

**MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE  
10, 2005  
Kiely Hall, Room 170**

**February**

1. **The Deputy Holder of the Chair, Elliot Schimel, called the meeting to order at 3:49 p.m.**

2. **Approval of Agenda:**

MOTION: Duly made (Katz), seconded (Frisz) and passed:

"To approve the agenda."

3. **Approval of Minutes:**

MOTION: Duly made (Frisz), seconded (Werner), and passed:

"To approve the Academic Senate meeting minutes of December 9, 2004, as distributed."

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

- a. Elliot Schimel, President of the Student Association, addressed the Senate, giving the accomplishments, challenges and goals of the Student Association. These included ten orientations for new students and their parents, the first annual Student Association Retreat, and improvements made in the Student Union. He discussed the proposed budget cuts and tuition increase and said the Student Association is organizing a lobby to fight these proposals in Albany. He also discussed the high cost to buy textbooks and a possible solution. There were no questions.

5. **Committee Reports:**

a. **Graduate Curriculum Committee (Miller):**

i. MOTION: Duly made:

"To approve the recommendations of the Graduate Curriculum Committee report dated December 22, 2004 with the following amendments:

Items 11 and 13 are being withdrawn.

On Item 12, the new text should read, '....High School, 6 hr., 6 cr., ....' "

The motion was approved, as amended.

Transmittal of the Masters of Science degree program in Environmental Geological Technology approved by the Academic Senate on May 6, 2004 to the Office of Academic Affairs, CUNY

**Proposals**

1. The Aaron Copland School of Music (G04-16)

**New program code:** We are requesting a new program code for our Masters of Arts in Jazz performance and Jazz composition. This new number would be 337.

**MORE**

## ACADEMIC SENATE MINUTES, February 10, 2005

### 5.a. continued

HEGIS Code 1004. The Jazz major is currently under the program code 335 at Queens College.

**At present there are no admission requirements for the Jazz Studies Program stated in the graduate bulletin. We would like to add these requirements (see no. 4 below) right before the course offerings now listed in the bulletin.**

To read:

Requirements for Admission into the Jazz Studies Program

1. Completed graduate application
  2. Live or taped audition including at least three contrasting pieces featuring the applicant as an improvising jazz soloist. Taped auditions are accepted at the discretion of the Jazz Program.
  3. A Bachelors degree or its equivalent (not necessarily in Jazz Performance)
  4. Jazz Composition applicants must submit scores and recordings of their work. These works must include compositions and arrangements for large (10 or more piece) ensembles.
2. Urban Studies (G04-18)

Change in course description, to:

**725. Urban Research Methods.** 2 hr. plus conf.; 3 cr. This course introduces students to the range of methodological approaches used in urban-related research. These include macroscopic analysis, demography, survey research, historical research, participant observation, community studies, institutional analysis, policy analysis, and evaluation research. Emphasis is placed on the development of critical skills in reading, interpreting, and analyzing social science research, whether this research is encountered in textbooks and lectures, in professional journals, or in the popular media.

3. Family, Nutrition, and Exercise Sciences (G04-19)

**Program:** MS Ed in Family and Consumer Sciences Teacher Education K-12,  
Professional Certification Program

**HEGIS Code:** 1301.01      **NYS Education Code:** 26422

**Change in requirements in a degree program:**

- Two Courses removed from required list
- Two courses added to required list
- One course added to the elective list
- Editorial changes

**M O R E**

## ACADEMIC SENATE MINUTES, February 10, 2005

### 5.a. continued

**To:**

#### **Requirements for Graduation**

1. Students must complete a minimum of 30 credits with an academic average of B (GPA of 3.0) or better.
  2. The following courses are required: FNES 634, 636, 702, 705, 747, and 748; SEYS 700-level course from Foundations of Education or Psychological Foundations; and three elective courses (9 credits) from FNES 707, 711, 727, 728, 741, 745, 749, 751, 765.
  3. Students must pass a comprehensive examination in the major field of study.
4. Family, Nutrition, and Exercise Sciences (G04-20)

**PROPOSED CURRICULUM CHANGE:** The Department of FNES proposes to modify the General Requirements for the Master of Science Degree in Nutrition and Exercise Sciences.

**HEGIS Code:** 1299.30

**NYS Education Code:** 22412

To:

General Requirements for the Master of Science Degree in Nutrition and Exercise Sciences (Approved by the CUNY Board of Trustees on 6/28/04)

**These requirements are in addition to the general requirements for the Master of Science Degree**

1. Students must complete 36 graduate credits with a minimum average of B (GPA of 3.0)
  2. Students must complete a research project that culminates in a written research report (FNES 797), or pass a comprehensive examination in the major field of study (Note: Students must select one of these options in FNES 796)
  3. All elective courses must be approved by the appropriate graduate adviser
5. Family, Nutrition, and Exercise Sciences (G04-21)

**PROPOSED CURRICULUM CHANGE:** The Department of FNES proposes to modify the Areas of Specialization with Required Courses under the General Requirements for the Master of Science Degree in Nutrition and Exercise Sciences. Due to the proposed change in the General Requirements (see accompanying change) to offer the option of a research project or a comprehensive examination, there would be changes necessitated in the required courses in all three areas of specialization, nutrition, exercise science and nutrition and exercise sciences as noted below:

**General Requirements for the Master of Science Degree in Nutrition and Exercise Sciences**

**HEGIS Code:** 1299.30

**NYS Education Code:** 22412

Areas of Specialization with Required Courses-Nutrition, to:

**M O R E**

## ACADEMIC SENATE MINUTES, February 10, 2005

### 5.a. continued

#### **Nutrition**

Required courses in the nutrition specialization include FNES 636, 702, 722, 762, 767, 768, 770, 796, and 797 plus three elective courses (9 credits), or pass a comprehensive examination plus four elective courses (12 credits) from FNES 707, 711, 723, 773, 774 or other courses as approved by the graduate nutrition adviser. Note: A choice of the comprehensive exam will require one additional elective course).

