

BROOKLYN COLLEGE  
OF  
THE CITY UNIVERSITY OF NEW YORK  
FACULTY COUNCIL

Meeting of December 8, 2015

The Committee on Undergraduate Curriculum and Degree Requirements herewith submits its recommendations in Curriculum Document 378.

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Respectfully submitted,

Sharon Beaumont-Bowman	(Speech Communication Arts and Sciences)
Douglas Cohen	(Music, Chair)
Xia Li	(Early Childhood Education/Art Education)
Stanley Peterburgsky	(Finance)
Anjana Saxena	(Biology)

Members of Faculty Council with any questions are urged to contact Douglas Cohen at [dcohen@brooklyn.cuny.edu](mailto:dcohen@brooklyn.cuny.edu) or (718) 951-5945 prior to the meeting.

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## **SECTION A-II: CHANGES IN GENERAL EDUCATION**

### **General Education Requirements**

*These changes are based on the Brooklyn College Undergraduate Bulletin 2014-2015, pp. 89-95. The 2015-2016 Undergraduate Bulletin was not available until after these changes were approved in committee. Given that Faculty Council approved no changes in the general education curriculum for 2015-2016, the 2015-16 Bulletin should be identical with the 2014-2015 Bulletin with regard to general education.*

#### **FROM:**

Programs of Study  
General Education Program: Pathways

All candidates for a baccalaureate degree must complete Brooklyn College's Pathways requirements.

Starting in Fall 2013, CUNY has implemented the Pathways initiative across its undergraduate colleges. Students who enter a CUNY college in Fall 2013 or thereafter, either as first-time freshmen or as transfer students from another CUNY college or from a non-CUNY college, will be automatically enrolled in the Pathways curriculum. Pathways establishes a new system of general education requirements and new transfer guidelines across the University and by doing so reinforces CUNY's educational excellence while easing student transfer between CUNY colleges. The centerpiece of this initiative is a 30-credit general education Common Core. Each CUNY college can require bachelor's degree students to take another 6 to 12 credits of general education through the College Option. Once fulfilled at one CUNY college, these general education credits will carry over seamlessly if a student transfers to another CUNY college. Pathways also aligns gateway courses for a number of popular majors.

#### **General Education Requirements**

A new general education framework is a central feature of Pathways. It lays out requirements that undergraduate students across CUNY must meet. It also guarantees that general education requirements fulfilled at one CUNY college will carry over seamlessly if a student transfers to another CUNY college. Through the three two-elements of this framework—the Arrivals and Departure levels Required Common Core, the Flexible Common Core, and the College Option Requirement—

Pathways seeks to provide students with well-rounded knowledge, a critical appreciation of diverse cultural and intellectual traditions, an interest in relating the past to the complex world in which students live today, and the ability to help society create a fresh and enlightened future. The framework allows students to explore knowledge from various perspectives and to develop their critical abilities to read, write, and use language and symbol systems effectively. It also develops students' intellectual curiosity and commitment to lifelong learning.

Brooklyn College Pathways requirements are as follows:

Required Common Core — (12 credits / 4 courses)

#### **Student must complete:**

- 2 English Composition courses
  - ENGL 1010 English Composition I

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- oENGL 1012 English Composition II
- 1 ~~Mathematical and Quantitative Reasoning course~~
  - o MATH 1311 Thinking Mathematically or
  - o a course from the list of approved alternatives in the section “STEM variant courses”
- 1 ~~Life and Physical Sciences course~~
  - oBIOL 1010 Biology: The Study of Life or
  - oCHEM 1007 Chemistry in Modern Life: An Introduction for Non-Majors or
  - o a course from the list of approved alternatives in the section “STEM variant courses” below

**Flexible Common Core – (18 credits / 6 courses)**

Students must complete a minimum of 1 course in each of the 5 categories, and no more than 2 courses in a single discipline.

~~World Cultures and Global Issues (1 course)~~

- ~~HIST 3005 The Shaping of the Modern World or~~
- ~~CLAS 1110 Classical Cultures~~

~~U.S. Experience in Its Diversity (1 course)~~

- ~~HIST 3401 American Pluralism to 1877 or~~
- ~~ANTH 3135 The American Urban Experience: Anthropological Perspectives or~~
- ~~PRLS 1001 Introduction to Puerto Rican and Latino Studies~~

~~Creative Expression (1 course)~~

- ~~MUSC 1300 Music: Its Language, History, and Culture or~~
- ~~ARTD 1010 Art: Its History and Meaning~~

~~Individual and Society (1 course)~~

- ~~PHIL 2101 Introduction to the Problems of Philosophy~~

~~Scientific World (1 course)~~

- ~~PHYS 1331 The Simple Laws that Govern the Universe or~~
- ~~EESC 1010 The Dynamic Earth~~

One additional course from one of the Flexible Common Core courses listed above.

**College Option**

<p><del>CUNY Associate → Brooklyn College Bachelor's</del></p> <p>Students who transfer from a CUNY associate to a Brooklyn College bachelor's degree program</p>	<p><del>Earned Associate Degree</del>  <del>6 College Option credits required</del></p> <p><del>Earned More than 30 Credits</del>  <del>9 College Option credits required</del></p> <p><del>Earned 30 or Fewer Credits</del>  <del>12 College Option credits required</del></p>
<p><del>Non-CUNY Associate → Brooklyn College Bachelor's</del></p>	<p><del>Earned Associate Degree</del></p>

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<p>Students transferring to Brooklyn College from non-CUNY colleges</p>	<p><del>6 College Option credits required</del></p> <p><del>Earned More than 30 Credits</del> <del>9 College Option credits required</del></p> <p><del>Earned 30 or Fewer Credits</del> <del>12 College Option credits required</del></p> <p><del>Brooklyn College will decide whether any courses taken at the original college fulfill the College Option requirements.</del></p>
<p><b>Brooklyn College Bachelor's</b></p> <p>Students pursuing a bachelor's degree at Brooklyn College (without transferring)</p>	<p><del>12 College Option credits required (specified by Brooklyn College)</del></p>
<p><b>CUNY Bachelor's → Brooklyn College Bachelor's</b></p> <p>Students who transfer from another CUNY bachelor's degree program to Brooklyn College</p>	<p><del>12 College Option credits are required; HOWEVER, students can transfer the College Option credits they earn in a bachelor's degree program at one CUNY college toward their College Option requirement at Brooklyn College.</del></p>
<p><b>Non-CUNY Bachelor's → Brooklyn College Bachelor's</b></p> <p>Students transferring to Brooklyn College from non-CUNY colleges</p>	<p><del>12 College Option credits required. Brooklyn College will decide whether courses taken at the original college fulfill any of the College Option requirements.</del></p>
<p><b>Second Bachelor's Degree Students</b></p> <p>Students with earned bachelor's degrees from institutions that are accredited and recognized by a regional accrediting U.S. agency, as well as students from international universities with degrees that are equivalent to a baccalaureate degree as determined by Brooklyn College</p>	<p><del>No College Option credits required; these students are deemed to have automatically fulfilled the College Option.</del></p>

**Students who are required to take 3 College Option credits at Brooklyn College (Note: the 3000 level CORC courses are listed under the CORC department)**

One 3-credit 3000 level CORC course, i.e., one three-credit course in any of the following areas:

- Exploring Literature (CORC 3101-3199)
- Exploring Global Connections (CORC 3201-3299)
- Exploring Science (CORC 3301-3399)

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

**~~Students who are required to take 6 College Option credits at Brooklyn College~~**

~~Two 3-credit 3000-level CORC courses, i.e., one three-credit course in two of the following areas~~

- ~~• Exploring Literature (CORC 3101-3199)~~
- ~~• Exploring Global Connections (CORC 3201-3299)~~
- ~~• Exploring Science (CORC 3301-3399)~~

**~~Students who are required to take 9 College Option credits at Brooklyn College~~**

~~Two 3-credit 3000-level CORC courses, i.e., one three-credit course in two of the following areas~~

- ~~• Exploring Literature (CORC 3101-3199)~~
- ~~• Exploring Global Connections (CORC 3201-3299)~~
- ~~• Exploring Science (CORC 3301-3399)~~

~~One additional 3-credit course, selected EITHER from the list of Required Core Life and Physical Sciences Courses or any of the Flexible Core Courses that were not already completed and/or used to satisfy a Required or Flexible Core requirement OR from the lists of 3-credit courses in a language or literature other than English that is offered by the Departments of Classics, Judaic Studies, and Modern Languages and Literatures. N. B.: All stated course prerequisites apply to courses selected in a language or literature other than English.~~

**~~Students who are required to take 12 College Option credits at Brooklyn College~~**

~~Two 3-credit 3000-level CORC courses, i.e., one three-credit course in two of the following areas~~

- ~~• Exploring Literature (CORC 3101-3199)~~
- ~~• Exploring Global Connections (CORC 3201-3299)~~
- ~~• Exploring Science (CORC 3301-3399)~~

~~Two additional 3-credit courses, selected EITHER from the list of Required Life and Physical Sciences Courses or any of the Flexible Core Courses that were not already completed and/or used to satisfy a Required or Flexible Core requirement OR from the lists of 3-credit courses in a language or literature other than English that are offered by the Departments of Classics, Judaic Studies, and Modern Languages and Literatures. N.B.: All stated course prerequisites apply to courses selected in a language or literature other than English.~~

**~~Gateway Courses into Majors~~**

~~Faculty committees representing several popular transfer majors at CUNY have designated a minimum of three common and transferable courses that will be required of all students in those majors. Students anticipating majors in these fields can begin their coursework at any CUNY college with the assurance that if they transfer to another CUNY college, their prior coursework will count toward their continued pursuit of that major.~~

**~~How Credits Transfer~~**

~~By creating a general education framework that applies to all CUNY undergraduates, and by establishing gateway courses into several popular majors, the Pathways initiative will~~

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

~~significantly improve the ease and efficiency of student transfer between CUNY colleges. Courses taken for general education credit, major credit, and elective credit are guaranteed to transfer. Students who transfer from associate's programs to bachelor's programs will be required to complete from 6 to 12 College Option credits, depending on how many credits they had at the time of transfer and whether they transferred with an associate degree. Students who transfer from one Baccalaureate College to another will transfer any College Option credits they have already taken at another CUNY college. In the case of transfers from non-CUNY colleges, Brooklyn College will decide whether any courses taken at the original college fulfill the College Option requirements.~~

### **Continuing Students**

~~Students who entered CUNY prior to Fall 2013 have the choice to “opt in” to the Pathways requirements or to follow the general education requirements in effect at the time of their matriculation at Brooklyn College. Continuing students are encouraged to seek the guidance of an advisor or other on-campus resource to help them make informed decisions in choosing one of these two options.~~

