (Latin Prose Composition)
Latin 360 (Readings in Latin Literature)

Chinese 311 (Advanced Modern Chinese)
Chinese 312 (Advanced Classical Chinese)
Chinese 314 (Chinese Grammar, Rhetoric, and Composition)
Chinese 315 (Writing Modern Chinese)
Chinese 317 (Introduction to Formal Chinese Linguistics)
Chinese 318 (Introduction to Applied Chinese Linguistics)
Chinese 320 (Chinese Drama)
Chinese 330 (The Chinese Essay)
Chinese 340 (Readings from Chinese History)
Chinese 350 (Chinese Fiction)
Chinese 358 (The Working of the Chinese Media)
Chinese 360 (Traditional Chinese Literature)
Chinese 370 (Chinese Short Story)

Japanese 305 (Advanced Modern Japanese I)
Japanese 306 (Advanced Modern Japanese II)
Japanese 311 (Advanced Japanese Texts I)
Japanese 312 (Advanced Japanese Texts II)

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Korean 360 (Readings in Korean)

Hebrew 305 (Advanced Modern Hebrew)

Hebrew 307 (Classical Hebrew)

Hebrew 311 (Hebrew Conversation)

Hebrew 315 (Hebrew Writing Workshop)

Hebrew 317 (Skills and Art of Translation)

Hebrew 361 (History of the Hebrew Language)

Hebrew 362 (Hebrew Root Studies)

B. Curriculum Changes

1. Psychology

- a. Change in course description:

To read:

PSYCH 391.-Special Problems - Research

PSYCH 391.1, 3 hr. per week; 1 cr.

PSYCH 391.2, 6 hr. per week; 2 cr.

PSYCH 391.3, 9 hr. per week; 3 cr.

Prereq.: A GPA of a 3.0 or higher. Written permission of the faculty mentor and a description of the proposed research project submitted to and approved by the Psychology department. Open only to Psychology and Neuroscience majors.

2. SEES/Urban Studies

To Read:

ENVIRONMENTAL STUDIES (MAJOR CODE 116)

The interdisciplinary major (BA) in Environmental Studies requires the following courses:

ENSCI 100 and 112; URBST 252 and 372; and either ENSCI 373W or URBST 373.

Additionally, students will choose six electives from the following list, at least two of which must be in the Natural Sciences. The list of acceptable electives will be expanded as new courses are developed.

Natural Sciences: BIOL 106 (prerequisite BIOL 105), CHEM 240 (prerequisite CHEM 113),

ENSCI 200 (prerequisite CHEM 113), ENSCI 383, GEOL 101

Social Sciences/Humanities: ANTH 270, 302, ECON 228 (or 228W), ENGL 327, 327W, PHIL 125, PSCI 287, URBST 141, 207, 235 236, 253, 254, 258, 373.

3. HLL (withdrawn)

4. URBST

Change in Course Title and Description

To read:

URBST 206.Global Cities. 3 hr.; 3 cr.

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(5a. UCC continued)

Explores the global reorganization of metropolitan areas worldwide since the 1970s. Introduces students to the "global cities" concept and to diverse new literatures on cities and slums in the global north and south. Comparative analysis of new kinds of economic activity, environmental and health challenges, norms of consumption, patterns of work and residence, transnational flows of people, capital, and culture, new types of urban infrastructures, human insecurities, racisms, inequalities, new types of formal and informal politics, or emerging inter-city networks involving a broad range of actors from NGOs to global firms.

5. CMAL

- a. Change In description.

To Read:

HEBRW 307. Classical Hebrew.

3 hr.; 3 cr. Prereq.: HEBRW 204 or equivalent.

An introduction to the Hebrew of the Bible. For students who have completed two years of college-level study (or its equivalent) or who have attained proficiency in Modern Hebrew.

- b. Change in number and description.

To Read:

HEBRW 350W. Biblical Narrative and Poetry in Translation.

3 hr.; 3 cr. Prereq.: ENGL 110.

An exploration of literary and textual questions in the Hebrew Bible, including textual history, narrative and character development, intertextuality, repetition and the retelling of stories, the relationship between law and narrative, biblical poetry. Both biblical and secondary works are read in English; no prior knowledge of the Hebrew Bible is required.

6. Anthropology

- a. Change of text in bulletin

To read:

Although course requirements are designed to prevent premature undergraduate overspecialization, there is sufficient flexibility to permit a student to emphasize cultural, biological, archaeological, or linguistic anthropology.

- b. Change of requirements of the major in anthropology

To read:

General Anthropology requires 33 credits distributed as follows:

Required (3 credits): ANTH 200.

Electives: (30 credits): Three courses from ANTH 101, 102, 103, 104; One course from ANTH 201, 240, 260, 280; one course from ANTH 201 (if not already taken), 204–219; 241–249, 288; two 300-level courses; three additional courses, two of which must be 200 or above. No more than 3 credits of ANTH 390 through 397 may be used as part of the major without the approval of the Advising Committee.

