

1. The Holder of the Chair, Nancy Hemmes, called the meeting to order at 4:00 p.m.

**2. Approval of Agenda:**

MOTION: Duly made (Moore), seconded, and passed:

"To amend the agenda, to add the Campus Affairs Committee report as item 5.e. under 'Committee Reports'."

The agenda was adopted, as amended.

**3. Approval of Minutes:**

MOTION: Duly made, seconded, and passed:

"To adopt the Academic Senate meeting minutes of December 10, 1998, as distributed."

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

- a. The Chair appointed Professor Ken Lord to serve as Parliamentarian for this meeting owing to the illness of Dave Fields.
- b. The Chair announced that the Executive Committee has completed the process of revising the Academic Senate Bylaws. They will be available to the New Senate in May.
- c. Provost Speidel spoke about the resolution on remediation, which was adopted by the Board of Trustees on January 25, 1999, and the Queens College courses that will be involved. Copies of the resolution were available on the front desk.
- d. Senator Diamond announced that Senator Stephen Hechler is recuperating very nicely from coronary bypass surgery and will be out recuperating this semester.

**5. Committee Reports:**

**a. Nominating Committee (Sang):**

i. The following faculty were nominated for the Arts seat on the Graduate Scholastic Standards Committee:

David Richter (to Dec. 2000)

Seeing no further nominations, the Chair asked the Secretary "to cast one ballot for the nominee."

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## 5. Committee Reports (continued)

### a. Nominating Committee (continued):

- ii. The following faculty were nominated for the Committee on Teaching Excellence and Evaluation:

Kenneth Dunn (to Dec. 2000)

Seeing no further nominations, the Chair asked the Secretary "to cast one ballot for the nominee."

- iii. The following faculty were nominated for the Education seat on the Undergraduate Scholastic Standards Committee:

Myra Zarnowski (to Dec. 2000)

Seeing no further nominations, the Chair asked the Secretary "to cast one ballot for the nominee."

- iv. The following faculty were nominated for the Science seat on the Review Committee for Dean of Students:

J. Marion Dickey

Seeing no further nominations, the Chair asked the Secretary "to cast one ballot for the nominee."

### b. Graduate Curriculum Committee (Engel):

Correction to report: Withdrawal of all items relating to Educational & Community Programs.

- i. MOTION: Duly made and passed:

"To adopt the Hispanic Languages and Literatures recommendations of the Graduate Curriculum Committee report dated 11/30/98."

#### **Hispanic Languages and Literatures**

Change in Requirements for the Master of Arts Degree in Hispanic Languages and Literatures, on page 86 of the 1997-99 Graduate Bulletin, to:

A thesis based on original research (791, 792, Special Problems) may be substituted for two of the courses. The thesis may be written in English or in Spanish but must follow the norms of The MLA Style Manual. Prior approval of the thesis topic must be obtained by the student from the Graduate Adviser who will guide the student to an appropriate thesis director. The thesis will be supervised by a committee composed of the thesis director, a second reader, and the Graduate Adviser. Upon completion of the thesis, it must receive signatures of approval of all three committee members.

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## 5. Committee Reports (continued)

### b. Graduate Curriculum Committee (continued):

ii. MOTION: Duly made and passed:

"To adopt the Psychology recommendations of the Graduate Curriculum Committee report dated 11/30/98."

### **Psychology**

753. Psychobiology of Sex and Gender. 2 lec. hr.; plus conf.; 3 cr. Prereq. or coreq.: one graduate or undergraduate course in developmental or child psychology. This course is concerned with behavioral similarities and differences between males and females, both human and animal. Contributions of biological, psychological, social and cultural factors are considered, and a variety of theoretical approaches to gender are explored.

Projected Enrollment: 20-30

Projected Frequency: Once every two or three semesters

iii. MOTION: Duly made and passed:

"To adopt the Elementary and Early Childhood Education recommendations of the Graduate Curriculum Committee report dated 11/30/98."

### **Elementary And Early Childhood Education: Bilingual Specialization**

EECE 766. English Language Learning in a Bilingual Classroom: Part I Theoretical Background. 3 hr.; 3 cr. Specially addressed to bilingual teachers, the course concentrates on the discussion of the theoretical approaches to the study of the second language learning process in a bilingual classroom.

It also explores the biological, psycho-social, and linguistic aspects of second language acquisition as well as those factors involved in individual variation in achievements of non-native speakers of English attending a bilingual program.

Projected Enrollment: Same as the Bilingual Specialization (25)

Projected Frequency: Every fall semester

EECE 767. English Language Learning in a Bilingual Classroom: Part II Pedagogical Applications. 3 hr.; 3 cr. With a focus on pedagogical applications, this course is designated to meet the educational need of bilingual educators by surveying alternative teaching methodologies for the learning of English as a new language. Classroom practices such as audiolingual and communicative methodologies used in the field of second language learning are not only studied and analyzed, but also applied in a specific bilingual setting. Special attention is placed on integrating English language teaching in the areas of mathematics, science, and social studies.