~~Students who became matriculated at Brooklyn College prior to Fall 2013 and who choose not to “opt in” to Pathways should consult the 2012-2013 bulletin or another prior bulletin applicable to them regarding their general education requirements. Students who wish to complete the Core Curriculum requirements stated in prior bulletins should note that the following CORC courses will be offered only as their Pathways equivalents starting with fall 2013:~~

- ~~• CORC 1110 Classical Cultures = CLAS 1110 Classical Cultures~~
- ~~• CORC 1120 Introduction to Art = ARTD 1010 Art: Its History and Meaning~~
- ~~• CORC 1130 Music: Its Language, History, and Culture = MUSC 1300 Music: Its Language, History, and Culture~~
- ~~• CORC 1210 Knowledge, Reality and Values = PHIL 2101 Introduction to the Problems of Philosophy~~
- ~~• CORC 1220 Shaping of the Modern World = HIST 3005 The Shaping of the Modern World~~
- ~~• CORC 1311 Thinking Mathematically = MATH 1311 Thinking Mathematically~~
- ~~• CORC 1321 Biology for Today's World = BIOL 1010 Biology: The Study of Life~~
- ~~• CORC 1322 Science in Modern Life—Chemistry = CHEM 1007 Chemistry in Modern Life~~
- ~~• CORC 1331 Physics: The Simple Laws that Govern the Universe = PHYS 1331 The Simple Laws that Govern the Universe~~
- ~~• CORC 1332 Geology: The Science of Our World = EESC 1010 The Dynamic Earth~~

### **Readmitted Students**

~~For Pathways policy with regard to readmitted students see section “Degree Requirements” in chapter “Academic Regulations and Procedures” in this bulletin.~~

~~**International Students** [This section is moved to below the section on Macaulay Honors students.]~~

~~Students with international degrees may have to demonstrate English language proficiency via TOEFL or via the CUNY basic skills writing and reading tests, and may be required to take ESL and/or English courses as appropriate.~~

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added



### **STEM Variant Courses**

STEM variant courses are courses in math and the sciences that can be substituted for courses in any or all of the following three areas of the Common Core: Life and Physical Sciences, Mathematics & Quantitative Reasoning, and the Scientific World. Any student can, at his or her discretion, take a STEM variant course from the following list of approved STEM variant courses:

#### **Mathematics and Quantitative Reasoning**

- ~~BUSN 3400 Introduction to Economic and Business Statistics~~
- ~~EESC 3800 Statistics and Data Analysis in Geosciences~~
- ~~ECON 3400 Introduction to Economic and Business Statistics~~
- ~~HNSC 3300 Introduction for Biostatistics for the Health Sciences~~
- ~~MATH 1011 Precalculus Mathematics~~
- ~~MATH 1021 Precalculus Mathematics A (together with MATH 1026)~~
- ~~MATH 1026 Precalculus Mathematics B (together with MATH 1021)~~
- ~~MATH 1201 Calculus I~~
- ~~MATH \*1401 Elementary Mathematics from an Advanced Standpoint (together with MATH 1021)~~
- ~~MATH 1501 Elements of Statistics with Applications~~
- ~~POLS 3422 Statistics in Political Science~~
- ~~PSYC 3400 Statistical Methods in Psychological Research~~
- ~~SOCY 2112 Research Methods II~~

#### **Life and Physical Sciences or Scientific World**

- ~~ANTH 3265 Human Anatomy and Physiology 1~~
- ~~ANTH 3266 Human Anatomy and Physiology 2~~
- ~~BIOL 1001 General Biology 1~~
- ~~BIOL 1002 General Biology 2~~
- ~~BIOL 1501 Human Anatomy and Physiology 1~~
- ~~BIOL 1502 Human Anatomy and Physiology 2~~
- ~~CHEM 1040 General Chemistry for Health-Related Professions~~
- ~~CHEM 1100 General Chemistry I CHEM 2100 General Chemistry II HNSC 2300 Human Physiology~~
- ~~HNSC #2302 Human Anatomy and Physiology 1~~
- ~~HNSC #2303 Human Anatomy and Physiology 2~~
- ~~PEES 3271 Human Physiology~~
- ~~PEES 3275 Human Anatomy~~
- ~~PEES 3281 Human Anatomy and Physiology 1~~
- ~~PEES 3285 Human Anatomy and Physiology 2~~
- ~~SPEC 1178 Speech Language and Hearing Science: Anatomy and Physiology~~

#### **Scientific World**

- ~~EESC 1100 General Geology I~~
- ~~EESC 1101 Introduction to Earth Science~~
- ~~PHYS 1100 General Physics I~~
- ~~PHYS 1150 General Physics I (to be renamed General Physics with Calculus)~~

#### **Retroactive pass option**

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~~A student may elect to have grades in any two previously passed CORC courses changed from an ordinary passing grade (D through A+) to a grade of pass (P). This option must be exercised no later than the 10th week of the semester following that in which students complete their 96th credit. Once this option has been utilized it may not be rescinded, nor may the courses to which the grade of P has been assigned be changed. Students may elect the retroactive pass option online via the BC WebCentral portal, or in person at the Enrollment Services Center, West Quad Center. Courses deemed to be substituted for, or equivalent to CORC courses are not eligible for the retroactive pass option.~~

### **William E. Macaulay Honors College students**

~~Students who have completed the four seminars of the Honors College may use them to satisfy the four General Education Pathways categories US Experience in its Diversity, Creative Expression, Individual and Society, and Scientific World as follows:~~

<del>Pathways Category</del>	<del>Macaulay Course</del>
<del>• US Experience in its Diversity</del>	<del>= MCHC 1002 Peopling of New York City</del>
<del>• Creative Expression</del>	<del>= MCHC 1001 Arts in New York</del>
<del>• Individual and Society</del>	<del>= MCHC 2002 Shaping the Future of New York City</del>
<del>• Scientific World</del>	<del>= MCHC 2001 Science and Technology in New York City</del>

### **For additional information**

~~Students who have questions about Pathways should consult a counselor in the Center for Academic Advisement and Student Success (CAASS), 3207 Boylan Hall. Transfer students are advised to consult with the Transfer Student Services Center, 1600 James Hall.~~

### **Readmitted students**

~~Students who take a leave of absence and are then readmitted to the college must complete the Pathways requirements at Brooklyn College. If they have taken courses at another institution after matriculation at Brooklyn College, and feel that certain of these courses may apply toward Pathways, they must file a request to use these with the Center for Academic Advisement and Student Success. Readmitted students who earned 80 credits or more at Brooklyn College prior to 1983 may graduate under the current Pathways requirements or the degree requirements stated in the 1979–1981 Undergraduate Bulletin.~~

**TO:**

Programs of Study

### **General Education Requirements**

The goal of general education at Brooklyn College is to graduate informed and responsible citizens of the world who have a foundation for life-long learning, the potential for leadership, and an appreciation of individual and social diversity.

**Arrivals Level (30 credits)**

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English Composition I & II (ENGL 1010 & 1012, 6 credits)

Human and Cultural Diversity (3 credits)

Arts (6 credits)

Humanities and Social Sciences (6 credits)

Quantitative, Computational, and Mathematical Reasoning (3 credits)

Natural and Behavioral Science (3 credits)

Laboratory-based Natural and Behavioral Science (3 credits)

All full-time first-year students will enroll in a Learning Community consisting of either two or three Arrivals courses. Each Learning Community will be designed to address a question from more than one disciplinary perspective.

**Departures Level—The Brooklyn College Experience (12 credits)**

Language other than English/International Cultural Competency (6 credits)

Human and Cultural Diversity (3 credits)

Laboratory-based science course (3 credits)

Students exempted from the six-credit language requirement due to demonstrated competency or previous college coursework must instead take either three credits of a language other than English (at an appropriate level) or an International Cultural Competency course, as well as one course in Arts or Humanities and Social Sciences. However, ESL students will instead take 2 courses in Arts and/or Humanities and Social Sciences.

Any requirement on either the Arrivals or Departure level, other than English Composition and Languages Other Than English, may be met by an approved Special Topics in General Education (STGE) course.

Altogether, on both levels, students may take no more than two general education courses from any one department. Courses in English composition, languages other than English, and STGE (Special Topics in General Education) courses do not count toward this limit.

Departments and programs have the option of offering major/minor/concentration courses as Gen Ed courses, and these may count toward the major/minor/concentration, up to the limit of two courses (of at least three credits each) per major/minor/concentration.

**Transfer Students**

Under the new General Education program at Brooklyn College, courses taken for general education credit at other CUNY schools are guaranteed to transfer, in accordance with the correspondences in the table of equivalents below. In the case of transfer students from non-CUNY colleges, Brooklyn College will determine how courses taken at the original college fulfill general education requirements.

**Continuing Students**

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Students enrolling at Brooklyn College for the first time in Fall 2016 or after will complete the new General Education requirements.

Students who take a leave of absence and are then readmitted to the college will complete the new General Education requirements.

Continuing students will have the option of following the new General Education requirements, completing the Core Curriculum, or following the general education requirements in effect during 2013-2015. Continuing students are encouraged to seek the guidance of an advisor or other on-campus resource to help them make informed decisions in choosing among these options.

The following table of equivalents shows how courses taken under the previous two general education programs can be counted toward the new General Education framework. It can also be used to determine which courses students continuing under earlier models can take to complete their remaining requirements. Finally, it can aid comparison of the three models, for students deciding whether to complete the new General Education program.

The abbreviation LOTE in the table refers to the “Language Other Than English” requirement.