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(5a. UCC continued)

c. Change to Pre-Professional Concentration

To read:

Pre-Professional Concentration requires 39 credits distributed as follows:

Required (6 credits): ANTH 200, 238.

Electives: (33 credits): Three courses from ANTH 101, 102, 103, 104; One course from ANTH 201, 240, 260, 280; one course from ANTH 201 (if not already taken), 204–219; 241–249, 288; one ANTH synthesis/capstone course; two 300-level courses; three additional courses, two of which must be 200 or above. No more than 3 credits of ANTH 390 through 397 may be used as part of the major without the approval of the Advising Committee.

d. Change to the requirements for the minor

To read:

Electives (9 credits): One course from ANTH 201, 240, 260, 280; . . .

7. History

a. New Course.

HIST 203. Ivan the Terrible.

3hr.; 3cr.

Introduction to medieval and early modern Russia with a focus on Ivan the Terrible.

b. Change in title:

To read:

HIST 308. Family, Sex and Gender in Modern European History.

3 hr., 3 cr. Prerequisite: none.

c. Change in title and description:

To read:

HIST 109. Imperial Russia.

3 hr.; 3 cr.

In 1613 the Romanov dynasty, infamous for the absolutism of its rule, began with the election of Mikhail. This course will explore these curious foundations of the dynasty and the dramatic westernizing changes to it wrought in the eighteenth century by Peter the Great and Catherine the Great, the Great Reforms of the 1860s, the roots and nature of the monarchy's collapse in 1917, and the execution of the last Romanov tsar, Nicholas II and fate of other "Whites." The course will also consider the intersections between political power and social structures and social mobility; arts, culture, and ideas; diplomacy, war, and military/police culture; law and institutions; and resistance to the regime. The multi-national character of the Russian empire and the key role in its politics and economics of unfree labor will also be central themes.

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- d. Change in title and description:

To read:

HIST 110. Soviet Russia.

3 hr.; 3 cr.

The Soviet experiment from the Bolshevik coup in 1917 to the collapse of the Soviet empire in 1991. The course explores the circumstances leading to revolution; the revolution itself, including Leninism, the New Economic Policy, and the Civil War; the rise of Stalin and Stalinism; the Soviet experience of World War II; the development of the Soviet bloc and the Cold War; the “stagnation” years; and the collapse. Major themes of the course include the evolution of the world’s first socialist experiment; the use of secret police, surveillance and imprisonment as a political tool; social, cultural, and artistic developments and their relationship to the Soviet state; diplomacy, war, and the relationship of the Soviet Union to the world; Soviet nationalities policy and the roots of collapse; and the nature of “socialist” crime, law, and corruption.

- e. Change to major requirements

To Read:

Majors are required to take a minimum of 36 credits in history distributed among the following six components...

2. Introductory courses in Non-Western History, two courses (six credits): 105, 106, 111, 112, 121, 125, 126, 140-142, 144-149

- f. Change to concentration in ancient and premodern history

To Read:

Includes HIST 113, 114, 140, 144, 148, 203-206, 208, 209, 301, 352

8. Comparative Literature

9. Courses taken off Reserve and returned to Active Status

None.

10. Courses Put on Reserve

None.

11. Courses Withdrawn

None.

C. Policy Changes

- iv. MOTION: Duly made by Senator Kenneth Lord, Chair of the UCC:

“To accept the UCC minutes dated February 13, 2014”

Hearing no objection to the motion, Senator Lord moved unanimous consent.

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(5a. UCC continued)

A. General Education

Numbered proposals available for review at senate.qc.cuny.edu/Curriculum

1. General Education Advisory Committee
No report.
2. Mathematics and Quantitative Reasoning Advisory Committee
No report.
3. Writing Intensive Advisory Committee. *Meeting of 12/9/2013.*
 - a. LCD 144W. Language and Social Diversity.
4. STEM variant courses.
None.

B. Curriculum Changes

1. Comparative Literature

- a. Proposed New Concentration for the Major in Comparative Literature

Title: Global Cultural Studies

Rationale:

to explore cultural issues which transcend geographical and political boundaries and interconnect disparate parts of the world;

to analyze these global cultural relationships across disciplinary boundaries using the knowledge and methodologies of social science as well as the arts and humanities;

to prepare students to be well read in the analysis of global culture, including an attention to the specific characteristics of particular local cultures (language, literature, orature, religion, history, law, and geography) as they relate to, sometimes coming into conflict with and at other times echoing, larger transnational issues;

to give students the opportunity to work in an area of global concern--in an internship or experiential education project.