Projected Enrollment: Same as the Bilingual Specialization (25)

Projected Frequency: Every spring semester

iv. MOTION: Duly made and passed:

"To adopt the Linguistics and Communication Disorders recommendations of the Graduate Curriculum Committee report dated 11/30/98."

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### **ACADEMIC SENATE - MINUTES - February 11, 1999**

#### **5. Committee Reports (continued)**

##### **b. Graduate Curriculum Committee (continued):**

#### **Linguistics and Communication Disorders**

Change in Course Co- or Pre-requisites, to:

702. The Structure of American English: Theory and Methodology I. 3 hr.; 3 cr. Prereq. or coreq.: LCD 701.

706. Bilingualism 3 hr.; 3 cr. Prereq. or coreq.: LCD 701

707. Evaluation and Measurement in TESOL. 3 hr.; 3 cr. Prereq.: LCD 703 and 741.

720. The Sound Structure of American English. 3 hr.; 3 cr. Prereq. or coreq.: LCD 701

701.  
740. Introduction to Second Language Acquisition and Teaching. 3 hr.; 3 cr. Prereq. or coreq.: LCD

741. Methods and Materials in TESOL. 3 hr.; 3 cr. Prereq.: LCD 740.

742. TESOL through the Content Areas: Methods and Materials. 3 hr.; 3 cr. Prereq.: LCD 741

742.  
750. Practicum in Adult TESOL. 5 hr.; 3 cr. Prereq.: LCD 703 and either 705 or 706; coreq.: LCD

790. Seminar in Research in TESOL. 3 hr.; 3 cr. Prereq.: LCD 741 and either LCD 705 or LCD 706.

**c. Undergraduate Curriculum Committee (Lord):**

i. MOTION: Duly made and passed:

"To adopt the recommendations of the Undergraduate Curriculum Committee of 12/3/98."

**A. Family, Nutrition and Exercise Sciences (98-29)**

1. New Course

FNES 336. Educational Trends in Family and Consumer Sciences. 3 hr.; 3 cr. Prereq.: SEYS 222.  
An examination of contemporary educational trends and how they affect teacher implementation of middle and high school Family and Consumer Sciences curricula.

**B. Music (98-31)**

1. Withdrawal of course from LASAR list:

Pre-Industrial/Non-Western Civilization.

a. Music 247, Music History I: Music from Antiquity to 1600.

2. Addition of course to LASAR list:

Pre-Industrial/Non-Western Civilization.

Music History 246. Music History I. The High Middle Ages through the Early Baroque Era, ca. 1200 to ca. 1650. The history of western European music from the rise of polyphony through the late Middle Ages, Renaissance, and the early seventeenth century. 3 hr.; 3 cr. Prereq.: A passing score in the School of Music qualifying examination or a minimum grade of C— in Music 101; prereq. or coreq.: Music 174. Fall, Spring

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**5. Committee Reports (continued)**

**c. Undergraduate Curriculum Committee (continued):**

**C. Psychology (98-33)**

1. Change in title, prerequisites, course description, to read:  
Psychology 334. Cognitive Development. 3 hr., 3 cr. Prerequisite: Psychology 224.  
A critical review of the theoretical and empirical literature on the development of cognitive-intellective functions and abilities in humans and animals. Topics include: associative learning, problem-solving, reasoning, concept formation, abstract thinking, symbolization, and language acquisition.
2. Courses withdrawn:  
Psychology 333.

#### **D. History (98-34)**

1. Change in hours and credits, to read:  
History 392W. Colloquium. 3 hr.; 3 cr., 4 hr.; 4 cr.  
Open to students with at least 18 credits in history or by special permission of department. An intensive study in a selected field of history. The subject to be studied will vary from semester to semester and will be announced in advance. May be repeated for credit provided the subject is not the same.
2. New courses:  
  
History 296: African-American Women's History. 3 hr.; 3 cr.  
This course will chronicle African-American women's history from slavery to the present. It will examine changes in labor patterns, family relations, political and social movements, sexuality and reproduction, and Black feminism. Designed to give students an overview of African-American women in the United States, the course will focus on specific themes that illuminate the changing context in which African-American women lived and worked, and their attempts at resistance and self-definition.  
  
History 331: Race, Gender and Poverty in Twentieth-Century America. Covering the period from the Gilded Age until the 1980s, this course will examine the way in which race and gender shaped who the poor were, how poverty and related social problems were perceived, as well as struggles against poverty in the twentieth century. We will explore how notions of motherhood were constructed differently for black and white women at the turn of the century, changing class and culture, class and race influenced the development of the welfare state in the 1930s and the 1960s, and changing strategies to combat or to alleviate poverty over the course of the century.  
  
History 297: South-Asian Diaspora: 3 hr.; 3 cr.  
This course will explore the establishment of South-Asian communities worldwide from the nineteenth century until the present. It will pay attention to the conditions of migration, patterns of settlement, and the terms of community as they developed over a century. We will use a variety of materials, including literature and music, to appreciate how the history of South-Asian migration is an important part of understanding the full scope of the social, political and economic landscape of twentieth-century trans-national culture.