<u>New General Education</u>	<u>Previous General Education Program (2013-2015)</u>	<u>Core Curriculum</u>
<u>Arrivals</u>	<u>Common Core + Flexible Core</u>	<u>Lower Tier Core + English 1 &amp; 2</u>
<u>English Composition I &amp; II</u>		
<u>Human and Cultural Diversity</u>	<u>U.S. Experience in Its Diversity</u>	<u>People, Power, and Politics</u>
<u>Arts</u>	<u>Creative Expression</u>	<u>Introduction to Art</u> <u>Music: Its Language, History, and Culture</u>
<u>Humanities and Social Sciences</u>	<u>World Cultures and Global Issues</u> <u>Individual and Society</u>	<u>Classical Cultures</u> <u>Knowledge, Reality, and Values</u> <u>Shaping of the Modern World</u>
<u>Quantitative, Computational, and Mathematical Reasoning</u>	<u>Mathematical and Quantitative Reasoning</u>	<u>Thinking Mathematically or Computing: Nature, Power, and Limits</u>
<u>Natural and Behavioral Science</u> <u>Laboratory-based Natural and Behavioral Science</u>	<u>Scientific World</u> <u>Life and Physical Sciences</u>	<u>Physics: The Simple Laws That Govern the Universe</u> <u>Geology: The Science of Our World</u> <u>Biology for Today's World</u> <u>Science in Modern Life: Chemistry</u>
<u>Departures</u>	<u>College Option</u>	<u>Upper Tier Core + LOTE</u>

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<p><u>LOTE</u> <u>OR</u></p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p><u>Advanced LOTE or International Cultural Competency</u> <u>AND</u> <u>Arts or Humanities and Social Sciences</u></p> </div>	<p><u>One or two courses from the Common Core or Flexible Core not already taken;</u></p> <p><u>AND/OR</u></p> <p><u>One or two LOTE courses</u></p>	<p><u>LOTE</u></p>
<p><u>Human and Cultural Diversity</u></p> <hr/> <p><u>Laboratory-based science</u></p>	<p><u>Upper Tier Core, 2 out of 3 categories: Exploring Literature (CORC 3101-3199), Exploring Global Connections (CORC 3201-3299), Exploring Science (CORC 3301-3399)</u></p>	

**William E. Macaulay Honors College students**

Students who have completed the four seminars of the Honors College may use them as follows toward these four General Education categories: Human and Cultural Diversity, Arts, Humanities and Social Sciences, and Natural and Behavioral Science:

<u>General Education Category</u>	<u>Macaulay Course</u>
• <u>Human and Cultural Diversity</u>	= <u>MCHC 1002 Peopling of New York City</u>
• <u>Arts</u>	= <u>MCHC 1001 Arts in New York</u>
• <u>Humanities and Social Sciences</u>	= <u>MCHC 2002 Shaping the Future of New York City</u>
• <u>Natural and Behavioral Science</u>	= <u>MCHC 2001 Science and Technology in New York City</u>

**International Students**

Students with international degrees may have to demonstrate English language proficiency via TOEFL or via the CUNY basic skills writing and reading tests, and may be required to take ESL and/or English courses as appropriate.

**For additional information**

Students who have questions about General Education should consult a counselor in the Center for Academic Advisement and Student Success (CAASS), 3207 Boylan Hall.

**Courses in the General Education Curriculum**

**Goals and Skills**

General education courses contribute to the goal of graduating informed and responsible citizens of the world who have a foundation for life-long learning, the potential for leadership, and an appreciation of individual and social diversity by providing opportunities for students to advance their:

1. Ability to analyze, construct, and present arguments;
2. Ability to analyze, construct, and justify ethical judgments;
3. Ability to work collaboratively and creatively to address complex questions and

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problems;

4. Understanding of the relation between the arts, histories, and cultures of the past and those of the present;

5. Understanding of the scientific practices used to study the natural universe;

6. Understanding of the social implications and technical underpinnings of digital technologies;

7. Understanding of the development and workings of contemporary societies from both local and global perspectives;

8. Understanding of the many aspects of human diversity, including the social forces shaping their own identities, the place(s) they call home, and New York City;

while also developing skills in

A. Research methodologies,

B. Oral, written, and visual communication,

C. Quantitative and mathematical reasoning, and

D. A language other than English.

Each general education course below substantially engages at least one of these goals and at least one of these skills.

**English Composition I and II** (6 credits in Arrivals)

ENGL 1010 English Composition I

ENGL 1012 English Composition II

**Human and Cultural Diversity** (3 credits in Arrivals, 3 credits in Departures)

*Courses in this area contextualize the variety of human experience in relation to contemporary political, social, and economic realities that may accompany human differences such as race, ethnicity, gender, sexual orientation, culture, and/or geography in the U.S. and two-thirds world countries. These courses prepare students to critically analyze the dynamics of an increasingly globalized, heterogeneous world.*

AFST 3247 Literatures of the African Diaspora

AMST 1002 American Identities

ANTH 3131 Comparative Studies in Cultures and Transformation

ANTH 3135 The American Urban Experience: Anthropological Perspectives

CLAS 3245 Comparative Identity Politics: The Ancient Mediterranean and the Modern World

HIST 3360 Main Currents in Contemporary World History

MUSC 3101 Music in Global America

POLS 1230 People, Power, and Politics

PRLS 1001 Introduction to Puerto Rican and Latin@ Studies

PRLS 3203 Latin@ Diasporas in the U.S.

SOCY 1200 Sociology of Sport

SPAN 2204 The Global Spanish-Speaking Community: From Imperial Conquests to Latin@ Diasporas

SPCL 3000 LGBTQ Youth in Educational Contexts

STGE 1010 Special Topics in General Education – Human and Cultural Diversity

**Arts** (6 credits in Arrivals, up to 3 credits in Departures for students exempted from LOTE)

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

Courses in this area develop students' understanding of creative activity as an expression of human experience within specific historical and social contexts. Students' sensitivity to the forms of artistic expression is honed through intensive study of specific artworks, and/or through production/performance of creative works. By integrating creativity and analysis, these courses foster intellectual growth, self-awareness, and technical skill.

ARTD 1010 Introduction to Art

ARTD 1030 Approaching the Arts of the "Non-West": Legacies of Colonialism and Imperialism

ARTD 1035 The Development of the Silk Road

MUSC 1300 Music: Its Language, History, and Culture

MUSC 1400 Fundamentals of Music

STGE 1020 Special Topics in General Education – Arts

**Humanities and Social Sciences** (6 credits in Arrivals, up to 3 credits in Departures for students exempted from LOTE)

Courses in this area examine human existence, individual and collective, through a variety of methodologies, viewing our world through many lenses to help students interpret and think critically about being human. The humanities employ mainly qualitative approaches to literary works, religious and philosophical conceptions, and historical records of peoples and regions of the world. The social sciences engage in the systematic study of power, at the level of personal interactions, the state, and society, using both qualitative and quantitative methods. These "ways of knowing" intersect and overlap. All encourage students to analyze the range of creativity, cultural expressions, modes of power, and patterns in human existence.

AFST 3135 Black Political Identities in a Transnational Context

AMST 1001 Introduction to the American Experience

CHIN 2110 Classical Culture of China

CLAS 1110 Tyranny, Democracy, Empire: Classical Cultures

CLAS 2104 Literature and Film

CLAS 2109 The Self and Society

CLAS 3200 Heroes, Gods, Monsters: Classical Mythologies

ENGL 2001 Literature, Ethnicity, and Immigration

ENGL 2002 Ideas of Character in the Western Literary Tradition

ENGL 2003 Italian American Literature and Film

ENGL 2006 Text/Context

ENGL 2007 The Emergence of the Modern

ENGL 2008 The Quest for Ethnic, Cultural, and National Identities in Literature

ENGL 2009 Introduction to Literary Studies

HIST 3005 The Shaping of the Modern World

HIST 3401 American Pluralism

HIST 3402 America since 1865

JUST 2545 Classical Jewish Texts: Moving towards Modernity

JUST 3485 Jews of New York

LING 2001 Introduction to Linguistics

MLAN 2012 The Animal Self

MLAN 2015 Con, Cop and Mark: Representations of Criminality and Authority

MLAN 2510 Cultural Traditions of Modernity

MLAN 2610 Literature in Translation

PHIL 2101 Introduction to the Problems of Philosophy

PHIL 2501 Philosophical Issues in Literature

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

PHIL 3306 Ethics and Society  
POLS 3142 Power in the United States  
POLS 3340 Protest and Revolution  
PRLS 3105 Puerto Rican and Latin@ Cultural Formations  
SEED 2001 Historical, Philosophical, and Cultural Foundations of Education  
SEED 1001 Critical Issues in US Education  
SPEC 1707 Public Speaking  
SPEC 2623 Interpersonal Communication for Business and Professions  
STGE 1030 Special Topics in General Education – Humanities and Social Sciences

**Quantitative, Computational, and Mathematical Reasoning** (3 credits in Arrivals)

*Courses in this area develop at least two of the following four skills: formal reasoning (the use of formal logic or mathematics); abstract representation (the production and interpretation of information using mathematical models such as formulas, graphs, tables, and schematics); empirical analysis (e.g. the use of statistical inference or statistical modeling through sampling of populations or phenomena); and computational reasoning (identification of problems and solutions through the design of algorithms).*

CISC 1000 Computing: Its Nature, Power, and Limits  
CISC 1001 Computing and Quantitative Reasoning  
CISC 1002 The Outer Limits of Reasoning  
MATH 1102 Number Theory  
MATH 1301 Basic Concepts of Geometry  
MATH 1311 Thinking Mathematically  
MATH 1501 Elementary Statistics  
MATH 1601 Modern Mathematics for the Social Scientist  
MATH 1801 Mathematics of Nonwestern Civilizations  
PHIL 3210 Reasoning  
STGE 1040 Special Topics in General Education – Quantitative, Computational, and Mathematical Reasoning

**Natural and Behavioral Science** (3 credits in Arrivals)

*Courses in this area develop one or more of the following four skills: quantitative description and synthesis of theories of natural phenomena; methods for generating and empirically assessing the validity of hypotheses about such phenomena; understanding of key scientific ideas of the modern world; theory, methods, and practice of statistical and experimental analysis of human and nonhuman animal behavior and psychology.*

ANTH 2205 Forensics  
EESC 1050 Society and the Ocean  
EESC 1060 Exploring Issues in sustainable Water Resources Management  
HNSC 1100 Personal and Community Health  
HNSC 1200 Fundamentals of Nutrition  
HNSC 3314 Human Encounters with Death and Bereavement  
PHYS 1010 Cosmology  
PHYS 1020 Energy and Climate Change  
PHYS 1030 Making of the Atomic Bomb  
PHYS 1040 Space, Time, and Einstein  
STGE 1050 Special Topics in General Education – Natural and Behavioral Science

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added



**Laboratory-based Natural and Behavioral Science** (3 credits in Arrivals, 3 credits in Departures)

*Courses in this area provide laboratory-based data collection, analysis, and synthesis to formulate an understanding of the principles that govern the behavior and properties of materials and/or living systems.*

ANTH 1200 Human Origins

ANTH 3470 Summer Archaeological Field School

BIOL 1010 Biology: The Study of Life

CHEM 1007 Chemistry in Modern Life: An Introduction for Non-Majors

CISC 1003 Exploring Robotics

EESC 1010 The Dynamic Earth

KINS 3281 Human Anatomy and Physiology 1

KINS 3285 Human Anatomy and Physiology 2

PHYS 1331 The Simple Laws that Govern the Universe

STGE 1060 Special Topics in General Education – Laboratory-based Natural and Behavioral Science

**Language other than English (=LOTE)** (6 credits in Departures, unless student is exempt based on demonstrated proficiency or prior college coursework)

*Courses in this area either focus on improving students' proficiency in a natural language other than English (including Classical languages), or have as their language of instruction a natural language other than English.*

There are courses taught in four departments at Brooklyn College that can be taken in fulfillment of this requirement:

*Modern Languages and Literatures:* All courses except those with the MLAN designation or others specifically noted as “taught in English.”

*Classics:* Courses with the designations GRKC or LATN.

*Judaic Studies:* HEBR 1001, 1002, 1003, 1004, 2041, 2045, 3111, 5041, and 5085, and all YIDM courses.

