

**The meeting will come to order:**

Chair Roberta Brody called the meeting to order at 3:39 p.m.

**1. Approval of Agenda:**

- i. MOTION: Duly made by Chair Brody:

“To approve the Agenda”

- ii. MOTION: Duly made Senator Stephen Grover and 2nd:

“To move Item 7b. to 4b.”

Senator Grover moved unanimous consent. Hearing an objection to the motion, the Senate voted.  
Motion ii. passed.

- iii. MOTION: Duly made by Chair Brody:

“To approve the Agenda as amended”

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

**2. Approval of Minutes:**

MOTION: Duly made and seconded:

“To approve the minutes dated September 12, 2013”

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

**3. Announcements, Administrative Reports, and Memorials:**

1. Senator Igor Kuskovsky read a memorial statement for Dr. Alex Harvey who passed away at the age of 95. Dr. Harvey was a professor in the Physics Department and he served as the department Chair from 1967-1970. He retired after 25 years of service. Professor Kuskovsky highlighted his many accomplishments and the research he had done in General Relativity. He is survived by his wife of 60 years.

The Senate paid its respect with a moment of silence.

2. Senator Meghan Healey, Drama Theatre and Dance made the following announcements: The department of DTD fall production this year will be “Prelude to a Kiss” beginning October 16 thru October 20, M-11 theatre in Rathaus Hall. Professor Healey also announced beginning November 7, thru November 10, in the Goldstein Theatre the department’s concert musical production in collaboration with the Aaron Copland School of Music will be “South Pacific”. Tickets for both performances are on sale online at: [www.kupferbergcenter.org](http://www.kupferbergcenter.org).

**3a. Guest Speaker- Terrence Martell**, Chair, University Faculty Senate, Director, Weissman Center for International Business Saxe, Distinguished Professor of Finance; Zicklin School of Business; Baruch College.

Dr. Martell explained that in order for the University Faculty Senate to represent all of the CUNY Colleges we need to fill the **five** vacant **Queens College** seats on the **University Faculty Senate**. As a representative of the UFS you will have the ability to express your views and opinion on upcoming policy reform and doctoral programs. **There will be UFS representation on the new Doctoral Science Program Steering Committee**. He asked the Senate's faculty to consider becoming a representative of the UFS. Upcoming on December 6, there will be a conference on Doctoral Education at CUNY; details to follow.

**4. Special Motions**

**4a. Election of Nominating Committee member- faculty**

The following faculty member was nominated from the floor to fill the OPEN At-large seat on the Nominating Committee:

Marian C. Fish                      At-Large                      May, 2015

Hearing no further nominations, the Chair asked the secretary to cast all votes for the nominee.

**4b. Selection of Dean of Social Science Search Committee:**

a. The following faculty member was nominated to fill the Division of Education seat:

Hefer Bembenutty

Hearing no further nominations, the Chair asked the secretary to cast all votes for the nominee.

b. The following student was nominated to fill the Division of Education seat:

Shauna McGee

Hearing no further nominations, the Chair asked the secretary to cast all votes for the nominee.

c. The following faculty members were nominated to fill the five (5) Division of Social Science seats:

Joel Allen	Ekaterina Pechenkina
John Devereux	Patricia Rachal
Stephen Grover	Elena Vesselinov
Harry M. Kibirige	Jeff Maskovsky

The following faculty members were elected by majority vote:

Joel Allen	(46 votes)	John Devereux	(32 votes)
Stephen Grover	(46 votes)	Ekaterina Pechenkina	(44 votes)
Patricia Rachal	(38 votes)		

d. The following student members were nominated to fill the five (5) Division of Social Science seats:

Jatinder Baling	Dana Brody
Karran Jainarain	Peter Kramer

Matthew Louie  
Gary Younder  
Mursal Jaffrey

Karamvir Singh  
Shan Xu  
Andrew Sokolof

The following student members were elected by majority vote:

Dana Brody (44 votes)  
Matthew Louie (31 votes)

Karamvir Singh (38 votes)  
Shan Xu (34 votes)

The following students were nominated to fill the OPEN Division of Social Science seat:

Mursal Jaffrey

Karran Jainarain

The Senate no longer had a quorum.

## **5. Committee Reports**

### **5a. Undergraduate Curriculum Committee**

Editorial corrections: pg. 4. 4<sup>th</sup> line from the bottom- course #242 stricken.  
Pg. 7. Item #2 withdrawn.