#### **MORE**

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#### **5. Committee Reports (continued)**

##### **c. Undergraduate Curriculum Committee (continued):**

- History 332: Colonialism and Culture. 3 hr.; 3 cr.  
This course will examine how European colonial powers in Africa and Asia used the idea of culture as a means of legitimizing colonial authority. It will explore the role of religion in society, women's

status, and the entire impetus behind the civilizing mission. These themes will be brought together with the narrative of colonial rule to provide students with a comprehensive understanding of colonialism and its impact on societies.

History 298: India and Great Britain: Gender, Nation, Empire. 3 hr.; 3 cr.

This course will explore the development of the relationship between India and Great Britain from the eighteenth century to the present. The course is structured around issues of women and culture, social reform and nationalism, the civilizing mission, and imperial feminism. These themes allow us to understand the relationship between domestic politics in Britain and debates in India and to see how British colonialism was not simply an event that happened in India, but was an integral part of the formation of British and Indian national culture.

3. Modification of Course Description, to read:

History 233. History of Modern Italy. 3 hr.; 3 cr.

Italy from the rise of national consciousness in the 18th century to the republic. Emphasis on unification, the Liberal State, and the Fascist era. Topics include programs for state formation, domestic and foreign policies, social, cultural, and economic developments: the Southern Question, immigration, Fascism, World War II, and the origins of the republic.

History 238. The Industrial Revolution. 3 hr.; 3 cr.

The origins of the Industrial Revolution in Great Britain, the social impact of industrialization upon contemporaries, and the different patterns of industrialization in France, Germany, Russia, and the United States.

4. Changes the dividing dates between History 277 & History 278, to read:

History 277 African-American History I

A survey of African-American life and history in the United States up to 1896.

5. Changes the dividing dates between History 277 & History 278, to read:

History 278. African-American History II

The role of the African-American people in the economic, political, and social development of the United States since 1896.

6. New Courses:

History 249. American Jewish History until 1945. 3 hr.; 3 cr.

This course will examine the evolution of American Jewish life and Judaism from seventeenth century origins to 1945. Topics will include; waves of Jewish immigration; institution and community building; emergence of new forms of Judaism and of Jewish identity; Jewish/non-Jewish interactions; American Jewish culture; Jews in politics and society.

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**5. Committee Reports (continued)**

**c. Undergraduate Curriculum Committee (continued):**

History 250. American Jewish History from 1945 to the Present. 3 hr.; 3 cr.

This course will focus on the social, cultural, political and religious evolution of American Jews and Judaism post War II. Specific topics include: Jewish suburbanization, mobility, and economic ascendance; impact of the Holocaust and Israel on Jewish communal and personal identity; American Jewish civil religion; American Jewish culture wars; organizational and political trends; patterns of assimilation; acculturation and cultural renaissance.

7. Courses to be dropped (previously on Reserve):

History 244. History of the Far East in Modern Times.  
History 249. The Jews in Greco-Roman Palestine.  
History 250. The Jews in the Medieval Islamic World.  
History 287. War in History.

d. **Committee on Honors and Awards: Subcommittee on Honorary Degrees** (Frangakis-Syrett):

MOTION: Duly made and passed:

"To approve honorary degrees for the following:  
"M. Valéry Giscard d'Estaing, former President of France  
"Dr. Albert Kapikian, M.D. and scientist  
"Professor Nicholas Rescher, philosopher  
"Mr. William Styron, writer  
"Dr. Doris L. Wethers, M.D., pediatrician"

e. **Campus Affairs Committee** (Moore):

i. MOTION: Duly made and passed:

"Whereas, the calendar being considered is a draft proposal circulated for comments by the Office of Faculty and Staff,  
"Be it resolved, that the Academic Senate accept the draft calendar as the Queens College Academic Year 1999-2000 calendar. The Campus Affairs Committee will review the final calendar when it is received. If the Committee finds the final calendar contains any substantial change affecting the operating of the campus or the scheduling of classes, the Campus Affairs Committee will resubmit the revised calendar to the Senate for discussion and modification."

ii. MOTION: Duly made and passed:

"Whereas, the distribution and circulation of proposed Academic Year calendars in October would permit timely consideration and review by Queens College committees and offices,  
"Whereas, October distribution would permit Academic Senate review and approval at its November meeting,

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5. **Committee Reports (continued)**

e. **Campus Affairs Committee** (continued):

"Whereas, November Senate approval would permit careful long-term planning and coordination of campus events by campus organizations,  
"Be it resolved, that the Academic Senate request the CUNY Office of Faculty and Staff Relations to issue the proposed Academic Calendars in a more timely fashion."

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

"To adjourn."

The meeting was adjourned at 4:45 p.m. The next Regular Academic Senate meeting will be held on Thursday, March 11, 1999.