*Puerto Rican and Latino Studies:* PRLS 4415 or 4430.

**International Cultural Competency** (3 credits in Departures for students exempted from LOTE requirement, who choose not to take an additional course in a LOTE)

*Courses in this area combine analytical and experiential approaches to lead students to a greater appreciation for, and understanding of, linguistic and cultural differences.*

*Courses in this area provide tools for analyzing and navigating language differences, behavioral norms, and social values that are marked by the borders between countries or language communities within countries. These goals also imply an awareness of regional differences, the role of media and other institutions in reifying national traits, and the challenge to existing identities posed by immigration. These courses have a markedly concrete focus, as they are intended to help students foster proficiency in their interactions with individuals from other cultures, whether these are mediated by communication technologies or face-to-face.*

AFST 3349 Caribbeanization of North America

JUST 3025 Jewish Diaspora

LING 3029 Sociolinguistics

MLAN 2150 Intercultural Literacy and Competence

SPEC 1619 Intercultural Communication

STGE 1070 Special Topics in General Education – International Cultural Competency

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**Rationale:**

These changes are necessary to ensure that the *Bulletin* complies with the new General Education framework passed by Brooklyn College's Faculty Council in May 2015.

After the breakdown in governance of the last few years, this new General Education program restores responsibility for the curriculum to the Faculty. Two years in the making, it arose from within the Brooklyn College community, led by the faculty, with input from administration, staff, and students, both current and alumni, and, crucially, passed through the Brooklyn College Faculty Council with the formal support of the faculty.

The new Brooklyn College general education framework acknowledges the following fundamental principles:

- 1) It caps general education at 42 credits.
- 2) It honors the commitment to accept all general education credits earned at CUNY.
- 3) It divides the general education curriculum into a 30-credit "Arrivals" portion and a 12-credit "Departures" portion, to ensure students who graduate with a Brooklyn College degree, whether or not they are transfer students, share a common general education experience.

This new General Education program adheres in several ways more closely to the mission of Brooklyn College and the priorities of the institution than the current one does:

- The language requirement is restored. Faculty Council voted overwhelmingly to demand this.
- The sciences, and laboratory science in particular, receive greater emphasis as an integral part of general education. Students are required to take two science courses, one of them laboratory-based, in the Arrivals level; they take an additional laboratory science course in the Departures level.
- There is a significant emphasis on courses with a global perspective, focused on cultural diversity, proficiency in a language other than English, and intercultural competence.
- The arts, too, have a stronger role, since students will now be required to take two arts courses, rather than just one. This is appropriate, given the strength of our arts programs and the strength of the arts in New York City.
- The new general education framework provides more opportunities for a wider range of departments to offer courses than was the case in the past. This is in keeping with the College's liberal arts tradition, since it encourages as many regular faculty in as wide a variety of fields as possible to participate in the educational experiences of all our students, not only the majors in their own departments.

**Date of approval by the Ad Hoc General Education Implementation Committee:** November 12, 2015

**Effective date:** Fall 2016

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**SECTION A-II: CHANGES IN GENERAL EDUCATION**

**Transfer of Core Curriculum Courses to Departments and Programs**

**Entry Level Courses with No Prerequisites**

These lower level Core Curriculum courses will be renamed with the new course prefixes and numbers as indicated with the prerequisites removed. Responsibility for each course will be transferred to the department or program as indicated by the course prefix.

**Prerequisite:** None

<b>FROM:</b>	<b>TO:</b>	<b>Course Name:</b>
<del>CORC 1230</del>	<u>POLS 1230</u>	People, Power, and Politics
<del>CORC 1312</del>	<u>CISC 1000</u>	Computing: Nature, Power and Limits
<del>CORC 3206</del>	<u>ARTD 1035</u>	The Development of the Silk Road
<del>CORC 3208</del>	<u>ANTH 1105</u>	Comparative Studies in Cultures and Transformation
<del>CORC 3301</del>	<u>PHYS 1010</u>	Cosmology
<del>CORC 3302</del>	<u>PHYS 1020</u>	Energy Use and Climate Change
<del>CORC 3303</del>	<u>CISC 1003</u>	Exploring Robotics
<del>CORC 3307</del>	<u>ANTH 1205</u>	Studies in Forensic Science
<del>CORC 3308</del>	<u>PHYS 1030</u>	The Making of the Atomic Bomb
<del>CORC 3309</del>	<u>PHYS 1020</u>	Climate Change – Torn Between Myth and Fact
<del>CORC 3311</del>	<u>EESC 1050</u>	Society and the Ocean
<del>CORC 3312</del>	<u>MATH 1801</u>	Mathematics of Non-Western Civilizations
<del>CORC 3316</del>	<u>EESC 1060</u>	Exploring Issues in sustainable Water Resources Management
<del>CORC 3320</del>	<u>PHYS 1040</u>	Space-Time, Gravity, and the Quantum: The Role of Einstein...

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**SECTION A-II: CHANGES IN GENERAL EDUCATION**

**Transfer of Core Curriculum Courses to Departments and Programs**

**Upper Level Courses with a Prerequisite of English 1010**

These upper level Core Curriculum courses will be renamed with the new course prefixes and numbers as indicated with the prerequisites set to “English 1010 or permission of the department or program.” Responsibility for each course will be transferred to the department or program as indicated by the course prefix.

**Prerequisite:** English 1010 or permission of the department or program

<b>FROM:</b>	<b>TO:</b>	<b>Course Name:</b>
<del>CORC 3101</del>	<u>ENGL 2001</u>	Literature, Ethnicity, and Immigration
<del>CORC 3102</del>	<u>ENGL 2002</u>	Ideas of Character in the Western Literary Tradition
<del>CORC 3103</del>	<u>ENGL 2003</u>	Italian American Literature and Film
<del>CORC 3104</del>	<u>CLAS 2104</u>	Literature and Film
<del>CORC 3105</del>	<u>PHIL 2501</u>	Philosophical Issues in Literature
<del>CORC 3106</del>	<u>ENGL 2006</u>	Text/Context
<del>CORC 3107</del>	<u>ENGL 2007</u>	The Emergence of the Modern
<del>CORC 3108</del>	<u>ENGL 2008</u>	The Quest for Ethnic, Cultural, and National Identities in Literature
<del>CORC 3109</del>	<u>CLAS 2109</u>	The Self and Society
<del>CORC 3110</del>	<u>AFST 3247</u>	Literatures of the African Diaspora
<del>CORC 3111</del>	<u>JUST 2545</u>	Classical Jewish Texts: Moving Toward Modernity
<del>CORC 3112</del>	<u>MLAN 2012</u>	The Animal Self
<del>CORC 3113</del>	<u>CLAS 2113</u>	The Monster Within
<del>CORC 3114</del>	<u>CLAS 2114</u>	The Road to Science Fiction
<del>CORC 3115</del>	<u>MLAN 2015</u>	Con, Cop and Mark: Representations of Criminality and Authority
<del>CORC 3117</del>	<u>CLAS 2117</u>	From Utopia to Dystopia
<del>CORC 3203</del>	<u>PRLS 3203</u>	Latino/a Diasporas in the United States
<del>CORC 3204</del>	<u>SPAN 2204</u>	The Global Spanish-Speaking Community: From Imperial...
<del>CORC 3205</del>	<u>JUST 3025</u>	The Jewish Diaspora
<del>CORC 3207</del>	<u>AFST 3349</u>	The Caribbeanization of North America
<del>CORC 3209</del>	<u>CLAS 3209</u>	After Alexander: A Confluence of Cultures
<del>CORC 3211</del>	<u>AFST 3135</u>	Black Political Identity in a Transnational Context
<del>CORC 3213</del>	<u>MUSC 3101</u>	Music in Global America
<del>CORC 3306</del>	<u>ANTH 2215</u>	Scientific Revolutions
<del>CORC 3314</del>	<u>HNSC 3314</u>	Human Encounters with Death and Bereavement

**Date of approval by the Ad Hoc General Education Implementation Committee:** November 12, 2015

**Effective date:** Fall 2016

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**SECTION A-II: CHANGES IN GENERAL EDUCATION  
New Special Topics Courses in General Education**

**STGE 1010 Special Topics in General Education – Human and Cultural Diversity**

3 hours; 3 credits

Contextualizes the variety of human experience in relation to contemporary political, social, and economic realities that may accompany differences in race, ethnicity, gender, sexual orientation, culture, and/or geography in the U.S. and two-thirds world countries. Prepares students to critically analyze the dynamics of an increasingly globalized, heterogeneous world.

**Prerequisite:** None.

**Contact hours:** 3

**Frequency of offering:** Every year

**Projected enrollment:** 1 section of 25 students

**Clearance:** none

**Rationale:** The new general education framework includes the opportunity for experimental courses to be offered. This requires the creation of the STGE rubric, under which are to be grouped courses for each category, though faculty are encouraged to give these courses an interdisciplinary focus. Every general education course must substantially engage at least one of the goals and at least one of the skills listed in the framework adopted by Faculty Council on May 5, 2015. Each STGE course must be approved by the General Education Curriculum Committee

**General Education Goals Addressed by the Course:**

1. Ability to analyze, construct, and present arguments.
2. Understanding of the development and workings of contemporary societies from both local and global perspectives.
3. Understanding of the many aspects of human diversity, including the social forces shaping their own identities, the place(s) they call home, and New York City.

**Course Objectives:**

Specific objectives will vary.

**Learning Outcomes:**

Specific outcomes will vary.

**Date of approval by the Ad Hoc General Education Implementation Committee:** November 12, 2015

**Effective date:** Fall 2016

**SECTION A-II: CHANGES IN GENERAL EDUCATION  
New Special Topics Courses in General Education**

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**STGE 1020 Special Topics in General Education – Arts**

3 hours; 3 credits

Contextualizes the variety of human experience in relation to contemporary political, social, and economic realities that may accompany differences in race, ethnicity, gender, sexual orientation, culture, and/or geography in the U.S. and two-thirds world countries. Prepares students to critically analyze the dynamics of an increasingly globalized, heterogeneous world.

**Prerequisite:** None.

**Contact hours:** 3

**Frequency of offering:** Every year

**Projected enrollment:** 1 section of 25 students

**Clearance:** none

**Rationale:** The new general education framework includes the opportunity for experimental courses to be offered. This requires the creation of the STGE rubric, under which are to be grouped courses for each category, though faculty are encouraged to give these courses an interdisciplinary focus. Every general education course must substantially engage at least one of the goals and at least one of the skills listed in the framework adopted by Faculty Council on May 5, 2015. Each STGE course must be approved by the General Education Curriculum Committee

**General Education Goals Addressed by the Course:**

1. Ability to work collaboratively and creatively to address complex questions and problems.
2. Understanding of the relation between the arts, histories, and cultures of the past and those of the present.
3. Development of oral, written, and/or visual communication.