Areas of Specialization with Required Courses-Exercise Science, to:

#### **Exercise Science**

Required courses in the exercise science specialization include FNES 702, 719, 720, 721, 722, 723, 724, 725, 726, 796, and 797 plus one elective course (3 credits), or pass a comprehensive examination plus two elective courses (6 credits) from 707, 708, 762, 770 or other courses as approved by the graduate exercise science adviser. Note: A choice of the comprehensive exam will require one additional elective course).

Areas of Specialization with Required Courses-Nutrition and Exercise Sciences, to:

#### **Nutrition and Exercise Sciences**

Required courses in the nutrition and exercise sciences specialization include FNES 702, 707 or 720 (based on student background and approval of the graduate adviser) 721, 722, 724, 725, 726, 762, 767, 768, 796, and 797 or pass a comprehensive examination plus one elective course (3 credits) from 707, 708, 719, 720, 723, 770 or other courses as approved by the graduate nutrition and exercise sciences adviser. (Note: A choice of the comprehensive exam will require one elective course).

### 6. Family, Nutrition, and Exercise Sciences (G04-22)

Change in course title, prerequisite or corequisite, description, to:

FNES 705. Research Methods in Family and Consumer Sciences and Physical Education. 2 hr. plus conf.; 3 cr. Prereq.: FNES 702. Research methods and design strategies used in analytical, descriptive, qualitative and experimental research studies with emphasis on educational issues in family and consumer sciences and physical education. Fall, Spring

### 7. Family, Nutrition, and Exercise Sciences (G04-23)

Change in course title, prerequisite or corequisite, description, to:

FNES 796. Research Methods in Nutrition and Exercise Sciences. 3 hr.; 3 cr. Prereq.: FNES 702. Research methods and design strategies including development of research proposals used in analytical, descriptive, qualitative and experimental research studies in nutrition and exercise sciences. Spring

**MORE**

### 5.a. continued

## ACADEMIC SENATE MINUTES, February 10, 2005

### 8. Family, Nutrition, and Exercise Sciences (G04-24)

Change in course title, corequisite, description, to:

FNES 797. Research Project in Nutrition and Exercise Sciences. 3 hr.; 3 cr. Prereq.: FNES 796. Under the supervision of a faculty adviser, students carry out the research project planned in FNES 796 that culminates in a written research report. Fall

### 9. Aaron Copland School of Music (G04-25)

NEW COURSE

Music 795. Chamber Orchestra

795.0, 2 hr.; 0 cr., 795.1, 2 hr.; 1 cr. Prereq. or corequisites: Admission is by audition and permission of instructor.

The Chamber Orchestra is designed to teach students in the skills of playing in an ensemble (balance, intonation, listening to each other, etc.). Students also learn to play in different style periods as applied to modern orchestral instruments. The course involves the in-depth study of a few works, mostly from the classical and modern periods with two scheduled performances a semester.

Projected Enrollment: 20

Projected Frequency: Every fall and spring semester

### 10. Mathematics (G04-26)

Change in course description, to:

**503. Mathematics from an Algorithmic Standpoint.** 3hr.; 3 cr. Prereq.: One year of calculus. An algorithmic approach to a variety of problems in high school and college mathematics. Topics may include problems from number theory, geometry, calculus, combinatorics, probability, and games and puzzles. Students will learn to program in the powerful Mathematica language and use this capability to conduct research in the above areas. Prior experience in programming is not necessary. (Students may not receive credit for this course and Math 213W.) (This course may not be credited toward the degree of Masters of Arts in Mathematics, except with the special permission of the Chair of the Mathematics Department.)

### 12. Secondary Education and Youth Services (G04-28)

Change in Course number, course title, credits, description, to:

SEYS 570.6-574.6 Student teaching in \_\_\_\_\_ for Middle and High School. 6 hr., 6 cr., 8 weeks in Middle School and 8 weeks in High School, 6 hrs per day. Prereq.: Permission of the Department including minimum GPA in major of 2.75 and 3.0 in Methods course and SEYS sequence. Coreq.: SEYS 580-584. School-based teaching experiences are provided that prepare student teachers to effectively teach students at both the middle and high school levels. Student teachers will have two placements, one in middle-junior high school and the other in high school. They teach under the guidance of a cooperating teacher and a college-based supervisor at each school.

## ACADEMIC SENATE MINUTES, February 10, 2005

### MORE

#### 5.a. continued

- 570. Student Teaching in English for Secondary School.
- 571. Student Teaching in Mathematics for Secondary School.
- 572. Student Teaching in Science for Secondary School.
- 573. Student Teaching in Social Studies for Secondary School.
- 574. Student Teaching in Foreign Language for Secondary School.

#### 14. Secondary Education and Youth Services (G04-30)

Withdraw:

- SEYS 570a-574a. Practicum in \_\_\_\_\_ for Middle/Junior High School.
- 570a. Practicum in English for Middle/Junior High School
- 571a. Practicum in Mathematics for Middle/Junior High School
- 572a. Practicum in Science for Middle/Junior High School
- 573a. Practicum in Social Studies for Middle/Junior High School
- 574a. Practicum in Foreign Language for Middle/Junior High School

#### b. Undergraduate Curriculum Committee (Lord):

MOTION: Duly made and passed:

“To adopt the recommendations of the Undergraduate Curriculum Committee report dated December 9, 2004.”

#### 1. Biology (04-26)

##### a. Change in prerequisite, to read:

Biology 340 General Ecology.  
2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 287 or permission of the Chair.

##### b. Change in prerequisite, to read:

Biology 346 Limnology.  
2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 287 or permission of the Chair.

##### c. Change in prerequisite, to read:

Biology 347 Marine Biology.  
2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 287 or permission of the Chair.