MOTION: Duly made by Professor Kenneth Lord, Chair of the UCC:

“To accept the Undergraduate Curriculum Committee minutes of September 12, 2013 as amended”

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

### **A. General Education**

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://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
  - a. College Writing 2.
    - i. Urban Studies 120. Writing in Urban Studies #664
    - ii. Biology 13. Writing in the Sciences - Evolutionary Themes #683
  - b. Writing Intensive.
    - i. Urban Studies 371,371W
4. STEM variant courses.  
*None.*

## B. Curriculum Changes

### 1. URBST (13-16)

- a. Change in description.

To Read:

URBST 390W. Writing-Intensive Tutorial.

Hr. to be arranged; 3 cr. Prereq.: One course in urban studies at the 200 or 300 level, junior standing, and permission of the department.

Further specialization and advanced work involving directed readings and research on a topic chosen by the student and his/her faculty sponsor. Includes regular conferences with the sponsor and preparation of one or more papers totaling at least 15 pages. Students will receive comments and suggestions on the preparation of their paper and on their writing as it progresses. (A student may receive credit for no more than two tutorials in urban studies and may take only one tutorial in a semester.)

- b. Change in title and description.

To Read:

URBST 114. Sex and the City.

3 hr.; 3 cr.

What does sex have to do with urban life? Cities have long been sites for the pursuit of self-discovery and sexual freedom and the creation and growth of robust sexual subcultures and communities. This course explores fundamental concepts in the study of sexuality and urban space, the impact of culture and regulation on urban sexual subcultures, and controversies around new forms of sexuality and sex that are emergent in urban life today.

- c. Change in title and description.

To Read:

URBST 216. Immigration in Metropolitan New York.

3 hr., 3 cr.

Examination of the social, political, economic, and environmental factors affecting the successive waves of migration to New York from the 1800s to the present. It analyzes the development and role of ethnic and immigrant organizations during the early migrations and through the changes in contemporary migrant flows. The course introduces theories of immigration and models of assimilation/acclimation and analyzes these processes for several of the newer immigrant groups (Asian, Latino, Afro-Latinos, Indo-Caribbean and others) as compared to several of the older groups (Irish, Jewish, Italian). Finally, the course assists students in conducting immigrant enclave analysis for some of the major groups that have recently settled in the area.

d. New Course.

URBST 229. Employment and Labor Law.

3 hr.; 3 cr.

Examination of primary (case) and secondary (commentary) materials on the legislative, administrative, and contextual aspects of US employment and labor law, including as they pertain to collective bargaining and union organization. The course will be divided into three parts: (1) U.S. law, employment, and labor relations (including the institutional and sociological aspects of law, a review of the constitutional and common law basis for employment and labor law, and a survey of the history and current status of employment and labor law); (2) The legislative, judicial, and administrative aspects of employment and labor law, including issues concerning jurisdiction, procedure, and interpretation of contracts; (3) Current problems in employment and labor law, with an emphasis on practical applications.

e. New Course.

URBST 222. Introduction to Urban Housing.

3 hrs., 3 cr.

Exploration of the situation of renters and owners in urban areas. How does the housing market affect how neighborhoods change? What is government doing to assure that all residents have decent safe housing? What housing options and programs are available in the City? How do they differ from those in the rest of the country? What role do public housing, rent regulation, mortgage finance, and other public and private programs play in the development of housing in the city?

f. New Course.

URBST 108. New York City Politics.

3 hrs., 3 cr.

A historical view of the development of New York City governmental and non-governmental institutions involved in policy-making, such as the development of Democratic and Republican parties, the impact of immigrant and ethnic groups on City politics, reform movements, and changes in NYC governmental structure over time. It will discuss the relation of policy-making in New York City to New York State and federal decision-making. It will analyze the roles and relative political resources of official actors such as the Mayor, the City Council and other citywide elected officials and of non-governmental political actors such as unions, corporations, business associations, civic and neighborhood associations, etc., in the policy-making process. The role of ethnicity, immigrant status, gender and sexual orientation in terms of access to political resources and influence in policy-making will be discussed. The instructor will use a series of historical and contemporary policy case studies as illustrations. The course may include invited speakers involved in the policy-making process who can discuss some of the case studies used in the course.

g. New Course.

URBST 328. Non-profit Management.

3 hr.; 3 cr.