**Course Objectives:**

Specific objectives will vary.

**Learning Outcomes:**

Specific outcomes will vary.

**Date of approval by the Ad Hoc General Education Implementation Committee:** October 27, 2015

**Effective date:** Fall 2016

**SECTION A-II: CHANGES IN GENERAL EDUCATION**  
**New Special Topics Courses in General Education**

**STGE 1030 Special Topics in General Education – Humanities and Social Sciences**  
3 hours; 3 credits

Examines human existence, individual and collective, through a variety of methodologies, viewing our world through many lenses to help students interpret and think critically about being human. The humanities employ mainly qualitative approaches to literary works, religious and philosophical conceptions, and historical records of peoples and regions of the world. The social sciences engage in the systematic study of power, at the level of personal interactions, the state, and society, using both qualitative and quantitative methods. These “ways of knowing” intersect and overlap, encouraging students to analyze the range of creativity, cultural expressions, modes of power, and patterns in human existence.

**Prerequisite:** None.

**Contact hours:** 3

**Frequency of offering:** Every year

**Projected enrollment:** 1 section of 25 students

**Clearance:** none

**Rationale:** The new general education framework includes the opportunity for experimental courses to be offered. This requires the creation of the STGE rubric, under which are to be grouped courses for each category, though faculty are encouraged to give these courses an interdisciplinary focus. Every general education course must substantially engage at least one of the goals and at least one of the skills listed in the framework adopted by Faculty Council on May 5, 2015. Each STGE course must be approved by the General Education Curriculum Committee

**General Education Goals Addressed by the Course:**

1. Ability to analyze, construct, and present arguments;
2. Ability to analyze, construct, and justify ethical judgments;
3. Ability to work collaboratively and creatively to address complex questions and problems;
4. Understanding of the relation between the arts, histories, and cultures of the past and those of the present;
5. Understanding of the social implications and technical underpinnings of digital technologies;
6. Understanding of the development and workings of contemporary societies from both local and global perspectives;
7. Understanding of the many aspects of human diversity, including the social forces shaping their own identities, the place(s) they call home, and New York City

**Course Objectives:**

Specific objectives will vary.

**Learning Outcomes:**

Specific outcomes will vary.

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**Date of approval by the Ad Hoc General Education Implementation Committee:** October 27, 2015

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**SECTION A-II: CHANGES IN GENERAL EDUCATION**  
**New Special Topics Courses in General Education**

**STGE 1040 Special Topics in General Education – Quantitative, Computational, and Mathematical Reasoning**

3 hours; 3 credits

Develops at least two of the following four skills: formal reasoning (the use of formal logic or mathematics); abstract representation (the production and interpretation of information using mathematical models such as formulas, graphs, tables, and schematics); empirical analysis (the use of statistical inference, e.g., statistical modeling through sampling of populations or phenomena); and computational reasoning (identification of problems and solutions through the design of algorithms).

**Prerequisite:** None.

**Contact hours:** 3

**Frequency of offering:** Every year

**Projected enrollment:** 1 section of 25 students

**Clearance:** none

**Rationale:** The new general education framework includes the opportunity for experimental courses to be offered. This requires the creation of the STGE rubric, under which are to be grouped courses for each category, though faculty are encouraged to give these courses an interdisciplinary focus. Every general education course must substantially engage at least one of the goals and at least one of the skills listed in the framework adopted by Faculty Council on May 5, 2015. Each STGE course must be approved by the General Education Curriculum Committee

**General Education Goals Addressed by the Course:**

At least one of the following goals of the general education curriculum:

1. Ability to analyze, construct, and present arguments.
2. Ability to work collaboratively and creatively to address complex questions and problems.
3. Understanding of the social implications and technical underpinnings of digital technologies.

And at least two of these specific areas of the definition of the quantitative, computational, and mathematical reasoning category:

1. Formal reasoning (the use of formal logic or mathematics).
2. Abstract representation (the production and interpretation of information using mathematical models such as formulas, graphs, tables, and schematics).
3. Empirical analysis (the use of statistical inference, e.g., statistical modeling through sampling of populations or phenomena).
4. Computational reasoning (identification of problems and solutions through the design of algorithms).

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**Course Objectives:**

Specific objectives will vary.

**Learning Outcomes:**

Specific outcomes will vary.

**Date of approval by the Ad Hoc General Education Implementation Committee:** October 27, 2015

**Effective date:** Fall 2016

**SECTION A-II: CHANGES IN GENERAL EDUCATION**  
**New Special Topics Courses in General Education**

**STGE 1050 Special Topics in General Education – Natural and Behavioral Science**

3 hours; 3 credits

Develops one or more of the following four skills: quantitative description and synthesis of theories of natural phenomena; methods for generating and empirically assessing the validity of hypotheses about such phenomena; understanding of key scientific ideas of the modern world; theory, methods, and practice of statistical and experimental analysis of human and nonhuman animal behavior and psychology.

**Prerequisite:** None.

**Contact hours:** 3

**Frequency of offering:** Every year

**Projected enrollment:** 1 section of 25 students

**Clearance:** none

**Rationale:** The new general education framework includes the opportunity for experimental courses to be offered. This requires the creation of the STGE rubric, under which are to be grouped courses for each category, though faculty are encouraged to give these courses an interdisciplinary focus. Every general education course must substantially engage at least one of the goals and at least one of the skills listed in the framework adopted by Faculty Council on May 5, 2015. Each STGE course must be approved by the General Education Curriculum Committee

**General Education Goals Addressed by the Course:**

General education curriculum goals

1. Ability to analyze, construct, and present arguments.
2. Understanding of the scientific practices used to study the natural universe.

Goals specific to the Natural and Behavioral Science category (one or more)

1. Quantitative description and synthesis of theories of natural phenomena.
2. Methods for generating and empirically assessing the validity of hypotheses about such phenomena.
3. Understanding of key scientific ideas of the modern world.
4. Theory, methods, and practice of statistical and experimental analysis of human and nonhuman animal behavior and psychology.

**Course Objectives:**

Specific objectives will vary.

**Learning Outcomes:**

Specific outcomes will vary.

**Date of approval by the Ad Hoc General Education Implementation Committee:** October 27, 2015

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**Effective date:** Fall 2016

**SECTION A-II: CHANGES IN GENERAL EDUCATION**

**New Special Topics Courses in General Education**

**STGE 1060 Special Topics in General Education – Laboratory-based Natural and Behavioral Science**

3 hours; 3 credits

Combines laboratory-based data collection, analysis, and synthesis to formulate an understanding of the physical laws that govern the behavior and properties of materials and/or living systems.

**Prerequisite:** None.

**Contact hours:** 3

**Frequency of offering:** Every year

**Projected enrollment:** 1 section of 25 students

**Clearance:** none

**Rationale:** The new general education framework includes the opportunity for experimental courses to be offered. This requires the creation of the STGE rubric, under which are to be grouped courses for each category, though faculty are encouraged to give these courses an interdisciplinary focus. Every general education course must substantially engage at least one of the goals and at least one of the skills listed in the framework adopted by Faculty Council on May 5, 2015. Each STGE course must be approved by the General Education Curriculum Committee.

**General Education Goals Addressed by the Course:**

(At least two of the following)

1. Ability to analyze, construct, and present arguments.
2. Ability to work collaboratively and creatively to address complex questions and problems.
3. Understanding of the scientific practices used to study the natural universe.
4. Ability to collect and analyze data to formulate an understanding of the physical laws that govern the behavior and properties of materials and/or living systems.

**Course Objectives:**

Specific objectives will vary.

**Learning Outcomes:**

Specific outcomes will vary.

**Date of approval by the Ad Hoc General Education Implementation Committee:** October 27, 2015

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**SECTION A-II: CHANGES IN GENERAL EDUCATION**  
**New Special Topics Courses in General Education**

**STGE 1070 Special Topics in General Education – International Cultural Competency**

3 hours; 3 credits

Combines analytical and experiential approaches to lead students to a greater appreciation for, and understanding of, linguistic and cultural differences. Provides tools for analyzing and navigating language differences, behavioral norms, and social values that are marked by the borders between countries or language communities within countries. Also implies an awareness of regional differences, the role of media and other institutions in reifying 'national' traits, and the challenge to existing identities posed by immigration. A markedly concrete focus, intended to help students foster proficiency in their interactions with individuals from other cultures, whether these are mediated by communication technologies or face-to-face.

**Prerequisite:** None.

**Contact hours:** 3

**Frequency of offering:** Every year

**Projected enrollment:** 1 section of 25 students

**Clearance:** none

**Rationale:** The new general education framework includes the opportunity for experimental courses to be offered. This requires the creation of the STGE rubric, under which are to be grouped courses for each category, though faculty are encouraged to give these courses an interdisciplinary focus. Every general education course must substantially engage at least one of the goals and at least one of the skills listed in the framework adopted by Faculty Council on May 5, 2015. Each STGE course must be approved by the General Education Curriculum Committee.

**General Education Goals Addressed by the Course:**

1. Ability to analyze, construct, and present arguments.
2. Ability to work collaboratively and creatively to address complex questions and problems.
3. Understanding of the relation between the arts, histories, and cultures of the past and those of the present.
4. Understanding of the development and workings of contemporary societies from both local and global perspectives.
5. Understanding of the many aspects of human diversity, including the social forces shaping their own identities, the place(s) they call home, and New York City.

**Course Objectives:**

Specific objectives will vary.

**Learning Outcomes:**

Specific outcomes will vary.

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**Date of approval by the Ad Hoc General Education Implementation Committee:** October 27, 2015

**Effective date:** Fall 2016

## **SECTION A-III: CHANGES IN DEGREE PROGRAMS**

### **Department of Accounting**

#### **B.S. degree program in accounting**

HEGIS code 0502; SED program code 01990

This program can be used in conjunction with the MS in Accounting to qualify for certification of the 150 credits required to become a certified public accountant (CPA) in New York. The two programs together are certified (120 undergraduate credits + 30 graduate credits). Students who graduate from the BS in Accounting Program with an overall GPA of at least 3.0 and take the GMAT will be able to apply for the Brooklyn College MS in Accounting Program. Please speak to an Accounting Program advisor to learn about the requirements to take the CPA examination. You do not need to complete 150 credits to take the CPA exam; however, you do have to complete certain courses and 120 credits. You will need the 150 credits plus one year of work experience under a CPA to become licensed as a CPA in New York State. Students who are interested in a state-certified program consisting of 150 undergraduate credits should consider the BS in Public Accounting and Business, Management and Finance. See the checklist for this program on the website.

#### **Department requirements** (~~70-74~~ 73-74 credits)

All of the following: Accounting 2001, 3001, 3011, 3021, 3041, 3051, 3101, 3201, 4001, 4011, 4201, 4501, or 4501W; Economics 2100 or Business 2100; Economics 2200 or Business 2200; Business 3400 or Economics 3400 or Mathematics 2501 or Mathematics 3501; Business 3100, Business 3200; [Business 3310] or Finance 3310; ~~or~~ Economics 3320 or Business 3320; [Business 3330] or Finance 3330; Business 3430 or Computer and Information Science 2531.