##### d. Change to LASAR category:

The combination Biology 9 and 10 should replace Biology 11 as meeting the LASAR A requirement for a laboratory science.

MORE

## ACADEMIC SENATE MINUTES, February 10, 2005

### 5.b. continued

e. Courses on reserve.

1. Biology 11. Introduction to College Biology
2. Biology 354. Evolution (lecture)

### 2. Hispanic Languages and Literatures (04-28)

a. Change to Major in Spanish, to read::

Required (27 credits): SPAN 221 (for native speakers) or 222 (for non-native speakers), 224, 225, 240 (these courses are prerequisites for all higher-numbered courses); 250, 260, 270, 280 (one or more these courses is prerequisite for all higher-numbered literature courses).and 310 or 312.

Electives: 9 additional credits chosen from the following courses, including at least one capstone/writing-intensive seminar (390 [literature] or 391 [language]): SPAN 337, 341, 342, 350, 351, 352, 353, 354, 355, 356, 357, 370, 371, 372, 373, 374, 375, 376, 377, 390, 391.

b. New courses:

SPAN 020. Spanish Peer Tutoring.

4 hours, 2 credits.

Prerequisite: B or better in SPAN 221 or SPAN 224.

Students engage in peer tutoring for SPAN 111, 112, and 203, under faculty supervision. SPAN 020 may not be applied to the major or minor in Spanish.

Justification: This course gives students the opportunity to gain valuable experience by acting as tutors.

SPAN 021. Advanced Spanish Peer Tutoring.

4 hours, 2 credits.

Prerequisite: SPAN 020.

Students who have taken SPAN 020 are provided with an opportunity to engage in additional levels of advanced tutoring for SPAN 111, 112, 203, and 204, under faculty supervision. SPAN 021 may not be applied to the major or minor in Spanish.

SPAN 031. Hispanic Culture and Civilization

3 hours, 3 credits.

Prerequisite: English 110.

A survey, in English, of the development of Hispanic cultures in Spain, the Caribbean, Mexico, Central America, and South America and the United States. "Culture" will be studied through an analysis of the links between historical events and cultural productions: literature, philosophy, art and architecture, music, film, and dance. SPAN 031 may not be applied to the major or minor in Spanish.

**MORE**

5.b. continued

## ACADEMIC SENATE MINUTES, February 10, 2005

New courses continued:

SPAN 215. Spanish Conversation

3 hours, 3 credits.

Prerequisite: SPAN 204 or permission of the department.

Intensive practice in spoken Spanish providing practical use of the language with emphasis on oral-aural techniques, leading toward fluency in speaking. Use of language laboratory will be required. May not be taken by Spanish Heritage speakers. SPAN 215 may not be applied to the major or minor in Spanish.

SPAN 222. Language Workshop for Non-Spanish-Heritage Students

3 hours, 3 credits.

Prerequisite: SPAN 204 or permission of the department.

A course designed to bring students whose native language is not Spanish to a high-intermediate/low-advanced level of competency in all four skills. Discussion and linguistic analysis of selected literary and cultural readings, newspaper and magazine articles, and current movies; short written assignments, and oral presentations. May not be taken by Spanish Heritage speakers.

SPAN 240. Introduction to Hispanic Literary Studies

3 hours, 3 credits.

Prerequisite: SPAN 224 or SPAN 225 or permission of the department.

An introduction to Hispanic fiction, poetry and drama through readings by representative writers with the development of critical skills and familiarization with the basic tools and terminology of literary analysis. (Not open to students who have taken SPAN 227 or 228)

SPAN 280. Survey of Spanish American Literature I

3 hours, 3 credits.

Prerequisite: SPAN 240 or permission of the department.

Reading and analysis of representative works, presented within the context of social, political and intellectual history, from the pre-Columbian period through late nineteenth century *modernismo*.

SPAN 290. Survey of Spanish American Literature II

3 hours, 3 credits.

Prerequisite: SPAN 240 or permission of the department.

Reading and analysis of representative works, presented within the context of social, political and intellectual history, from the early twentieth century *vanguardia* movement through contemporary Spanish American fiction, poetry and drama.

SPAN 338. Foundations of Spanish Linguistics

3 hours, 3 credits.

Prerequisite: SPAN 224 or permission of the department.

An introduction to Spanish linguistics.

**M O R E**

**5.b. continued**



## ACADEMIC SENATE MINUTES, February 10, 2005

New courses continued:

SPAN 340. Spanish for the Professions

3 hours, 3 credits.

Prerequisite: SPAN 224 or permission of the department.

Intended for students interested in working in professional areas where Spanish is spoken with individual focus on professional interests; topics include Spanish for Business, Spanish for Health Care Practitioners, Spanish for Social Workers, and Spanish for Teachers.

SPAN 350. Cultures and Literature in Medieval and Renaissance Iberia

3 hours, 3 credits.

Prerequisite: SPAN 240 and SPAN 250 or permission of the department.

Building on the foundation provided by the survey (SPAN 250), this course provides in-depth exploration of different texts and genres. Emphasis on aspects of Medieval and Renaissance culture, such as the co-existence and mutual influence of the three ethnic and religious groups—Christian, Jewish, and Muslim; the emergence of national literatures in the Peninsular languages, and specifically in Spanish; how different genres are created or nationalized in this effort, the relation between genre and the hero, the diversity of narrative forms until the eve of the Renaissance, the Jewish experience within the Peninsula and in the Diaspora; the Renaissance as a cultural and social revolution; variations on love literature and gender representation; political and religious writing.

SPAN 351. Art and Ideology in Spanish Renaissance and Baroque Literature.

3 hours, 3 credits.

Prerequisite: SPAN 240 and SPAN 250 or permission of the department.

Building on the foundation provided by the survey (Spanish 250), this course provides in-depth exploration of different texts and genres. The course content will emphasize empire and its decline; the Counterreformation, *conversos* and *moriscos*, mysticism; variations on love literature and gender representation; court politics and literary patronage; emergence of the modern subject.