Requirements: Global Studies Major in Comparative Literature (36 credits, or twelve courses of 3 credits each):

1. Five courses (15 credits) chosen from the following (including two of the following: CMLIT 100, 101W and 102W):

CMLIT 100: Writing about Global Literatures (CW2 in Pathways)

CMLIT 101W: Ancient Global Literatures

CMLIT 102W: Modern Global Literatures

CMLIT 200: Introduction to Comparative Literature

CMLIT 202: Slavery and Freedom in the Making of the New World

CMLIT 208: Prison Experiences in Modern Literature

CMLIT 209: Literature and Society in North Africa and the Middle East

CMLIT 212: The Atlantic World

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CMLIT 215W: Topics in Modern Literature
CMLIT 220: East Asian Literature I
CMLIT 221: East Asian Literature II
CMLIT 225: Literature and Anthropology
CMLIT 228: Themes in Literature
CMLIT 229W: Women in Modern World Literature
CMLIT 230: African Literature
CMLIT 231: African Literature in a World Context
CMLIT 240: Representation, Photography, Literature
CMLIT 241: Literature and the Movies
CMLIT 242: Francophone Literature in a World Context
CMLIT 243: Postcolonial Literature
CMLIT 244: Cinema of North Africa and the Middle East
CMLIT 331: Literary Criticism
CMLIT 335: Problems in Drama
CMLIT 336: Forms of Fiction
CMLIT 340: Literature and History
CMLIT 341: Life Writing
CMLIT 342: Translation Theory and Practice

2. One course (3 credits) chosen from 381W-383W: The Advanced Seminar
3. Two courses (6 credits) from any of the other literature departments (including English, CMAL, ELL, and HLL)
4. Four courses (12 credits) in the area of the student's concentration from among the following:

Comparative Literature 201: Literature and Human Rights
Comparative Literature 371: Capstone Seminar in Human Rights.
History 329: The Civil Rights Movement.
History 332: Colonialism and Culture.
History 339. Palestinian-Israeli Relations, 1967 to the Present.
History 345: Race, Gender, and Poverty in Twentieth-Century America.
Philosophy 123. Freedom and Responsibility.
Philosophy 222. Political Philosophy.
Philosophy 223. Philosophy of Law.
Philosophy 260. VI: Readings in Contemporary Ethical Theory.
Political Science 232. Comparative Political Economy
Political Science 251: International Organization.
Political Science 286. : Theories of Law and Human Rights.
Urban Studies 206. Global Cities.
Urban Studies 326. Cities and Diasporas.
Comparative Literature 390.3: Three-credit internship for an organization dedicated to human rights such as the United Nations, Amnesty International, NGO on the Status of Women in New York (devoted to helping immigrant women), International League for Human Rights, Human Rights Project at the Urban Justice Center, Human Rights Watch, Make the Road New York, New York Civil Liberties Union, Independent Commission on Public Education.

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b. New course.

CMLIT 201: Literature and Human Rights.

3 hr.; 3 cr.

Exploration of the origins of the concept of human rights in the form of a variety of primary and secondary sources. While the main task of the course will be reading and discussing these documents, students will also have the opportunity to explore a contemporary human rights issue in the form of a research paper. Topics include (but are not limited to) sexual rights, the rights of children, labor rights, the rights of immigrants, and/or the right to free expression and can be explored in a national or global setting.

c. New course.

a.

CMLIT 202. Slavery and Freedom in the Making of the New World

b. 3 hr., 3 cr.

Slavery and its aftermath and the legacy of racism in our society today. This course will include readings in political theory, autobiography, the novel, poetry, and history in an attempt to explore the conditions of slavery, the movement for emancipation, and the ongoing struggle for freedom.

d. New course.

CMLIT 208. Prison Experiences in Modern Literature

3 hr., 3 cr.

Beginning with a classic 19th-century narrative of slavery we will read accounts of the concentration camp and the Soviet Gulag, plays by a convicted felon, poems and a memoir by political prisoners, a novel about the friendship between a political prisoner and a sex offender sharing a cell in an Argentine prison, and a sobering collaborative memoir by an acclaimed African-American writer and his brother serving a life sentence for robbery and murder. Throughout the course, we will be looking at the various discrepancies between what prisons claim to do and what they actually do.

e. New course.

CMLIT 244: Cinema of North Africa and the Middle East

3 hr., 3cr.

Exploration of filmmaking in North Africa. We will consider the conditions of filmmaking, from technical, political and social perspectives and how low-budget cinema, produced with no indigenous film industry is different from Hollywood cinema. Considerations of the social and political context of film production also important given the often severe limits imposed by government and social censorship. We will discuss the thematic content of the films and how we, as Western viewers, respond to the issues raised in the films. How are social, personal and political topics presented in the films? How are issues such as poverty, gender relations, the status of women, and youth represented?

f. New course.

CMLIT 371: Capstone Seminar in Human Rights.

3 hr.; 3 cr.

c. This seminar will investigate the efficacy of human rights discourse by studying theory in combination with case studies as exemplified in both history and literature. Students will focus on how human rights theory inherited from Enlightenment philosophy comes into conflict with

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- d. local crises caused by forcing universal systems of human rights. Throughout we will be concerned with the need to study the specifics of culture in relation to human rights and the progressive potential of humanistic study.

2. EECE

- a. Change to the Major.