For many courses in this program, students are expected to have proficiency in spreadsheet analysis for business (e.g., MS excel); for students without this skill set, Computer and Information Science 1050 is highly recommended.

Both of the following: Philosophy 3314 and Speech 2623.

Students majoring in accounting must achieve a grade of C or better in all courses starting with an accounting prefix. No accounting course may be taken more than three times by an accounting major. Students taking a specific accounting course three times without achieving a grade of C or better (this includes INC, W, WN, WU, WF, and ABS grades), may not take that course again and will not be permitted to major in accounting at Brooklyn College.

Writing-Intensive Requirement: Students are required to take at least one writing intensive course (W course)

**Rationale:** The “or” before Economics 3320 was a typo. A semicolon after Finance 3310 was intended. The credits for the degree are corrected. This error caused students to lose TAP eligibility. Retroactive approval for the 2015-16 Bulletin through the Provost’s Office.

**Date of departmental approval:** September 8, 2015

**Effective date:** Fall 2015

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added





**SECTION A-III: CHANGES IN DEGREE PROGRAMS**

**Department of Business Management**

**B.B.A. degree program in business administration**

HEGIS code 0506; SED program code 30604

**Department requirements (56 – 64 credits)**

**A. Business Core (44- 46 credits)**

Students must complete all of the following:

Accounting 2001, Accounting 3201, Computer and Information Science 1050 or Computer and Information Science 1110, Business 2100 or Economics 2100, Business 2200 or Economics 2200, Business 3400 or Economics 3400 or Mathematics 2501 or 3501 or Psychology 3400, Business 3410 or Economics 3410 or Mathematics 1201, Business 3430 or Computer and Information Science 2531, Business 3100, Business 3200, [Business 3310] or Finance 3310, Business 3170, Business 4101W or 4200W, Philosophy 3314

**B. Concentration (12- 18 credits)**

Students must complete a minimum of 12 credits in one of the following nine concentrations:

***Business Economics***

Required Courses (12 credits): Economics 3102, Economics 3202, Economics 4400W, and Economics 3320 or Business 3320.

Elective Courses (a minimum of 6 credits): [Business 3330] or Finance 3330, [Business 3340] or Finance 3340, Business 3350, Business 3373, [Business 3377] or Finance 3377, Economics 3342, Economics 3352, Economics 3362.

Business 3170 is not required for students in this track and the Business Core is thus reduced by 3 credits.

***Business for Health Professions***

Required Courses (15 credits): Any 15 credits from any combination of the following courses:

Any Biology or Chemistry courses except for courses in the CUNY Pathways Curriculum, Health and Nutrition Sciences 2111, 2120, 2300, 2301, 3160, 3210, Kinesiology 3041, 3042, 3045, 3271, 3275, 3281, 3285 4251, Psychology 2600, 3180, 3600, 3680.

Business 3170 is not required for students in this track and the Business Core is thus reduced by 3 credits.

***Business Law and Real Estate***

Required Courses (15 – 16 credits): Accounting 4201, Business 2300 or Business 3221, Business 3220, Business 3350, and Business 3360 or Accounting 3360 or Business 3182 or Philosophy 3740 or Accounting 3101.

***Consumer and Organizational Behavior***

Required Courses (15 credits): Business 3140, Business 3210 or Psychology 3171, Business 3220, Business 3240 or Psychology 3172, Business 3251 or Business 3252.

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

Business 3170 is not required for students in this track and the Business Core is thus reduced by 3 credits.

***E-Business***

Required Courses (45 ~~9~~ credits): Business 3110 or Computer and Information Science 1597 or Television and Radio 3537; Business 3120 or Computer and Information Science 1530; Business 3420 or Computer and Information Science 1590; ~~Business 3432 or Computer and Information Science 2532; and Business 3440 or Computer and Information Science 1595 or Business 4202W or Computer and Information Science 1580W.~~

Any two of the following (6 credits): Business 3140; Business 3220; Business 3421 or Computer and Information Science 2590; Business 3432 or Computer and Information Science 2532; Business 3440 or Computer and Information Science 1595; Business 4202W or Computer and Information Science 1580W.

A student specializing in this track may modify the Business Core above and may take Computer and Information Science 2820W or Philosophy 3318W in lieu of Philosophy 3314. Students may also substitute Computer and Information Sciences 1600 for Business 3170.

***International Business***

Required Courses (9 credits): Business 3140, Business 3150 or Puerto Rican and Latino Studies 4515, Business 3175 or Business 3178 or [Business 3377] or Finance 3377.

Elective Courses (a minimum of 3 credits): Africana Studies 3140; Business 3171; Business 3178, Business 3245; Business 3250 or Women's Studies 3345; Economics 3352, 3362; Sociology 2601; Political Science 3242; Puerto Rican and Latino Studies 4505; Anthropology 3520 or Puerto Rican and Latino Studies 3210

***Leadership and Human Resource Management***

Required Courses (17 credits): Business 3240 or Psychology 3172, Business 3024 or Business 3245 or Business 3250 or Women's Studies 3345, Business 3251 or Philosophy 3335 or Business 3252, Business 3220, Business 3210 or Psychology 3171 or Economics 3212 or Business 3221, Business 3260

***Management***

Required Courses (12 credits): Business 3240 or Psychology 3172, Business 3210 or Psychology 3171, Business 3220, Business 3230

Elective Courses (a minimum of 2 credits): Africana Studies 3337, Business 2010, Business 3023, Business 3221, Business 3420 or Computer and Information Science 1590, Business 3250 or Women's Studies 3345, Business 3251 or Philosophy 3335, Business 3252, Business 3260, Business 3440 or Computer and Information Science 1595, Business 3180, Business 4202W or Computer and Information Science 1580W, Economics 3212, Economics 3242, Sociology 3607

***Marketing***

Required Courses (12 credits): Business 3130 or Television and Radio 2517, Business 3140, Business 3150 or Puerto Rican and Latino Studies 4515 or Business 3160 or Business 3180,

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

Business 4100W

Elective Courses (a minimum of 3 credits): Business 3120 or Computer and Information Science 1530; Business 3110 or Computer and Information Science 1597 or Television and Radio 3537; Business 3421 or Computer and Information Science 2590, Sociology 2800; Television and Radio 1165, 2519; Business 3175.

With permission of the Deputy Chairperson of the Department of Business Management, the student may substitute an appropriate course to replace one of the above courses for any of the BBA concentrations.

The Business Core requirement of “Computer and Information Science 1050 or Computer and Information Science 1110” may be waived by the department for B.B.A. students who can demonstrate sufficiently advanced computer proficiency in spreadsheet analysis.

Writing-Intensive Requirement: Students are required to take at least one writing-intensive course (W course).

Residence Requirement: At least 21 credits of the above courses, including at least one required capstone seminar course, must be completed at Brooklyn College.

**Rationale:** *Electronic business* is defined as using technology to improve business processes. This includes managing internal processes such as human resources and administration systems as well as external processes such as customer relationships and Internet marketing. We add courses -- Business 3140 (“Consumer Behavior”); Business 3220 (“Negotiation and Conflict Resolution”); and Business 3421/CISC 2590 (“Foundations of Business Analytics”) -- that will provide students with greater flexibility in selecting courses dealing with both these internal and external processes.

*Business Law and Real Estate concentration:* Business 3221 (“Employment Law for Managers”) is a useful course for students interested in law. This option is for students considering law school.

*International Business concentration:* Business 3178 (“Country Risk Analysis”) is a useful course for students interested in global business and is an appropriate alternative to Asian Business. In fact, Business 3178 also covers Asia.

*Leadership and Human Resource Management concentration:* Business 3221 (“Employment Law for Managers”) is a useful course for students interested in human resource management. Human resource managers should have some rudimentary knowledge of the law when it comes to dealing with employees. Students in this concentration should therefore have the option of taking this new course.

*Management concentration:* Business 3221 (“Employment Law for Managers”) is a useful course for students interested in management. Managers should have some rudimentary knowledge of the law when it comes to dealing with employees. Students in this concentration should have the option of taking this new course.

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

*Marketing concentration:* Business 3421/CISC 2590 (“Foundations of Business Analytics”) deals with big data /data mining and is an important research tool. Marketing students interested in research should have the option of taking this course.

**Date of department approval:** September 8, 2015

**Effective date:** Fall 2016

**SECTION A-III: CHANGES IN DEGREE PROGRAMS**

**Department of English**

**B.A. degree program in comparative literature**

HEGIS code 1503; SED program code 02047

**Program requirements (39-41 credits)**

I. English 2120 and 2121 (6 credits)

English 2120 and 2121 are both required. Comparative literature majors should complete either English 2120 or 2121 or be enrolled in one or the other, before continuing in other electives. No ENGL course numbered lower than 2115 may count toward the major.

II. (9 credits) Three of the following: Comparative Literature 3614, 3615, 3616, 3617, 3618.

III. (9 credits) A total of three of the following courses chosen from at least two genres:

The novel: Comparative Literature 3606, 3607, 3609.

Drama: Comparative Literature 3610, 3611.

Other genres: Comparative Literature 3601, 3602, 3603, 3604, 3605, 3608, 3612, 3613, 3624, 3625.

IV. (3 credits) One of the following: Comparative Literature 3613, 3619, 3621, 3622, 3623, 3626, 3627, 3629.

V. (6 credits) Comparative Literature 4601 or 4602 and any course listed under interdisciplinary and thematic studies.

VI. (6-8 credits) At least six credits in literature courses numbered higher than 2010 in a classical or modern language.

Students who have successfully completed the Communication 1202 and Humanities 1204 seminars of the Special Baccalaureate Degree Program for Adults or Comparative Literature 11 or the approved equivalents for the latter automatically have the prerequisites for any advanced course in comparative literature.

**Rationale** The change in number of credits, and the addition of CMLT 3623 to part IV of the list of courses, are corrections of errors. The other change is the additional sentence in part I of the required courses. This change does not reflect any change in the goals or content of the program, but rather is designed to make explicit that the program is to remain as is. As part of the College's transition from CORC to the new General Education curriculum, the English department is submitting the courses that it formerly offered as CORC courses as newly numbered ENGL courses. The former CORC courses did not count toward satisfying the major requirement, and the department does not intend to change the program so as to allow these courses to count toward the major now. The aim of the additional sentence is to make explicit the exclusion of the former CORC courses from satisfying the major requirement.

**Date of department approval:** November 10, 2015

**Effective date:** Fall 2016

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

## **SECTION A-III: CHANGES IN DEGREE PROGRAMS**

### **Department of English**

#### **B.A. degree program in English**

HEGIS code 1501; SED program code 02043

#### **Department requirements (39- 44 42 credits)**

Students may concentrate in the standard English program or in the History and Literature concentration (see “III. Electives” below).