SPAN 353. Realism and Naturalism in Spanish Fiction

3 hours, 3 credits.

Prerequisite: SPAN 240 and SPAN 250 or permission of the department.

An in-depth exploration of the key ideas and figures in Spanish realist and naturalist literature, studied in the context of nineteenth-century Spanish cultural history and European realism and naturalism.

SPAN 356. Gender, Sexuality, and Feminism in Spanish Literature

3 hours, 3 credits.

Prerequisite: SPAN 240 and SPAN 250 or SPAN 260, or permission of the department.

The literary presentation of social norms of gender and sexuality in Spanish literature from the medieval period to the present day. Students will read fiction, drama, poetry and essays, as well as critical and theoretical texts.

**M O R E**

## ACADEMIC SENATE MINUTES, February 10, 2005

New courses continued:

SPAN 357. Twentieth Century Spanish Drama and Film.  
3 hours, 3 credits.

Prerequisite: SPAN 240 and SPAN 260 or permission of the department.

A presentation of modern media and culture through examination of selected theatre and film from the twentieth century via literary analysis and cinematic interpretation of modern and contemporary Spanish works. Special attention will be given to the development of technique and the influence of film on theater to show how literature and film progressively feed off each other. Among authors and directors studied might be: García Lorca, Buñuel, Delibes, Saura, Almodóvar, Ayllín, etc.

SPAN 358. Culture and Ideology in Modern Spanish Literature  
3 hours, 3 credits.

Prerequisite: SPAN 240 and SPAN 260 or permission of the department.

The Twentieth Century integration of Spain to Europe. Presentation of themes of colonialization, oppression, resistance and exile (the “Generations” of 98, 27, 36, 41/44, etc.), and government attempts to control expression and thought by law or force, or by allying itself with traditionally accepted Spanish social structures.

SPAN 370. Colonial Literature and Emerging *Criollo* Voices in Spanish America.  
3 hours, 3 credits.

Prerequisite: SPAN 240 and SPAN 280 or permission of the department.

Reading and discussion of selections from important authors and genres, beginning with the indigenous cultures and continuing through the movement for independence.

SPAN 372. Contemporary and Post-Modern Literature in Latin America  
3 hours, 3 credits

Prerequisite: SPAN 240 and SPAN 290 or permission of the department.

Analysis of recent Latin American narrative and film, focusing on continuity and innovation. Elements to be analyzed include realism, neo-realism, the fantastic, Boom versus post-boon narrative, and a variety of other technical innovations.

SPAN 374. Theater and Film in Latin America: From Text to Performance  
3 hours, 3 credits.

Prerequisite: SPAN 240 and SPAN 290 or permission of the department.

The trajectory of 20<sup>th</sup> century theatre and film in Latin America, focusing on its major dramatists and its representative periods. The plays discussed will be placed in their historical context, taking into account the cultural and artistic manifestations of each period under discussion.

**M O R E**

## ACADEMIC SENATE MINUTES, February 10, 2005

New courses continued:

SPAN 377. Hispanic Caribbean Literature and Culture.

3 hours, 3 credits.

Prerequisite: SPAN 240 and SPAN 280 or SPAN 290, or permission of the department.

A survey of the culture and the literary production of Puerto Rico, Cuba and the Dominican Republic focusing on selected works written by authors from diverse racial and socioeconomic backgrounds, who strive to define their individuality and their national identity by focusing on the issues that affect their own country. Some of the topics to be studied are: Spanish colonialism and its aftermath; independence and cultural autonomy; democracy and dictatorships in the 20th century; fighting racism by vindicating African roots; economics, politics and exile; women writers as agents of social change.

SPAN 378. Culture and Identity in US Latino/Latina Literature

3 hours, 3 credits.

Prerequisite: SPAN 240 and SPAN 280 or SPAN 290, or permission of the department.

An overview of the culture and, especially, the literary production of Latinos/-as in New York. The course will focus on selected works of fiction (short stories, novels and plays) written by authors from diverse ethnic, racial and socioeconomic backgrounds, with roots in I Spanish American countries. Varied topics will be explored from a historical perspective using gender, race/ethnicity, class, and sexuality as primary categories of analysis.

SPAN 379. Gender, Sexuality and Feminism in Spanish American Literature.

3 hours, 3 credits.

Prerequisite: SPAN 240 and SPAN 280 or SPAN 290, or permission of the department.

A study of the work of Spanish-American writers--both men and women--who have reflected upon the complex yet crucial issues surrounding the interrelated notions of gender, sexuality and feminism. Students will read selected fictional and non-fictional texts by authors from the Colonial period to the present, such as Sor Juana Inés de la Cruz, Gertrudis Gómez de Avellaneda, Eugenio Cambaceres, Alfonsina Storni, Gabriela Mistral, Manuel Puig, Severo Sarduy, Reinaldo Arenas and Rosario Castellanos. A variety of topics will be explored from an interdisciplinary perspective, focusing on historical, sociological, political and ethical issues.

SPAN 390. Hispanic Literature Seminar.

3 hours, 3 credits.

Prerequisite: Eng 110, 3 courses in Hispanic Literature, and Senior Standing.

Intensive reading and discussion of literary, cultural, theoretical, and critical texts and student research and writing centered around a specific topic in Hispanic Literatures

SPAN 391. Seminar in Spanish Language and Linguistics.

3 hours, 3 credits.

Prerequisite: SPAN 224, SPAN 225, and SPAN 337, and Senior Standing or permission of the department.

Intensive student participation on varying themes, problems, and theories in language and linguistics. Possible topics include sociolinguistics, dialectology, history of the Spanish language, bilingualism, languages in contact, language and ethnic identity, language and gender, etc.

**M O R E**

**5.b. continued**

## ACADEMIC SENATE MINUTES, February 10, 2005

New courses continued:

SPAN 398. Internship.