To Read:

General Education Requirements

All students at Queens College are required to fulfill the college's General Education requirements. Students

interested in obtaining NYS Initial Certification in Childhood Education, 1–6, must select General

Education courses that correspond to the NYS learning standards for elementary school teachers. Students may also need to complete additional liberal arts courses to fulfill these NYS requirements. General Education courses may not be taken with the P/NC option; no grade lower than C will be accepted. Students can obtain a worksheet listing the course selections that fulfill the General Education requirements from the department or from the Academic Advising Center. New York State has some specific course requirements for certification. The requirements are summarized below:

- HIST 103 and 104
- PHYS 1.1 and 1.4
- MUSIC 261
- MATH 119
- One statistics course (Math 114, Math 241, Sociology 205, Sociology 206, or Psychology 107)
- One semester of a non-English (foreign) language course

To be admitted to the certification program, students must have:

1. a minimum overall cumulative average of 2.75;
2. a grade of B in at least 1 course in each of the NYS core content areas: mathematics, science, social studies, and English language arts;
3. completed EC1 or EC2 and 2 writing-intensive courses with a minimum grade of B in each course;
4. no more than 9 credits remaining to complete their co-major;
5. completed their liberal arts and sciences coursework requirements; and
6. documentation of 100 hours of experience with children in a group setting

- a. Change to a major.

To Read:

REQUIREMENTS FOR THE MAJOR IN ELEMENTARY EDUCATION

(MAJOR CODE 036)

Phase I: Pre-Professional Courses

Required (15 credits)

EECE 201, 310, 340; MATH 119 (Mathematics for Elementary School Teachers); MUSIC 261 (Music for Children).

Phase II: Professional Preparation Sequence

...

Required (30 credits)

EECE 220, 311, 341, 350, 351, 352, 360, 361, ECPSE 350

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3. LCD

- a. Change to a Major: General Linguistics

To Read:

Satisfactory completion of the following 39 credits:

- **Required:** First level: LCD 101/ANTH 108; 102; 116; 120; and 130; Second Level: LCD 205/ANTH 285 and 220; Third Level: LCD 306
- **Electives 1:** any one course from the following list: LCD 144W; 288/ANTH 288; 360
- **Electives 2:** any four courses from the following list: LCD 103; 105 (Fall only); 206; 209; 380; any two courses from the Electives 1 list not used to satisfy that requirement; PHIL 109; ANTH 104; 280; 289; 380, 389; EAST 209; CHIN 217; all other linguistically oriented courses (e.g. structure of a language) must be approved by program director

Note: No course will count toward this major with a grade lower than C-.

4. Economics

- a. Change to the major.

To:

Requirements for the Major in Economics (Major Code 034)

Required: 33 credits

MATH 131 or the equivalent and at least 30 credits in economics and business courses (exclusive of BUS 385). ECON 101 or 103, 102 or 104, 205 or 225, 206 or 226, and 249 and 382 are required of all majors.

- b. New Course

ECON 260. Economics of Health and Income Maintenance Programs.

3 hr.; 3 cr. Prereq.: ECON 101 and ECON 102.

The main emphasis is on the United States; comparisons with other countries may also be included.

- c. Changes to area studies electives

To Read:

PSCI 230: Politics of Development

PSCI 233. Transitions to Democracy

PSCI 234. Contemporary Western Europe

PSCI 235. Contemporary Russia

PSCI 238. Contemporary Asia

PSCI 239. Contemporary Latin America

PSCI 240. Contemporary Middle East

PSCI 257: Western Europe in World Politics

PSCI 258: Asia in World Politics

PSCI 269: Colloquium In International Politics

PSCI 252: Contemporary Issues in International Relations.

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HIST 145: Modern South Asia.

5. Sociology

- a. Correction of item previously passed.

To Read:

SOC 334. Methods of Social Research

4 hr. lec., 2 hr. lab or fieldwork; 4 cr. Prereq.: SOC 205 and 212W

6. CMAL

- a. CHANGE IN REQUIREMENTS: The Major in Classics (36 credits, code 031)

To Read:

The Major in Classics (36 credits, code 031)

Students must maintain a GPA of 2.0 or higher in courses used towards the major.

a. **Language Requirement (3-4 credits):**

A college Latin or Ancient Greek course at the appropriate level (Latin 101 or Greek 251 for students who have never studied either language; other students should consult adviser). With the permission of the adviser, this requirement may be replaced by an additional Introductory course (see (b) below).

b. **Introductory courses (15 credits):**

One course each from five of the following six areas:

- Greek Civilization: History 205 or Art History 206 or Classics 120
- Roman Civilization: History 208 or Art History 207 or Classics 130
- Myth: Classics 140
- Literature I: Classics 150
- Literature II: Classics 250W (Epic and Tragedy)
- Religion/Philosophy: Classics 240 (Anc. Religion) or Philosophy 140 (Anc. _____ Philosophy)

c. **Electives (12 credits)**

Chosen in consultation with the advisor, any four courses from among:

- The additional Introductory courses or other courses in Greek, Latin, or Classics
- Art 110, 205
- Comparative Literature 333, 334W
- Drama 201
- English 380
- History 113, 206
- Philosophy 250, 264

d. **Advanced (capstone) courses (6 credits)**

Two of:

- Classics 300.3 or 300.3W;

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- A second section of Classics 300.3, or History 392W (when the announced topic is from ancient history), or any other appropriate 300-level course or seminar from English, Art History, Philosophy, or Comparative Literature (with advisor's approval; these are typically W courses).