##### I. English 2120 and 2121 (6 credits)

English 2120 and 2121 are both required. English majors should complete either English 2120 or 2121 or be enrolled in one or the other, before continuing in other electives. No ENGL course numbered lower than 2115 may count toward the major.

##### II. Fields of Study (15 credits)

One course from each of five of the following seven fields; at least two of the courses must be chosen from Fields 1 through 3:

1. Middle Ages: English 3111, 3112, 3520, 4101; Comparative Literature 3614.
2. Renaissance: English 3120, 3121, 3122, 3123, 3124, 3125, 4102; Comparative Literature 3615.
3. Eighteenth Century: English 3131, 3132, 3133, 4103; Comparative Literature 3616.
4. Nineteenth Century and Romanticism: English 3140, 3141, 3142, 3143, 3145, 3151, 4104; Comparative Literature 3606, 3617.
5. American Literature and Culture: English 2402, 3151, 3152, 3153, 3154, 3156, 3157, 3158, 3159, 3160, 3161, 3162, 3163, 3164, 3165, 4105; Comparative Literature 3622, 3623.
6. Modernism: English 3153, 3161, 3170, 3171, 3172, 3173, 3193, 4110, 4108; Comparative Literature 3608, 3607, 3610, 3618, 3624, 3625.
7. Postmodernism and Contemporary Discourses: English 3154, 3162, 3180, 3166, 3174, 3187, 3191, 3193, 3194, 4109; Comparative Literature 3609, 3611, 3619, 3621, 3622, 3623, 3625.

##### III. Electives (18-20 credits)

###### Standard English concentration

Six additional courses, one of which must be an English or Comparative Literature seminar numbered in the 4000s. One may be in an allied discipline (Africana Studies, American Studies, Art, Classics, History, Modern Languages and Literatures, Music, Philosophy, Puerto Rican and Latino Studies, Speech Communication Arts and Sciences, or any other with permission of the chairperson).

###### Or: History and Literature concentration

Six additional courses:

1. English 4113;
2. a second course in a student's chosen historical period (from Fields 1-7);
3. a course from the History Department or an American Studies course, cross-listed with History, complementing the two literature courses in the chosen field;
4. English 4114;
5. Either (a) the one-semester senior thesis (English 5103) and one elective (any field or genre in English or Comparative Literature or a course from an allied department); or (b) the two-semester senior thesis (English 5014 and 5015).

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

To qualify for this concentration, students must have a B+ or higher average and obtain permission from the chair or major's counselor. They should seek guidance in choosing their field of study and consult with the counselor on a suitable thesis advisor.

**Rationale** The change in number of credits is a correction of an error. The other change is the additional sentence in part I of the required courses. This change does not reflect any change in the goals or content of the program, but rather is designed to make explicit that the program is to remain as is. As part of the College's transition from CORC to the new General Education curriculum, the English department is submitting the courses that it formerly offered as CORC courses as newly numbered ENGL courses. The former CORC courses did not count toward satisfying the major requirement, and the department does not intend to change the program so as to allow these courses to count toward the major now. The aim of the additional sentence is to make explicit the exclusion of the former CORC courses from satisfying the major requirement.

**Date of department approval:** November 10, 2015

**Effective date:** Fall 2016



## **SECTION A-III: CHANGES IN DEGREE PROGRAMS**

### **Department of English**

#### **B.A. degree program in adolescence education: English teacher**

HEGIS code 1501.01; SED program code 26812

The Department of Secondary Education and the Department of English jointly offer a program for students who plan to teach English in grades 7 through 12. Additional information may be obtained from the Department of Secondary Education or the Department of English. Adolescence education (grades 7-12) and special subject programs are writing intensive. Students should consult a counselor as early as possible to plan their program.

#### **Program requirements (39-40 credits)**

Students must complete the following English Department requirements for the B.A. degree program for English teacher (39-40 credits).

##### **I. English 2120 and 2121 (6 credits)**

English 2120 and 2121 are required. Majors in the English teacher program should complete English 2120 or 2121 or be enrolled in one or the other, before continuing in other electives. No ENGL course numbered lower than 2115 may count toward the major.

##### **II. Fields of Study (12 credits)**

One course from each of four of the following seven fields; at least one course must be chosen from Fields 1 through 3:

1. Middle Ages: English 3111, 3112, 3520, 4101; Comparative Literature 3614.
2. Renaissance: English 3120, 3121, 3122, 3123, 3124, 3125, 4102; Comparative Literature 3615.
3. Eighteenth Century: English 3131, 3132, 3133, 4103; Comparative Literature 3616.
4. Nineteenth Century and Romanticism: English 3140, 3141, 3142, 3143, 3145, 3151, 4104; Comparative Literature 3606, 3617.
5. American Literature and Culture: English 2402, 3151, 3152, 3153, 3154, 3156, 3157, 3158, 3159, 3160, 3161, 3162, 3163, 3164, 3165, 4105; Comparative Literature 3622, 3623.
6. Modernism: English 3153, 3161, 3170, 3171, 3172, 3173, 3193, 4110, 4108; Comparative Literature 3608, 3607, 3610, 3618, 3622, 3624, 3625.
7. Postmodernism and Contemporary Discourses: English 3154, 3162, 3166, 3174, 3180, 3187, 3191, 3193, 3194, 4109; Comparative Literature 3609, 3611, 3625.

##### **III. Field Concentration: English Teaching (12-13 credits)**

Four courses, one from each of the following groups:

- A. Language: English 3520, 3521, 3522, 3523, 3524, or a course in linguistics.
- B. Composition: English 2115, 2116, 2301, 2302, ~~3137~~ 3177, or any other writing-intensive course.
- C. Literature of diversity: English 3158, 3160, 3161, 3162, 3180, 3189, 3194, 4110, Comparative Literature 3613, 3619, 3622, 3623, 3624, 3625, or any course in literature and culture.
- D. Children's and Young Adult Literatures: English 3189.

##### **IV. English 3122 or 3123 (3 credits)**

##### **V. Two additional English Department electives (6 credits)**

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The following pedagogical courses in the Department of Secondary Education: Secondary Education 2001, 2002, 3401, 3402, 4402, 4408, 3456 (total of 26 credits):

Secondary Education 2001, 2002, 3401, 3402. This four-term sequence may be started in the lower-sophomore term, or upper-sophomore term.

Secondary Education 3456 may be started after completing Secondary Education 2001 and 2002.

Secondary Education 4402: Seminar on Methods of Teaching Social Studies, Student Teaching I.

Secondary Education 4408: Advanced Seminar on Methods of Teaching Social Studies, Student Teaching II.

This program reflects changes in teacher certification requirements recently implemented by the New York State Education Department. Degree programs in adolescence education and include a major in an appropriate department of the college and in the case of social studies may also include an approved selection of interdepartmental courses.

Completion of an adolescence education program as part of a major in English, one of the appropriate social sciences, mathematics, or one of the sciences qualifies students for New York State initial certification in adolescence education for grades 7 through 12.

Students qualifying for the initial certification in adolescence education may obtain an extension to teach English, social studies, mathematics, a modern language, or one of the sciences in grades 5 and 6 by taking Secondary Education 3454.

**Rationale:** The change in number of credits is a correction of an error. The other change is the additional sentence in part I of the required courses. This change does not reflect any change in the goals or content of the program, but rather is designed to make explicit that the program is to remain as is. As part of the College's transition from CORC to the new General Education curriculum, the English department is submitting the courses that it formerly offered as CORC courses as newly numbered ENGL courses. The former CORC courses did not count toward satisfying the major requirement, and the department does not intend to change the program so as to allow these courses to count toward the major now. The aim of the additional sentence is to make explicit the exclusion of the former CORC courses from satisfying the major requirement.

**Date of department approval:** November 10, 2015

**Effective date:** Fall 2016

## **SECTION A-III: CHANGES IN DEGREE PROGRAMS**

### **Department of English**

#### **B.F.A. degree program in creative writing**

HEGIS code 1507; SED program code 87220

#### **Program requirements (42 credits)**

##### I. English 2120 and 2121 (6 credits)

English 2120 and 2121 are required. Creative writing majors should complete either English 2120 or 2121, or be enrolled in one or the other, before continuing in other electives. No ENGL course numbered lower than 2115 may count toward the major.

##### II. Creative writing courses (15 credits)

a) English 2301.

b) One of the following sequences:

1) English 3301, 3302.

2) English 3304, 3305.

3) English 3306, 3307.

c) Two additional creative writing courses in the English Department.

##### III. Fields of Study (12 credits)

One course from each of four of the following seven fields; at least one course must be chosen from Fields 1 through 3:

1. Middle Ages: English 3111, 3112, 3520, 4101; Comparative Literature 3614.

2. Renaissance: English 3120, 3121, 3122, 3123, 3124, 3125, 4102; Comparative Literature 3615.

3. Eighteenth Century: English 3131, 3132, 3133, 4103; Comparative Literature 3616.

4. Nineteenth Century and Romanticism: English 3140, 3141, 3142, 3143, 3145, 3151, 4104; Comparative Literature 3606, 3617.

5. American Literature and Culture: English 2402, 3151, 3152, 3153, 3154, 3156, 3157, 3158, 3159, 3160, 3161, 3162, 3163, 3164, 3165, 4105; Comparative Literature 3622, 3623.

6. Modernism: English 3153, 3161, 3171, 3172, 3193, 4110, 4108; Comparative Literature 3608, 3610, 3618, 3622, 3624, 3625.

7. Postmodernism and Contemporary Discourses: English 3154, 3166, 3174, 3180, 3187, 3191, 3193, 3194, 4109, 4110; Comparative Literature 3609, 3611, 3625.

##### IV. Additional course requirements (9 credits)

Nine additional credits in advanced English Department courses. Related courses offered by other departments may be substituted with permission of the English Department chairperson.

**Rationale** This change does not reflect any change in the goals or content of the program, but rather is designed to make explicit that the program is to remain as is. As part of the College's transition from CORC to the new General Education curriculum, the English department is submitting the courses that it formerly offered as CORC courses as newly numbered ENGL courses. The former CORC courses did not count toward satisfying the major requirement, and the department does not intend to change the program so as to allow these courses to count toward the major now. The aim of the additional sentence is to make explicit the exclusion of the former CORC courses from satisfying the major requirement.