135 hours, 3 credits.

Prerequisite: GPA of 3.2 or above in the Major, and at least 21 credits in upper level Spanish.  
Permission of the department chair and a faculty sponsor.

Offers advanced students the opportunity to engage in research under faculty supervision. Must be prearranged and approved by department chair and faculty sponsor.

- c. Change in Number and Prerequisite, to read:

SPAN 352. Don Quijote.

3 hours, 3 credits. Prerequisite: SPAN 240 and SPAN 250

- d. Change in title, to read:

SPAN 221. Language Workshop for Spanish Heritage Students.

3 hours, 3 credits. Prerequisite: SPAN 204 or equivalent.

- e. Change in title, to read:

SPAN 225. Composition.

3 hours, 3 credits. Prerequisite: SPAN 224.

- f. Change in title, to read.

SPAN 341. Introduction to Translation.

3 hours, 3 credits. Prerequisite: SPAN 224 or permission of instructor.

- g. Courses Withdrawn:

SPAN 210. Survey of the Literature of Puerto Rico

SPAN 214. Spanish Conversation

SPAN 223. Advanced Conversation

SPAN 227. Introduction to Hispanic Literature

SPAN 228. Introduction to Literary Analysis

SPAN 270. Survey of Spanish American Literature

SPAN 320. Studies in Medieval Literature

SPAN 336. Studies in Golden Age Literature

SPAN 342. Skills and Art of Translation II

SPAN 343. Commercial and Technical Spanish

SPAN 355. Studies in Eighteenth- and Nineteenth-Century Spanish Literature

SPAN 365. Studies in Twentieth-Century Spanish Literature

SPAN 375. Studies in Colonial and Nineteenth-Century Spanish American Literature

SPAN 376. Studies in Twentieth-Century Spanish American Literature

SPAN 381. Seminar

**M O R E**

**5.b. continued**

**3. Urban Studies (04-29)**

## ACADEMIC SENATE MINUTES, February 10, 2005

Note: URBST 330 is the only “new” course; all other new courses have previously been offered as special topics.

- a. Change in Course Description, to read:

**101. Urban Issues: Poverty and Affluence.** 3 hr., 3 cr.

Introduction to the field of urban studies investigating why cities are places of economic and political opportunity for some and of deprivation, discrimination, violence, and impoverishment for others. Exploration of different theories of urban poverty and inequality and examination of the impact of immigration, racial segregation, suburbanization, public policies, and social movements on U.S. cities and their inhabitants. Special attention is paid to the existence of inequalities based on race, class, gender, sexuality and analyzes proposals to reduce these inequalities.

- b. Change in Course Description, to read:

**105. Power in the City.** 3 hr.; 3 cr. Examination of the historical development of local government structures, political parties, machine politics and reform movements. The current forms of government in US cities, especially New York City, and their relationship to states and the federal government will be analyzed. Theories of power in the urban setting, and the role of advocacy groups, ethnic organizations, business, labor, and other interest groups will be discussed.

- c. Change in Course Description, to read:

**200. Methods in Urban Research.** 3 hr.; 3 cr. Satisfies LASAR Scientific Reasoning & Quantitative Methodology requirement. Prereq.: 6 credits in urban studies, anthropology, economics, political science, or sociology. Introduction to the range of methodological approaches used in urban-related research, including macroscopic analysis, demography, survey research, historical research, participant observation, community studies, institutional analysis, policy analysis, and evaluation research. Emphasis is placed on the development of critical skills at reading, interpreting, and analyzing social science research, whether this research is encountered in textbooks and lectures, in professional journals, or in the popular media. (Not open to students who have taken Soc. 212 and 334. For Urban Studies majors who have taken these two courses, the requirement of Urban Studies 200 will be waived.)

- d. Change in Course Title and Description, to read:

**221. Making Public Policy.** 3 hr.; 3 cr. Prereq.: 6 credits in urban studies, anthropology, economics, political science, or sociology. Analysis of policymaking in the U.S. using a variety of frameworks. The roles of public and private participants in the policy process, the historical development of national political institutions, and the ways in which the structures of policymaking institutions and cultural values influence that process, will be discussed. Case studies will be used to illustrate the policy process in such areas as health, education, housing, tax, and employment. A major objective is to provide students with the knowledge and skills to participate actively in policymaking process.

M O R E

## ACADEMIC SENATE MINUTES, February 10, 2005

e. New courses:

UBST 205, 205W. Urban Cultural Diversity. 3 hr.; 3 cr. Exploration of the rich and diverse subcultures and communities that dot the urban landscape. In recent years new patterns of cultural belonging and new forms of identity have displaced earlier forms of community organization and neighborhood life. This course traces the emergence of urban subcultures from “Hippies to HipHop”. It will expose students to a number of studies by professional ethnographers and prepare them to undertake an original field study on a topic of their choice.

UBST 216. Immigrants in Queens.  
3 hours, 3 credits.

The Borough of Queens has become a major receiving area for immigrants from all over the world, making it the most diverse county nationwide. This course discusses immigration patterns, old and new, in the context of New York City, with special focus on the Borough of Queens. The main trends in historical and contemporary and local/global migration; how and why immigrants arrive here and begin to create new communities; the state of inter-group relations between immigrants and established Americans; the factors that assist or inhibit immigrants from being integrated into American society are addressed through class discussions, readings, neighborhood visits, and student projects.

UBST 226. Drugs and Criminal Justice.  
3 hr.; 3 cr.

Analysis of how the US criminal justice system has affected the use of drugs and treatment for drug abuse, and examination of how the Federal, State and local police organizations plan, implement, and coordinate policies and procedures for combating the use of illegal drugs, in particular on the “War on Drugs”. The New York State Penal Laws (Rockefeller Drug) laws will be discussed in depth.

UBST 228. Domestic Violence and Criminal Justice.  
3 hr.; 3 cr.