To Read:

CLAS 240. Religion Among Ancient Greeks and Romans.

3 hr.; 3 cr.

An introduction to the variety of religious beliefs and practices in the world of the ancient Greeks and Romans. Topics include official state cults, unofficial forms of worship such as household religion and mystery cults, "Oriental" deities such as Mithras and Isis, and early Christianities. Students examine Greek and Roman sources that describe practices such as divination, prayer, and sacrifice, and analyze ancient philosophical, satirical, and polemical texts in order to appreciate the diversity of the Greeks' and Romans' thinking about their own religious traditions.

- c. Change in credits.

To Read:

CLAS 300. Topics in Classical Studies. CLAS

300.1–300.4W*, 1–4 hr.; 1–4 cr. Specific topics will be announced in advance. May be repeated once for credit when the topic is different.

7. FNES

- a. Change to prerequisite.

To read:

FNES 168. Athletic Training and Conditioning.

3 hr.; 3 cr.

Provides an understanding of athletic injuries and studies methods of training and conditioning, both preventive and rehabilitative. Spring

8. SEES

- a. Change in description.

To read:

GEOL 391, 392, 393. Special Problems. GEOL391, 1 lec. hr.; 1 cr., GEOL 392, 2 lec. hr.; 2 cr., GEOL 393, 3 lec. hr.; 3 cr. Prereq.: Permission of the department. The student works on a research problem under the supervision of a member of the faculty. May be repeated for a maximum of 9 credits.

- b. Change in description.

To read:

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ENSCI 391, 392, 393. Special Problems in Environmental Science. ENSCI 391, 1 lec. hr.; 1 cr., ENSCI 392, 2 lec. hr.; 2 cr., ENSCI 393, 3 lec. hr.; 3 cr. Prereq.: Permission of the department. The student works on a research problem under the supervision of a member of the faculty. May be repeated for a maximum of 9 credits.

9. English

a. Change to the Major.

To Read:

Major Offered: English (State Education Code 26451) Courses in the English Department are designed to enrich students' understanding of life and the arts through the study of literature in English. Courses are organized in various ways and at a number of levels. At the 100 level, English Department courses teach rhetoric and composition and provide intensive introductions to fiction, drama, poetry, and to the contested issues generally enlivening the study of literature. Our 200-level courses include intermediate-level courses in writing, courses in the methods of inquiry that inform literary study, period surveys of British, American, and other literature written in English, together with introductions to folklore, film study, and English linguistics. The 300-level courses are advanced electives in creative writing, historical studies of the poetry, drama, and fiction of various periods, courses in literary theory, studies of major literary figures such as Chaucer, Shakespeare, and Milton, courses in minority and ethnic literatures, and other specialized approaches to literature, as well as a senior seminar, Topics in Literature. A detailed *English Department Handbook* is available in the department office.

THE MAJOR

After fulfilling College Writing I (English 110), all English majors take at least 14 English courses, of which 7 are required, for a total of 46 credits. Transfer students must take a minimum of 18 elective credits in the major at Queens College. To meet the requirements for graduation as an English major a student must maintain an average of 2.0 in the required and elective work in English and complete the course sequence noted in the box on the next page.

HONORS IN ENGLISH

Requirements

Students in the Honors Program take ENGL 399W (Department Honors Seminar), a two-semester course; one semester replaces ENGL 391W and the other replaces one of the 7 electives required for the major. In the two-semester seminar, students undertake an individual research essay on some topic related to the seminar and then present the results of their research at a conference on campus. Honors students also take an English Honors Examination in the second semester. Performance on the examination and on the honors essay, together with their department and college grade point average, will qualify students for Honors, High Honors, or Highest Honors at graduation.

Requirements for the Major in English (Major code 038)

Required Courses (7 courses, 25 credits)

1. Critical Reading and Writing (2 courses, 6 credits):

ENGL 130 and 170W.

2. Literary Research Methods (4 courses, 16 credits):

ENGL 241, 242, 243, and 244

3. Senior Seminar (1 course, 3 credits):

ENGL 391W.

Electives (7 courses, 21 credits)

7 additional English courses at the 200 or 300 level.

These courses must include:

at least one course in British literature before 1800:

English 311, 312, 320, 321, 322, 330, 331, 332, 333, 334, 340, 341, 344

at least one course in American literature before 1900:

English 350, 352, 357, 358, 359

at least one course in global, ethnic, or post-colonial literature:

English 354, 355, 356, 360, 363, 364, 366, 367, 368, 369, 377, 378, 379

Such courses may be general or focused on a single author or group of authors.