An introduction to the management and operation of non-profit organizations. Non-profit organizations have a long and respected history in the delivery of services to the communities of New York City and State. This course reviews their history and evolution to their current status and importance for the millions of constituents that depend on their existence. We focus on the different types of non-profit organizations, from those whose mission is to deliver services to seniors, adults, and children, to entities that are primarily advocates for specific services and constituencies, to watchdog groups whose oversight and expertise influence public policy. We review their mission statements, corporate infrastructure, budgeting, governance, community outreach, advocacy, the dangers of non-compliance with laws and regulations, and the role they play in the development of public policy.

h. New Course.

URBST 273/LABST 273. Labor and Globalization.

3 hrs., 3 cr.

Examination of the social, political and economic effects of the expansion of global capitalism, with an emphasis on the impact on workers in the United States, and New York City in particular. The course surveys the phenomenon of “globalization” from several critical angles—as a central aspect of the historic development of capitalism, as a recent development of an old process, as a new frontier in social studies, and as a force for the betterment and/or detriment of the world. It explores theories of economic development and trade and examines those from a variety of differing perspectives. What is the relationship between corporate globalization and economic growth, employment, poverty, and democracy? We examine the impacts on workers and unions and consider models of organizing in the current context including global unions, cross-border solidarity campaigns, anti-sweatshop work, corporate social responsibility, and worker protest. Finally, we consider some of the models of political economy that are posed as alternatives to corporate globalization.

**2. ARTS**

a. Change to the GRAPHIC DESIGN MAJOR

TO:

The department offers a Bachelor of Science in Graphic Design that prepares students for careers or graduate study in the rapidly evolving field of graphic design.

Coursework emphasizes the basic principles of design as well as the constantly changing technology used in the field. This program prepares students for a variety of professions in print and multimedia. See the box on page 96 for the specific requirements for the major.

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(5a.UCC minutes continued)

Transfer students who want to major in graphic design must present a transcript, or a transcript and portfolio, to the Graphic Design faculty for evaluation. Except as specifically exempted by portfolio review, all transfer students must take ARTS 246, 345, and 395, along with three electives chosen from 205, 207, 210, 211, 212, 213, 214, 215, 217, 221, 242, 245, 247, 248, 259, 277, 278, 279, 286, 287, 289, 290, 291, 296, 347, 358, 359, 370, 393 at Queens College. Up to 15 studio credits may be granted toward the major. In addition, students may receive as many additional blanket studio credits as permitted by the BS degree, which requires that at least half the degree credits be in liberal arts.

Students who wish to major in Graphic Design must meet with an advisor prior to declaring the major. Admission requirements include a minimum overall GPA of 2.75 or approval by portfolio review. Program standards for satisfactory progress require students to maintain a GPA of 2.75 or better within the major and receive no grade lower than C in any requirements for the major. Students accepted into the major are requested to meet with an advisor once each semester to ensure adherence to major requirements. A laptop computer is strongly encouraged for students majoring in graphic design.

### Box Information

TO:

Box Information

Graphic Design (Major code ARTGD-BS)

For the BS degree (total of 60 credits), a student must complete the following basic sequence:

Art History Core Courses (12 credits)

ARTH 101,102, plus two electives: from the following: ARTH 200–299, MEDST 144, 146.

Graphic Design Required Courses (30 credits)

ARTS 171, 191, 193, 241, 242, 243, 245, 246, 345, 395.

Graphic Design Elective Courses (18 credits) Six of the following courses:

ARTS 157, 165, 187, 188, 189, 193, 195, 205, 207, 210, 212, 213, 214, 215, 217, 221, 247, 248, 277, 278, 279, 286, 287, 289, 290, 296, 347, 358, 359, 370, 393.

In addition, Graphic Design majors may take additional studio art courses (including those needed for the Minors in Digital Graphics, in Animation and Illustration, and in Digital Moviemaking and Imagemaking), but no more than a total of half of their credits for graduation, as limited by the BS degree. Students who elect any of the minors listed above cannot count the same courses for both the graphic design major and the minor. Instead, additional courses must be taken

b. Change to the GRAPHIC DESIGN MINOR

TO:

Graphic Design (ARTSGD-MIN)—Required: 21 credits  
ARTS 171, 191, 241, plus any four from ARTS 189, 193, 242, 243, 245, 248, 246,  
286, 289, 290, 296, 345, 357, 370, 387, 393, 396. Note: BA in Studio Art or Art Ed.  
Majors, and all BA students with more than 9 nonliberal arts credits, are not eligible  
for this minor. (BFA majors are eligible.)