The operation of the criminal justice system in situations of domestic and family violence. Theories dealing with the sources of domestic violence will be reviewed. The focus will be on the operation of those parts of the criminal justice system having principal responsibility for arresting, prosecuting and adjudicating domestic and family violence cases -- the police, prosecution, and courts. The role and effectiveness of contemporary public programs and community remedies for domestic violence will also be analyzed.

UBST 240. Labor Unions and Industrial Relations.  
3 hr.; 3 cr.

Examination of labor-management relations in the contemporary U.S., considering both the internal dynamics of management, and the structure, governance, and goals of labor unions. Particular emphasis will be given to comparing and contrasting labor relations in unionized and non-unionized workplaces and in different sectors of the economy (manufacturing, services, and government). Topics to be covered include: the development of management's industrial relations policies, the impact of the changing international economy on labor, the dynamics of collective bargaining, decision-making processes within unions, and problems of union democracy.

**MORE**

**5.b. continued**

## ACADEMIC SENATE MINUTES, February 10, 2005

New courses continued:

UBST 243. Public Management.

3 hr.; 3 cr.

The study of management in local and state government and the nonprofit sector, definition of the unique characteristics of public management, and understanding of what government and nonprofit managers actually do. Development of skills that are essential to effective public management, relying heavily on the case method approach, which is intended to simulate the world of actual managers and the processes of management decision making.

URBST 244. Human Resource Management.

3 hours, 3 credits.

Examination of personnel management, including the legal issues associated with the day-to-day employment-related decisions and actions of managers. The Human Resources function is divided into major areas of Personnel, Labor Relations, Equal Employment Opportunity, and discipline. Students will discuss topics associated with problems that most typically arise in the work place. The framework for studying the topics will be reading Federal, State, and Local Laws, along with reviewing the government policies and Court decisions.

URBST 246, Human Resources and Law.

3 hours, 3 credits.

Introduction to the principles of employment law: The principal theories, policies and literature concerning federal and state regulations in the private and public sectors, in the context of problems that typically arise in the work place.. Issues, statutes and case law examined include employment discrimination, New York State employment law, sexual orientation, the Fair Labor Standards Act, the Americans with Disabilities Act, and the Family and Medical Leave Act. This course will also address issues such as termination-at-will, negligent hiring and retention, wrongful discharge, privacy and the drug-free workplace.

URBST 254. Urban Transportation.

3 hours, 3 credits.

Overview of urban transportation in the United States, including the historic relationship between transportation innovations and urban development Topics include the evolution of federal transportation policy, the impact of the Interstate highway system on U.S. metropolitan areas, the decline and revival of mass transit in U.S. cities, policies for combating traffic congestion, metropolitan sprawl and air pollution, the impact of current transportation policies on women, the elderly and the poor, and recent efforts to encourage the development of pedestrian-friendly cities.

UBST 256. Land Use Planning.

3 hr.; 3 cr.

All cities exercise some form of control over the use of the land within their borders. As a scarce resource, it is considered a proper function of government to exercise zoning and other authority over the types of uses to which specific parcels of land are put. This course examines the ways in which New York City has historically exercised the zoning authority and has created a variety of institutions to intervene in the zoning process. It examines the role of real estate interests, the general public, and the City government agencies charged with planning functions.

**M O R E**

**5.b. continued**

New courses continued:

## ACADEMIC SENATE MINUTES, February 10, 2005

UBST 321. Perspectives on the Labor Movement.

3 hr.; 3 cr.

Examination of the theories of industrial relations systems; the philosophy and political perspectives of labor unions; and the current discussion concerning the state and future of the labor movement. Issues examined will include the meaning of work, its changing nature, and the consequent implications for industrial relations and the trade unions.

UBST 330. Social Theory and Contemporary Urban Issues.

3 hr.; 3 cr.

Exploration of the principal theoretical perspectives, paradigms and schools of thought that can help our understanding of such urban phenomena as gentrification, urban poverty, urban activism, neighborhood development, segregation, city politics, suburbanization, economic restructuring, and urban planning. Urban theory encompasses many interdisciplinary points of view, and we will explore the work of geographers, sociologists, economists, historians, political scientists and anthropologists. The goal of this course is to understand not only how cities have changed in recent decades, but also the theoretical basis for describing these changes. Students will learn to appreciate the importance of theory for making sense of the social world around us and will learn how to think theoretically, a skill that they can bring to bear in their future analyses of urban issues.

### 4. Elementary and Early Childhood Education (04-32)

- a. Change in credits, to read:

EECE 350. Teaching Mathematics in the Elementary School. 3 hr. 3 cr.

- b. Change in credits, to read:

EECE 351. Teaching Science in the Elementary School. 3 hr. 3 cr.

- c. Change in credits, to read:

EECE 352. Teaching Social Studies in the Elementary School. 3 hr. 3 cr.

- d. Change to a Major: Elementary Education, to read:

Pre-Professional Courses

Required (15 credits): EECE 201, 310, 340; Math 119, Mathematics for Elementary Teachers; Music 261, Music for Children.

**M O R E**

### 5.b. continued

- e. Change to a Major: Elementary Education, to read:



## ACADEMIC SENATE MINUTES, February 10, 2005

### Professional Preparation Sequence

To enter the Professional Preparation Sequence, students must have no more than 9 credits remaining in their co-major, and must have completed the EECE liberal arts and sciences requirements. Students must apply for admission to the professional preparation sequence. Information on admissions procedures and deadlines can be obtained from the Division Office (997-5258). The professional preparation sequence is organized in a cohort model, in which students and faculty work together on campus as well as in the field.