Of the 7 electives, at most 3 creative writing courses may be applied to the major. The remaining four electives must be literature courses.

Requirements for the Minor in English (Minor code 40)

Required (18 credits)

ENGL 130 (or departmental consent), 170W, 241, 244, and either 242 or 243

Electives (12 credits)

Four courses from the offerings of the English Department at the 200 or 300 level.

Secondary Education

Students interested in teaching English in secondary school must co-major in English and secondary education.

See the SEYS Department section for complete details.

b. New course.

English 241, 241H: The Text in Its Historical Moment

4 hrs 4 crs; Prereq or Coreq: English 170W

Exploration of the relationship between texts and their historical circumstances, addressing the question of how literary works are enmeshed in their material, economic, social, and political conditions. The course examines how we define and reconstruct historical moments, and the various ways in which we interpret texts in relation to their moments. Readings include a wide range of kinds of material, including texts traditionally considered literary or imaginative and those traditionally considered documentary or factual, as well as other cultural objects like films or works of material culture. The course focuses on at least two historical moments and includes material from before 1800 and after 1800, as well as material from at least two national literatures.

c. New Course.

English 242, 242H: Literary History

4 hrs, 4 crs; Prereq or Coreq: English 170W

Exploration of literary history as a mode of inquiry, asking how authors and their creations have responded to predecessors, and how such responses have transformed literature in English over time. The course examines both how literary traditions have been constructed in the past and what conceptual tools we now have available for defining and describing literary traditions. The course includes material from before 1800 and after 1800, as well as material from at least two national literatures. The texts included span at least two centuries, with at least one portion of the course focused on poetry.

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(5a. UCC continued)

d. New Course.

English 243, 243H: Genre

4 hrs 4 crs; Prereq or Coreq: English 170W

The study of genre as a mode of inquiry. All literary works are unique, but within any given literary scene writers create and readers understand texts within categories defined by the tradition and by literary and cultural criticism. Focusing on different modes of defining genre and on texts from at least two genres, this course examines how form, style, and content create a basis for relating texts to one another and considers how the conventions of genre are themselves mutable. The course includes material before from 1800 and after 1800, as well as material from at least two national literatures.

e. New Course.

English 244, 244H: Theory.

4 hrs 4 crs; Prereq: English 170W.

Exploration of theoretical formulations that inform the work of literary study, examining what different methodologies value, how they are articulated, and how they assign meaning to texts. The course focuses on at least three distinct critical methods, and it includes both the use of theory in interpreting specific literary texts and the critical scrutiny of theoretical texts themselves.

f. Change in number.

To Read:

English 130, 130H. Writing about Literature in English.

3 hr., 3 cr.

A writing course focused on the study of Anglophone literature and how to engage in scholarly conversations about literature by using close reading of primary and secondary sources, conducting original research, and developing analytical arguments about literary texts in different genres.

g. Change in number.

To Read:

ENGL 170W, 170H. Introduction to Literary Study.

3 hr.; 3 cr. Prereq.: ENGL 110.

An inquiry into what it means to study literature, involving close reading and critical analysis of a wide variety of prose fiction, drama, and poetry, and informed by an introduction to some of the theoretical issues currently invigorating literary studies. This course combines a study of literature with continued training in clear and effective expression. Designed for prospective English majors and other interested students.

10. Media Studies

a Change in Course Number:

To read:

MEDST 299.3, 299.6. Internship.

3 hr., 3 cr.

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(5a. UCC continued)

b. Change in Course Title:

To read:

MEDST 320, 320W. Gender, Sexuality, and Media.

3 hr., 3 cr. Prerequisites: MEDST 220 or 300W

c. Change in Course Title and Description:

To read:

MEDST 322, 322W. Youth Culture and Media.

3 hr., 3 cr. Prerequisites: MEDST 200; 145 or 220.

Examination of history, aesthetics, economics, and ideology of youth media, from children's to teen and young adult media forms and modes, in the United States from the late 1940s to the present. Course may focus on particular youth media including children's television or teen media.

d. Change in Course Title, Prerequisites and Description:

To read:

MEDST 259. Intercultural Communication.

3 hr., 3 cr.

Introduction to the basic approaches, theories, perspective, texts, and practices that constitute Intercultural Communication. The course stresses contested notions of "culture," from classic intercultural communication research, ethnographies, and framing essays, as well as contemporary critiques of popular culture, media representations, cultural formations, and emerging technologies developed by postcolonial, critical rhetoric, cultural studies, and neo-Marxist scholars.

e. Change in Prerequisites:

To Read:

MEDST 251. Argumentation.

3 hr., 3 cr.