**3. English**

a. Change to the major

To Read:

Required courses (8 courses, 21 credits)

1. Critical Reading and Writing (2 courses, 6 credits): ENGL 130 and 170W

...

b. Change to the major:

To read:

*[statement deleted]*

c. Change to the minor.

To Read:

Required (15 credits)

ENGL 130, 170W, 251, 252 and one course from ENGL 253, 254 or 255.

...

**4. Courses taken off Reserve and returned to Active Status**

*None.*

**5. Courses Put on Reserve**

a. URBST 251. Urban Planning in the American Past

**6. Courses Withdrawn**

*None.*

**C. Policy Changes**

1. Transfer Students and General Education

Transfer students who entered the college prior to Fall 2009 are required to follow the general education requirements known as "LASAR". Those who entered the college prior to Fall 2013 are required to follow the "Perspectives" general education



requirements. In either case, those who have completed a Bachelors, AS or AA degree from a CUNY Community College or Nassau or Suffolk Community Colleges are deemed to have completed all general education and basic competency requirements with the exception of the foreign language requirement and writing intensive course work. These transfer students are expected to complete, at minimum, the second level of language competency or prove eligibility for an exemption based upon the rules in place. They must also complete three Writing Intensive units with at least one in residency. All other transfer students operating under LASAR or Perspectives general education requirements may have their general education and basic competency requirements evaluated on a course-by-course basis.

Transfer students who entered the college in Fall 2013 or later are required to follow the general education requirements known as "The QC Core (Pathways)". Those who have completed a Bachelors, AS or AA degree from any accredited US institution are deemed to have completed all of these requirements with the exception of the College Option and one writing-intensive course. All other transfer students may have their general education and basic competency requirements evaluated on a course-by-course basis.

2. Withdrawn

3. Repeat Course Policy

Courses are considered identical for purposes grade replacement, general education, etc. if they have the same department and number, regardless of W, H or other designations. A passing grade (or required minimum grade) in a W or H course satisfies the requirement regardless of repetition of the course.

4. Calculation of the GPA for majors and minors

Official GPAs for majors and minors shall be calculated using the highest grades of courses specifically required for the major or minor. Additional courses taken in the department as free electives shall not be included.

5. HTH 102 under Perspectives counted as satisfying the RL requirement. It will continue to satisfy an RL requirement in residency as part of the College Option in Pathways.

6. Put back the decimal points in all QC course numbers.

Recommendation: That the Academic Senate request the Registrar to investigate the feasibility of restoring the decimal points to course numbers in CUNYFirst and report back to the UCC for its November, 2013 meeting.

**5b. Graduate Curriculum Committee**

Editorial correction: Pg. 4 Section D. 5<sup>th</sup> line change the word four *to* several.

MOTION: Duly made by Professor Richard Bodnar, Dean of Research and Graduate Studies:

“To accept the Graduate Curriculum minutes dated- September 11, 2013 as amended”

Hearing no objection to the motion, Professor Richard Bodnar moved unanimous consent.

**1. Psychology**

- a. Change in title, hours, credits, description.

To Read:

PSYCH 730.05. Applied Behavior Analysis: Measurement and Applied Project I. 3 hr.; 3 cr.  
Coreq.: PSYCH 730.01 and permission of the Executive Committee of the Psychology MA Program. Introduction to field applications of basic theory and methodology of applied behavioral analysis, including: (1) the technical language; (2) operational definition; (3) assessment of reliability and generality; (4) data analysis; (5) research design in natural settings. Students will attend their project site in order to plan an applied behavior change project. Group supervision will be provided in the weekly meetings on campus.

- b. Change in title, hours, credits, description.

To Read:

PSYCH 730.06. Applied Behavior Analysis: Measurement and Applied Project II. 3 hr.; 3 cr.  
Coreq.: 730.02 and permission of the Executive Committee of the Psychology MA Program. An advanced project in the application of theory, methodology, and professional issues in the field of applied behavior, focusing on contemporary issues in behavior assessment strategies, single case design, data evaluation, program development, and learning processes, and carrying out applied behavior research in the field. Students will attend their project site in order to carry out an applied behavior change project. Group supervision will be provided in the weekly meetings on campus.

- c. Change in Footnote in Bulletin:

To Read:

‡Course is open to all matriculated students enrolled in the following programs: Initial Certificate in Applied Behavior Analysis, Master’s in Applied Behavior Analysis, or CUNY Behavior Analysis Training Area PhD program. Enrollment is limited. All other students must obtain special permission from the Head of the MA Program

- d. Change in title, prerequisite, hours, credits and description.