Required (30 credits): EECE 311, 341, 220, 350, 351, 352, 360, 361, 399

- f. Change to a Major: Elementary Education, to read:

Liberal Arts and Sciences Area Requirements: All students at Queens College are required to fulfill the College Liberal Arts and Sciences Area Requirements (LASAR). Students who are interested in obtaining NYS Initial Certification in Childhood Education, 1-6, must select LASAR courses that correspond to the NYS learning standards for elementary school teachers. Students must also complete additional liberal arts courses to fulfill these NYS requirements. LASAR 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 liberal arts and sciences area requirements from the Department. The requirements are summarized below:

- Two courses in American history and two additional social science courses;
- Two courses in science (both laboratory courses);
- Two courses in literature analysis/criticism;
- One course in each of art, music, drama/theater/dance;
- One course that studies pre-industrial/non-western civilization;
- One course that examines scientific methodology and quantitative reasoning.

- g. Change to a Major: Elementary Education, to read:

### Program Overview

Courses Open to all Queens College students (required of students applying for admission to the NYS initial certificate program):

EECE 201 Schooling in Diverse Communities (3 cr.)

EECE 310 Children in Cultural Contexts I: Child Development (3 cr.)

EECE 340 The Early Development of Language and Literacy (3 cr.)

Math 119 Mathematics for Elementary School Teachers (3 cr.)

Music 261 Music for Children (3 cr.)

Courses Open Only to Students Enrolled in the NYS Initial Certificate Program:

EECE 311 Children in Cultural Contexts II: Learning and Teaching (3 cr.)

EECE 341 Language and Literacy Development: Teaching Reading (3 cr.)

EECE 220 Modern Learning Technologies (3 cr.)

EECE 350 Teaching Mathematics in the Elementary School (3 cr.)

EECE 351 Teaching Science in the Elementary School (3 cr.)

**MORE**

**5.b. continued**

EECE 352 Teaching Social Studies in the Elementary School (3 cr.)

## ACADEMIC SENATE MINUTES, February 10, 2005

EECE 360 Practicum 1: Curriculum in Action (3 cr.)  
EECE 361 Practicum 2: Student Teaching (6 cr.)  
EECE 399 Senior Seminar: Linking Theory and Practice (3 cr.)

### 5. Aaron Copland School of Music (04-33)

#### a. New Course.

245. Chamber Orchestra. 245.0, 2 hr.; 0 cr., 245.1, 2 hr., 1 cr.

Prereq.: Admission is by audition and permission of instructor.

The Chamber Orchestra is designed to teach students the skills of playing in an ensemble (balance, intonation, listening to each other, etc.). Students also learn to play in different style periods as applied to modern orchestral instruments. The course involves the in depth study of a few works, mostly from the classical and modern periods with two scheduled performances each semester.

### 6. Honors in the Humanities (HTH) Program (04-35)

#### a. Changes in Prefatory Material, to read:

Honors in the Humanities (HTH), established over 30 years ago, is the oldest honors program at Queens College. The program is designed for students who wish to gain an understanding of the origins and history of our contemporary artistic and intellectual culture. The full sequence of 8 courses is interdisciplinary in design and covers a broad range of fundamental works of literature, religion, history, philosophy, and art, and complements majors in any division of the college. The course sequence includes three components:

1. 3 foundation courses:
  - a. English 140: an introduction to poetry that provides training in close reading and critical analysis.
  - b. Philosophy 104: an introduction to ethics that emphasizes classical as well as contemporary sources.
  - c. Comparative Literature 101: Great works of Ancient Literature and Culture.
2. Four HTH courses on the history of ideas and cultures: HTH 210, 220, 230, 240. In each of these courses the instructor will choose, on the basis of his or her own interest and expertise, materials that illustrate a core issue, and, by placing these in their cultural and historical context, will use them as a basis for an investigation of the historical period and its potential contribution to our modern understanding of the humanities. As part of the study of the sequence, students will confront the problem of differing interpretations and on-going debates regarding the choice and transmission of canonical texts, and study how ideas and forms both retain and lose value over time.
3. A Senior Seminar, HTH 351, that provides a capstone to the sequence and addresses a major problem from both ancient and modern perspectives, or from the perspectives of different arts or cultures.

*[The rest of the HTH program remains unchanged:]*

**M O R E**

#### 5.b. continued

Students who complete the full sequence of 8 courses receive an HTH certificate that is listed on

## **ACADEMIC SENATE MINUTES, February 10, 2005**

their final transcript. Students who complete a selected sequence of 6 courses, one of which must be the Senior Seminar, qualify for a minor in HTH, which is indicated on their final transcript.

Eligibility: A 3.3 GPA is required for admission to and retention in the Program. Although most students enter the courses in their freshman year, sophomore entry is permitted.

The sequence satisfies the following Liberal Arts and Sciences Area Requirements: Humanities I, Tier 1 and Tier 2, Humanities III, and Pre-Industrial and/or Non-Western Civilization. In addition, completion of the entire sequence will satisfy one of the social science course requirements. Any social science course on the LASAR list may be used to complete the social science requirement.

Note: HTH 101 and 102 are open only to Townsend Harris High School seniors.

HTH 101, 102. Freshman Humanities Colloquium. 3 hr.; 3 cr. each sem. Prereq.: Passing grade on the CUNY Assessment Test. Selected readings from the classic texts of the Western Tradition, from the Bible and the Greeks to the present. The course will emphasize reading, writing and student discussion.

Townsend Harris High School graduates who elect to matriculate at Queens College and who continue in Honors in the Humanities may use HTH 101 and 102 in lieu of English 140 and one of the HTH senior seminars to complete the ten-course sequence in HTH. For Townsend Harris graduates who do not choose to complete the sequence in Honors in the Humanities, HTH 101 and 102 will satisfy the Hum. I, Tier 1 and Pre-Industrial and/or Non-Western Civilization components of LASAR.

Requirements for the Sequence in Honors in the Humanities:

English 140, Introduction to Poetry; Comparative Literature 101, Great Books; Philosophy 104, Introduction to Ethics; HTH 210, 220, 230, 240, and 300.