Analysis of public propositions, accumulation and testing of evidence, formulation and critical evaluation of reasoning, structuring of argument, processes of attack and defense, and effective communication of argument, with an emphasis upon legal and political communication.

f. Change in Prerequisites:

To Read:

MEDST 360, 360W. Global Media

3 hr, 3 cr.

Comparisons of media industries around the world, with reference to the impact of globalization on print and electronic media in local, regional, and national contexts.

g. Change Prerequisites:

To read:

MEDST 321, 321W. News Analysis

3 hr., 3 cr. Prerequisite: MEDST 100 or 101 or 110.

Analysis of information and news transmitted by print and electronic media.

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(5a. UCC continued)

- h. Change in Title, Prerequisite and description:

To read:

MEDST 310. VT: Advanced Video Production.

4 hr., 3 cr. Prerequisite: MEDST 243 or 244.

May be repeated once for credit provided the topic is different.

- i. New Course:

Media Studies 222: Introduction to Public Relations

3 hours, 3 credits. Pre-requisite: Media Studies 101

Introduction to the study of public opinion research, media relations, public communication campaigns, consumer and/or constituent identities, and representational ethics. Students gain practical experience in designing integrated public relations campaigns.

- j. Change in Course Number and Prerequisites:

To read:

MEDST 200W. Media Criticism.

3 hr., 3 cr.

- k. Change in prerequisite

To read:

MEDST 249. Media Performance

4 hr., 3 cr. The development of the performer in radio and television.

11. Biology

- a. New course.

BIOL 40. Anatomy and Physiology I.

2 lec., 1 rec., 3 lab. hr.; 4 cr.

First semester of a two-semester combined lecture and laboratory course. Functional and descriptive anatomy and physiology with focus on human systems. May not be used to fulfill biology major or minor requirements.

- b. New course.

BIOL 41. Anatomy and Physiology II.

2 lec., 1 rec., 3 lab. hr.; 4 cr.

Prereq.: C- or better in BIOL 40.

Second semester of a two-semester combined lecture and laboratory course. Functional and descriptive anatomy and physiology with focus on human systems. May not be used to fulfill biology major or minor requirements.

12. Courses taken off Reserve and returned to Active Status

None.

13. Courses Put on Reserve

None.

14. Courses Withdrawn

None.

C. Policy Changes

5a.ii. CW2=W Proposal (College Writing 2 as equivalent to “W” courses)

i. MOTION: Duly made by Dave Fields, Parliamentarian:

“To refer the CW2=W Proposal to the Undergraduate Curriculum Committee for further discussion”

Hearing no objections, Dave Fields, Parliamentarian moved unanimous consent.

5b. Graduate Curriculum Committee

i. MOTION: Duly made by Steven Schwarz, Associate Provost:

“To accept the Graduate Curriculum Committee Minutes dated December 18, 2013”

Hearing no objection to the motion, Associate Provost Schwarz moved unanimous consent.

1. SEYS

a. Change to catalog description.

To Read:

The Literacy Program reflects the teacher certification regulations for literacy specialist grades 5–12 and the diversity of literacy learners. The 36-credit program provides courses in all areas of literacy and prepares individuals for leadership in literacy program development as well as compensatory programs. Program courses focus on diverse literacy learners, particularly English-language learners and children with language learning disabilities.

Requirements

Admission is limited and competitive and open to individuals who hold a provisional or initial certificate in middle school or secondary education (grades 7–12). Applicants must complete the graduate application and may be required to be interviewed. The applicant’s entire record is considered, including undergraduate and graduate GPA, teaching and other experiences with children and adolescents, and demonstration of leadership and scholarship.

For those who have completed a degree and hold initial teacher certification, an overall GPA of 3.0 is required. Individuals who have completed a master’s degree program leading to teacher certification may apply for advanced standing of up to 12 credits of appropriate study in literacy and research. Graduation requirements include completion of 36 credits of required coursework in the areas of diversity, literature, literacy pedagogy, and content area literacy, a GPA of 3.0, and successful completion of a professional portfolio and research project.

The electronic Literacy Portfolio (e-portfolio) is a longitudinal project designed to demonstrate each student’s growth as a literacy educator and reflective practitioner. The satisfactory completion of the e-portfolio is a requirement of this program and is introduced in the first literacy course, (SEYSL 700 or SEYSL 701) and compiled by students as they progress through the program. Faculty guide students through this process. The e-portfolio is completed and submitted as part of SEYSL 790. SEYSL 790 must be taken in the student’s last semester of the program. For more information, contact the Coordinator.

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(5b. GCC continued)

- b. Change to prerequisite and description.

To Read:

SEYSL 790. Research Investigation for Literacy Instruction II. 3 hr.; 3 cr. Prereq.: SEYSL 700, 701, 702, 703, 704, 705, 750, 751, 752, 760, 761. SEYSL 790 must be taken in the student’s last semester of the program.