To Read:

PSYCH 795. Fieldwork Project in Applied Behavior Analysis. 3 hr.; 3 cr. Prereq.: Psych 730.06. During this course students will develop and implement an Applied Behavior Analysis skill acquisition project. This project may be an extension of the project conducted in 730.05/.06 or

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(5b.GCC minutes continued)

an entirely new project. The project requires selecting a socially significant target behavior, developing a measurement system, implementing a technological procedure within a single-subject research design, and writing an APA-style manuscript regarding the applied project. Class time will be spent problem solving all aspects of applied projects and developing professional skills. Students are required to attend an Applied Behavior Analysis fieldwork site for at least 9 hours per week for the semester (144 total hours). This course is open to all matriculated MA students in the Applied Behavior Analysis Program, for whom the courses are required. Enrollment is limited. All other students must obtain special permission from the head of the ABA MA Program.

### 2. Music

#### a. New Course.

JAZZ 709, Jazz Piano Workshop I

1 hour, 1 credit. Prerequisites or corequisites: Acceptance into the Jazz M.M. program and permission of the instructor.

An interactive, drill-oriented course for non-pianists to obtain the jazz piano skills necessary for arranging, composition, and harmonic literacy.

#### b. New Course.

JAZZ 710, Jazz Piano Workshop II

1 hour, 1 credit. Prerequisites or corequisites: JAZZ 709 or permission of the instructor

A continuation of JAZZ 709, covering more advanced pianistic concepts and more complex harmonic material.

#### c. New Course.

JAZZ 711, Jazz Rhythm Section Workshop

2 hours, 2 credits. Prerequisites or corequisites: Acceptance into the Jazz M.M. program and permission of the instructor. Students must play a rhythm section instrument (piano, bass, drums or guitar).

A mixed performance and analysis course designed for guitarists, pianists, bassists, and drummers to improve their understanding of, and ability to perform in, jazz rhythm sections on a professional level.

### 3. Urban Studies

#### a. Change in title and description.

To Read:

URBST 702. Urban Social Movements. 2 hr. plus conf.; 3 cr. The course analyzes social change movements impacting urban institutions or policies, especially the mobilization of groups without ready access to power through normal political channels. Students will analyze one movement and use its experience to test the prevailing theories concerning social movements.

#### b. New Course.

URBST 712. Urban Labor and Labor Movements

3 hrs, 3 cr

This course introduces students to the nature of work and work organization in contemporary urban settings. It covers such topics as the social organization of work, changes in the

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composition of the work force, the impact of technology on work and workers, and the organization of workers through labor unions and other forms of worker organization. The evolution of work and worker organization from the beginning of industrialization through the shift to a service-oriented economy will be central focus of the course.

c. New Course.

URBST 716. Immigration in Metropolitan New York  
3 hrs, 3 cr

This course examines the social, political, economic, and environmental factors affecting the successive waves of migration to New York from the 1800s to the present. It analyzes the development and role of ethnic and immigrant organizations during the early migrations and through the changes in contemporary migrant flows. The course introduces theories of immigration and models of assimilation/acclulturation and analyzes these processes for several of the newer immigrant groups (Asian, Latino, Afro-Latinos, Indo-Caribbean and others) as compared to several of the older groups (Irish, Jewish, Italian). Finally, the course assists students in conducting immigrant enclave analysis for some of the major groups that have settled in the area in the recent period.

d. New Course.

URBST 717. Sex and the City  
3 hrs, 3 cr

This course will examine sexuality and city life. The unique social, political and cultural features of US cities have long made them important to the pursuit of self-discovery and sexual freedom and to the creation and growth of robust sexual subcultures and communities. Yet cities have also found ways to regulate sexuality and to oppress sexual minorities as well. In this course, we will discuss how the modern US city simultaneously shaped and was shaped by the development of modern sexual identities. The course proceeds through several themes: 1) fundamental concepts in the study of sex and the city; 2) specific histories and case studies of sexual oppression and liberation; and 3) landscapes of power and sex in the city today. We will answer questions such as, what role did sophisticated forms of policing and regulation, municipal bureaucracies, and consumer cultures play in encouraging and discouraging the growth of sexual subcultures? How did sexual and gendered ideologies shape the making of urban public and private spaces? And how have the political struggles of sexually oppressed groups, including working class women, gays and lesbians, and transgender people reshaped the city itself?

e. New Course.