Requirements for the Minor in Honors in the Humanities:

A minor consists of any six courses (18 credits) from among HTH offerings, one of which must be the Senior Seminar.

### **b. Courses withdrawn:**

HTH 151. Medieval Thought.

HTH 201. Early Modern Thought.

HTH 251. Pre-Enlightenment and Enlightenment Thought.

HTH 301. Nineteenth-Century Thought.

**M O R E**

### **5.b. continued**

### **c. New courses:**

## ACADEMIC SENATE MINUTES, February 10, 2005

HTH 210 Ancient Worlds. 3hr. 3 cr. Prereq.: By permission only.

A close study of some influential classical texts exploring their understanding of the human condition and its ethical and political consequences as well as the relation of gods and mortals and the limits of knowledge. Topics will include the place of the Greek and Roman literature and thought in relation to other ancient Mediterranean cultures, the character of oral literature and of the transition from the oral to the written, and the significance of reevaluating ancient ceremonial or religious literature as literature in the humanistic tradition.

HTH 220. The Middle Ages. 3hr. 3 cr. Prereq.: By permission only.

A study of material illustrating the encounters between Christianity, Judaism, and Islam, and the development of vernacular and courtly culture from the fourth through fifteenth centuries. Topics of interests include the transmission of ancient knowledge through the Byzantine and Islamic empires, the expansion of cultural contact through trade, and the emergence of new theological and philosophical discourses.

HTH 230. The Early Modern World 3hr. 3 cr. Prereq.: By permission only.

An examination of the ideas of Renaissance and Reformation in the literature, theology, and philosophic thought of the sixteenth and seventeenth centuries as well as the effects of the encounter with the New World in the age of exploration; materials to be studied may include authors, texts, and art from both the Old and the New World.

HTH 240. Modern Eras. 3 hr.; 3 cr. Prereq.: By permission only.

An examination of ideas of enlightenment and science, the development of secular philosophy, and the consequences of the political and industrial revolution for literature, thought and art from the eighteenth through twentieth centuries. Topics will include the effects of the encounter with Asian and African civilizations and the concept of "post-modern."

d. Change in number and description, to read:

HTH 300. Senior Seminar.

3 hr.; 3 cr. Prereq.: By permission only.

An intensive and interdisciplinary exploration of a major literary theme, philosophical issue and/or historical concern (e.g., The Problem of Evil, Literature and Memory, Utopias/ Dystopias, Music as Intellectual History). The course may include both ancient and modern and both Western and non-western texts and art.

e. Addition to LASAR category Humanities I, Tier 2:

- i. HTH 210. Ancient Worlds.
- ii. HTH 220. The Middle Ages.
- iii. HTH 230. The Early Modern World.
- iv. HTH 240. Modern Eras.

f. Addition to LASAR category Humanities III:

- i. HTH 300. Senior Seminar.

## ACADEMIC SENATE MINUTES, February 10, 2005

### 5.b. continued

#### Summary of Major Curricular Changes:

The introductory courses have been reduced from 4 to 3.

Philosophy 104 (Introduction to Ethics) will replace Philosophy 140 (History of Ancient Philosophy) with the stipulation that 104 continue to include and emphasize classical as well as contemporary sources. Philosophy 104 is currently a requirement for the Freshman Year Honors Experience Program. The Philosophy department has agreed to provide an H section in accordance with this stipulation.

Comparative Literature 101H (Great Books, Ancient to Medieval), which includes both ancient literature and the Bible, will replace both English 381 (Literature of the Bible and, as basic course, Classics 250 (Ancient Epic and Tragedy). Comp Lit 101 is also a requirement for the Freshman Year Honors Experience Program. English 140H (Introduction to Poetry) will continue as one of the basic courses.

The intermediate sequence of historical courses has been redefined and renumbered, using a more logical numerical sequence. The sequence now includes an intermediate-level course specifically on Ancient Worlds (HTH 210) covering material covered by Classics 250. The material from the Renaissance to the Modern has been redistributed: HTH 151 > HTH 220; HTH 201 > HTH 230 HTH 301 > HTH 240. HTH 251 (Enlightenment and Pre-Enlightenment) was generally hard to staff and enroll. The historical sequence had stopped with HTH 301 (Nineteenth-Century Thought), but, now that the 20th century is "History," we have decided to include it in the sequence. The last course in the sequence (HTH 240) now may range from the 18th through the 20th centuries, but Ancient Worlds and Medieval can cover even larger historical periods. The importance of the role of the instructor as a specialist in the period in made clearer. The courses continue to be defined in terms of the Western cultural tradition that forms the basis of the modern notion of the Humanities in the Liberal Arts context, but they now allow for (and encourage) the recognition of its multiple constituents and they are open to the inclusion of cross-cultural comparisons.

We have also altered the format in the Bulletin for purposes of clarity, foregrounding the course sequence and its contents first and placing sequence and minor as well as eligibility requirements afterwards. We raised the entrance requirement from 3.0 to 3.3 to achieve consistency with other honors programs.

The sequence no longer satisfies college-wide requirements in English composition so that clause has been removed. Students completing the full sequence will no longer be required to take the Senior Seminar twice.

Finally, we would like to include individual HTH courses among those satisfying LASAR requirements rather than limiting it to the sequence as a whole. Thus HTH 210, 220, 230, and 240 would satisfy the Humanities 1, Tier 2 requirements and 300 would satisfy the Humanities 3 requirements and would be listed accordingly in the bulletin.

---

#### **For information (Senate Approval not required)**

##### **1. Political Science (04-27)**

a. Change to the minor, to read:

"The minor consists of 18 credits, including two of the first six courses (introductory courses) listed under the major and at least three upper-level courses"

6. MOTION: Duly made (Katz), seconded (Salazar) and passed:

"To adjourn."

The meeting was adjourned at 4:07 p.m. The next Regular Academic Senate meeting will be held on Thursday, March 10, 2005.