The second of two research courses about the study, understanding, and evaluation of basic research designs and methodology in literacy education and the interpretation of literacy research, grades 5–12. Major emphasis is on the design, implementation, and reporting of a qualitative or quantitative research project on a topic of concern in middle or adolescent education. The e-portfolio begun in the first literacy course, (SEYSL 700 or SEYSL 701) and compiled by students as they progress through the program is completed and submitted as part of SEYSL 790.

2. **Sociology.**

- a. Change in requirements for the degree.

To Read:

Departmental requirements

These requirements are in addition to the general requirements for the Master of Arts degree.

- 1. Students must satisfy the following requirements:

	<i>Credits</i>
a. Sociological Theory <u>or Substantive Topics in Sociology</u> : SOC 701, 702, 704, 715, 728, 736, MS 752, <u>or other courses with approval</u>	3
b. Quantitative Research Methods and Statistics (Basic and Advanced Analytics): SOC 710 and 712	8
c. Applied Social Research Methods: SOC 734 and 735 OR SOC 754 and 755	6
d. Qualitative Methods <u>or Special Topics in Research Methods</u> , SOC 711 <u>or SOC 765 or MS 754</u>	3
e. Professional Communications in Social Research, SOC 716 <u>or equivalent</u>	3
f. SOC 793 and submission of an approved thesis or thesis-length paper based upon supervised independent research	3
f. Elective courses <u>appropriate to selected track</u> :	
<u>Applied Social Research</u>	6
<u>Program Evaluation and Policy Analysis</u>	6
<u>Market Research</u>	6
<u>Media and Marketing: advanced courses in</u>	

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(5b. GCC continued)

<u>Media Studies</u>	9
<u>Data Science: advanced courses in Computer Science</u>	9
Total	<u>32-35</u>

2. The progress of all students will be reviewed every semester by the Graduate Committee. Satisfactory progress toward the degree requires a minimum grade of *B* (3.0) in the courses enumerated in *a* through *d* above. Additional work, a qualifying examination, or dismissal from the program will be prescribed for those students not satisfying the minimum requirements. Necessary action will be decided upon by the Graduate Committee and communicated to the student in writing.

b. New Course

SOC 765. Special Topics in Research Methods

2 hr. plus conf. and lab; 4 cr. 6 contact.

Special topics in research methods. This course may be repeated for credit by permission of the department as the topic changes.

- ii. MOTION: Duly made by Steven Schwarz, Associate Provost:

“To accept the Graduate Curriculum Committee Minutes dated February 11, 2014”

Hearing no objection to the motion, Associate Provost Schwarz moved unanimous consent.

1. MATH

a. New course.

MATH 615. Algebraic Number Theory

3 hr.; 3 cr. Prerequisites: MATH 333, 613, or permission of the instructor.

Modern theory of algebraic integers (generalization of integers), the problem of prime factorization, *p*-adic numbers, the Riemann zeta function, L-functions, theorem on primes in arithmetic progression.

5c. Nominating Committee Report

MOTION: Duly made by Senator Sara Woolf:

Amendment to Simone Yearwood division, from Social Science to Arts and Humanities.

“To accept the Nominating Committee Report dated February 13, 2014 as amended”

Hearing no objection to the motion, Senator Woolf moved unanimous consent.

1. Campus Affairs, Environment and Graduation Advisory Committee

The following student was elected by unanimous consent:

Xenia Kokkinos

M&NS

December, 2015

2. Elections Committee

The following faculty members were elected by unanimous consent:

Simone Yearwood		December, 2015
Ping Li		December, 2015

3. Graduate Curriculum Committee

The following faculty member was elected by unanimous consent:

Jacqueline Darvin	Education	December, 2015
Changhe Yuan	M&NS	December, 2015

4. International Students Affairs

The following faculty member was elected by unanimous consent:

Sunghee Shin		December, 2015
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5. Policy Board On Administration

Mary K. Chelton		December, 2015
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6. Teaching Excellence and Evaluation

Dean Savage	Social Science	December, 2015
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7. Undergraduate Curriculum Committee

The following student was elected by unanimous consent:

Victoria Brown	Education	December, 2015
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6. Old Business

6a. Name change for the Center for the Biology of Natural Systems at Queens College to Barry Commoner Center for Health and Environment.

i. MOTION: Duly made by Associate Provost Steven Schwarz:

“To re-name the Center for the Biology of Natural Systems at Queens College to Barry Commoner Center for Health and the Environment”

Hearing no objection to the motion, Associate Provost Schwarz moved unanimous consent.

6b. Election of OPEN student seats on the Nominating Committee

There were no nominees.

7. New Business

7a. Consideration of the PMP “Focus Area Goals Committee” faculty and student members.

i. MOTION: Duly made by Parliamentarian Dave Fields:

“To refer to the Nominating Committee to act as quickly as possible to suggest names”

Hearing no objection to the motion, the Chair moved unanimous consent.

MOTION: Duly made by Parliamentarian Dave Fields seconded and passed:

“To Adjourn”

The meeting was adjourned at 4:55 pm. The next Academic Senate meeting is Thursday, April 10, 2014.