URBST 723. Introduction to Urban Housing  
3 hrs, 3 cr

This course explores the situation of renters and owners in New York City. How does the housing market affect how neighborhoods change? What is government doing to assure that all residents have decent safe housing? What housing options and programs are available in the City? How do they differ from those in the rest of the country? What role do public housing, rent regulation, mortgage finance, and other public and private programs play in the development of housing in the City?

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(5b.GCC minutes continued)

f. New Course.

URBST 729. Employment and Labor Law

3 hrs, 3 cr

This course will examine primary (case) and secondary (commentary) materials on the legislative, administrative, and contextual aspects of US employment and labor law, including as they pertain to collective bargaining and union organization. The course will be divided into three parts: (1) U.S. law, employment, and labor relations (including the institutional and sociological aspects of law, a review of the constitutional and common law basis for employment and labor law, and a survey of the history and current status of employment and labor law); (2) The legislative, judicial, and administrative aspects of employment and labor law, including issues concerning jurisdiction, procedure, and interpretation of contracts; (3) Current problems in employment and labor law, with an emphasis on practical applications, will be examined.

g. New Course.

URBST 733. Introduction to Urban Planning

3 hrs, 3 cr

An introduction to theoretical, methodological, and practical issues involved in social and physical planning for urban areas. It will include issues such as attracting economic development, the siting of public services and facilities, and the regulation and placement of housing.

h. New Course.

URBST 748. Organizational Behavior and Urban Politics

3 hrs, 3 cr

This course is an introduction to the theory of the operation and behavior of public, private, and nonprofit organizations. Students will be introduced to the works of theorists such as Woodrow Wilson, Max Weber, Frederick Taylor, Chester Barnard, Robert Merton, Abraham Maslow, Douglas MacGregor, Frederick Mosher, Robert Dahl, and Charles Lindblom. Students will examine selected aspects of organizational operation including organizational decision-making, organizational culture, motivation and politics. The course will study human behavior in organizations at the individual and group level, including the effect of organizational structure on employees' performance. Issues such as diversity in the workplace, ethics, and social responsibility will be analyzed and specific problems discussed in detail. Case analyses are drawn from City and State agencies and contemporary political issues.

i. New Course.

URBST 758. Climate Change and Public Policy

3 hrs, 3 cr

This course will examine the science, politics, and economics of global climate change and its likely impact on humankind's use of energy. Data showing the past and likely future of global warming will be examined, including alternative interpretations and the controversy surrounding these data. The future of energy production and consumption will be studied. Issues related to climate change including population growth, urbanization, transportation, energy consumption and energy alternatives will be discussed. The role of public policy, especially urban policy, and of the environmental movement will be examined. Videos, internet sources, and guest speakers will be brought into the course to provide the most up-to-date information.

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j. New Course.

URBST 759. Planning and Politics

3 hrs, 3 cr

Land use planning in New York City is governed by a number of regulatory programs including zoning, environmental regulations, and the NYC building code. However, in New York City, as in many other cities, powerful economic and political forces really determine how land is developed. Community and special interest groups confront politicians and developers in determining what eventually gets built. This course looks at all of these factors, focusing in particular on current planning controversies.

k. New Course.

URBST 773. Labor and Globalization

3 hrs, 3 cr

This course examines the social, political and economic effects of the expansion of global capitalism, with an emphasis on the impact on workers in the United States, and New York City in particular. The course surveys the phenomenon of “globalization” from several critical angles—as a central aspect of the historic development of capitalism, as a recent development of an old process, as a new frontier in social studies, and as a force for the betterment and/or detriment of the world. It explores theories of economic development and trade and examines those from a variety of differing perspectives. What is the relationship between corporate globalization and economic growth, employment, poverty, and democracy? We examine the impacts on workers and unions and consider models of organizing in the current context including global unions, cross-border solidarity campaigns, anti-sweatshop work, corporate social responsibility, and worker protest. Finally, we consider some of the models of political economy that are posed as alternatives to corporate globalization.

### 6. Old Business (none)

### 7. New Business

#### 7a. Discussion of Margaret McAuliffe as a “member of the faculty”

i. MOTION: Duly made by Chair Brody and seconded:

“To declare Margaret McAuliffe as a “member of the faculty” for the purposes of serving on the Academic Senate”

Motion i. passed.

Immediately upon Margaret McAuliffe accepted as a “member of the faculty,” the College Wide At-Large senators voted her into an open seat.

MOTION: Duly made:

“To adjourn”

The meeting was adjourned at 5:10 p.m. The next Special Academic Senate meeting will be on Thursday, November 7, 2013.