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

**Date of department approval:** November 10, 2015

**Effective date:** Fall 2016

**SECTION A-III: CHANGES IN DEGREE PROGRAMS**

**Department of Finance**

**B.B.A. degree program in finance**

HEGIS code 0506; SED program code 37634

**Department requirements** (~~62-64~~ 56-58 credits)

A. Business Core (44-46 38-40 credits)

Students must complete all of the following:

Accounting 2001 and Accounting 3201, Computer and Information Science 1050 or Computer and Information Science 1110, Business 2100 or Economics 2100, Business 2200 or Economics 2200, Business 3400 or Economics 3400 or Mathematics 2501 or Mathematics 3501 or Psychology 3400, Business 3410 or Economics 3410 or Mathematics 1201, Business 3430 or Computer and Information Science 2531, Business 3100, Business 3200, Finance 3310 or [~~Business 3310~~], ~~Business 3170~~, ~~Business 4101W~~ or ~~Business 4200W~~, Philosophy 3314.

B. Required Finance Courses (~~18~~ 9 credits)

Students must complete all of the following:

~~Business 3320 or Economics 3320 or Finance 3377 or [Business 3377]; Finance 3330 or [Business 3330]; Finance 3340 or [Business 3340] or Business 4400W or Economics 4400W; Business 2300; Business 3350 or Business 3373; Finance 4300W or [Business 4300W]; or and Finance 3311 or [Business 3311].~~

C. Electives (9 credits)

Students must complete any three of the following:

Business 3320 or Economics 3320; Finance 3340 or Business 3340; Finance 3377 or Business 3377; Accounting 3021; Finance 5001

**Rationale** The previous degree requirement made most finance courses required and electives were not provided. However, having a few required finance courses as well as electives is a common practice in the finance curriculum of AACSB accredited schools. As there are core concepts in finance as well as specific areas that need more advanced training, it is better to make core courses required while letting students choose more specific areas as electives. Our department is newly launched this year and we plan to add more electives in the future. As we require FINC 4300W, we suggest removing BUSN 4101W and BUSN 4200W from the required course list.

**Date of department approval:** November 24, 2015

**Effective date:** Fall 2016

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

**SECTION A-III: CHANGES IN DEGREE PROGRAMS**

**Linguistics Program**

**B.A. degree program in linguistics**

HEGIS code 1505; SED program code 02051

**Department requirements for major (32-36 credits)**

Students must complete parts 1 through 5.

1. Linguistics 2001.

2. Three of the following: Linguistics 3019, 3020, 3021, 3022, 4000.

3. Two of the following: Anthropology 1300, 3301, English 3520, Linguistics 3023, 3026, 3028, 3029, Philosophy 3203 or 3204, 3530, Psychology 3540, 3541, Speech 1113, 2231; plus any prerequisites of the courses.

4. Two of the following: Anthropology 2320, 3310, ~~3320~~, 3360; Computer Science 2210, 3110, 3130, 3410; English 3196, 3522, 3523; Philosophy 3123, 3220, 3420, 3422; Puerto Rican and Latino Studies 4410, 4420; Psychology 2600, 3400, 3520, 3580; Speech 1178, 1179; course in the Department of Modern Languages and Literatures numbered 2021 or above, or Greek 4031 or above, or Latin 4131 or above, or Hebrew 3111 or above, or the equivalent; any unused courses from parts 2 and 3 above; plus any prerequisites of the courses.

Appropriate courses may be substituted for a total of not more than two courses in areas 3 and/or 4 with permission of the Linguistics Program director.

5. Linguistics 4001W, a capstone seminar to be taken in the senior year.

Note: When a student chooses to double major in linguistics and another major, up to three courses in parts 3 and 4 which are applicable towards the requirements of the student's other major may also be applied toward the requirements of the major in linguistics.

**Rationale:**

(a) Anthropology 3320 Anthropology of Language and Media no longer exists. Its replacement, Anthropology 2320 Texting and Media is taking its place under area 4 of the major

(b) The mission of the Linguistics Program includes the objective of imparting to our majors “the research skills needed to systematically collect and critically analyze linguistic data in order to evaluate hypotheses about the structure, use, and acquisition of language.” However, the Linguistics Program doesn’t have the resources to offer its own course in statistical methods, a course that clearly supports this goal. Therefore, the Program has been relying on PSYC 3400 Statistical Methods in Psychological Research for this purpose, and the Director has been regularly approving the course as a substitute for area 4 of the major (as permitted under the existing degree requirements). The formal listing in the Bulletin of PSYC 3400 under area 4 will merely formalize this practice.

**Date of department approval:** September 21, 2015

**Effective date:** Fall 2016

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

**SECTION A-IV: NEW COURSES**  
**Program in American Studies**

**AMST 1002 American Identities**

3 hours lecture, 3 credits

Examination of diverse American identities and the social and cultural histories that have shaped these identities. Exploration of the ways identities have been formed by race, gender, ethnicity, sexuality, class and other factors of difference, as well as the ways individuals and groups challenge or transcend such differences. Students will examine their own and others' identities, and the processes by which identities are made and re-made.

**Prerequisite:** none.

**Contact hours:** 3

**Frequency of offering:** 1-2 sections per semester

**Projected enrollment:** 25 students

**Clearance:** none

**Rationale:**

This course will introduce students to the major, minor, or concentration in American Studies, and also serve as a general education offering. It offers a broad, yet historically and theoretically informed examination of the ways in which American personal, social, and national identities are formed and intersect.

**Program/Department Goals Addressed by the Course:**

To understand the social, cultural, and ideological diversity of American culture, and the manner in which the intersecting dynamics of race, ethnicity, class, gender, and other axes of social difference produce dissimilar "American" experiences for individuals and groups.

To interpret, discuss, and critically analyze a wide range of cultural documents and expressive forms, including: material objects; still and moving images; practices and performances; and oral and written texts.

To Improve written and oral skills.

To locate primary literary, historical and other cultural texts and documents in social, historical and cultural context; show knowledge of varied historical and cultural contexts and traditions.

To understand the relation between expressive forms of American culture and structures of social and political power; to think carefully and critically about dynamics of social and cultural inequality, difference, and justice.

**Course Objectives:**

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

Students will:

Demonstrate knowledge of the ways national, social, and individual identities take shape in historical and cultural context.

Demonstrate knowledge of race, ethnicity, class, gender, national origin, language and other axes of social difference in the American context.

Improve their writing, reading, analytic and communication skills.

**Learning Outcomes:**

Upon completion of the course students will be able to:

Write critically about national, social, and personal identities.

Use written and oral forms of expression to demonstrate knowledge of race, ethnicity, class, gender, national origin, language and other axes of social difference in the American context.

Use written forms to analyze critically and in detail a wide range of texts that address national, social, and individual identities in the American context.

**Date of departmental approval:** November 10, 2015

**Effective date:** Fall 2016



**SECTION A-IV: NEW COURSES**

**Department of Anthropology and Archaeology**

**ANTH 3156 India: Global Health Ethnography**

3 hours recitation; 3 fieldwork hours; 4 credits

Introduces ethnographic research in India. Fieldsite visits to rural villages and interactions with villagers and health workers. Cross-cultural study of the effects of globalization on the health of contemporary human populations. Assessing the ways that physiological factors are mediated by cultural and social processes. Problems of social inequality and power on primary determinants of health and health care. Assess the Jamkhed model of primary health care. This course will be conducted in India.

**Prerequisite:** Anthropology 1100 or permission of the instructor.

**Contact hours:** 4

**Frequency of offering:** once a year

**Projected enrollment:** 20 students

**Clearance:** none

**Rationale:**

A version of this course has successfully been offered as a general ethnographic field study course. This new version reflects the special aspect of ethnographic research in India at this fieldsite, which contributes to an understanding of medical anthropology and provides content for an analysis of village culture. Consequently, this course offers a unique perspective for students who are learning on-site about how global health issues affect rural populations. Students observe in clinics interacting with medical personal and staff. Students visit villages and participate in activities with local residents. Students develop an understanding of the history and religions of India and its affect on health. Moreover, this course provides student with an international study abroad experience fulfilling a field school department requirement. This course satisfies major departmental goals for B.A. students in anthropology.

**Program/Department Goals Addressed by the Course:**

1. Acquisition of knowledge factors affecting health and globalization including key terminology, concepts, and their significance across a reasonably broad distribution of fields (as determined by the department's distribution requirements).
2. Acquisition of basic principles of ethnographic fieldwork through on the ground experiences using anthropological methodology.
3. Acquisition of specific skills including ability to articulate a clear problem; identify appropriate theories and/or research methodologies.
4. Ability to examine the mechanisms that contribute to health and inequalities based on globalization and the strengths and limitation of global health practices.

**Course Objectives:**

By the end of this course students will:

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1. Demonstrate critical thinking in writing and thinking through presentation and class discussion.
2. Demonstrate an able to independently assess anthropological phenomena using specific medical anthropology research methods.
3. Record, gathered and presented evidence to support broader assertions about relevant aspects regarding health from an anthropological perspective.
4. Show the ability to make verbal arguments that present clearly and concisely supporting evidence and conclusions.
5. Display an ability to assess the concepts and practices of primary health care and the sustainability of the Jamkhed primary health care model.

**Learning Outcomes:**

1. To gain a knowledge of ethnographic field work.
2. To identify and critically examine factors affecting health and globalization
3. To describe the mechanisms that contributes to the effects of globalization on the health of individuals and rural communities.
4. To assess the role of primary health care models in rural Indian villages.
5. To better express ideas verbally and in writing.

**Date of departmental approval:** March 10, 2015

**Effective date:** Fall 2016

**SECTION A-IV: NEW COURSES**  
**Department of Business Management**

**BUSN 3221 Employment Law for Managers**

3 hours; 3 credits

Introduction to employment law: Employee/independent contractor classification, employment discrimination, affirmative action, sexual harassment, the hiring process, employee testing, employee privacy in the workplace, immigration, and terminating employees (for cause, layoffs).

**Prerequisite:** Accounting 3201

**Contact hours:** 3

**Frequency of offering:** once a year

**Projected enrollment:** 30 – 35 students

**Clearance:** none

**Rationale:**

In today's business environment, it has become critical for managers to be able to analyze and evaluate the legality and legal implications of management decisions, in particular in the area of human resource management. The main objective of this course is to provide students with the requisite knowledge to analyze and evaluate the legality and legal implications of management decisions.

**Program/Department Goals Addressed by the Course:**

This course meets the learning objectives of our business programs:

1. Students will develop knowledge and understanding of how the rights and obligations that exist within the employment relationship differ from those within the relationship of an independent contractor to a principal. This will increase the value of the business degrees offered by the School of Business.
2. Students will develop competency in analytical thinking and problem solving skills. They will understand how specific statutes affect the employer/employee relationship, especially the Employment Standards Act, but also including the Occupational Health and Safety Act, Workplace Safety and Insurance Act, the Human Rights Act and the Affordable Care Act.
3. Students will develop competency in the oral and written presentation of research findings and will learn how workplace issues such as alcoholism, stress, drugs, AIDS/HIV, and harassment can be dealt with in the context of statute and case law and, in particular, human rights legislation.
4. Students will learn ethical sensitivity by seeing how the total recruitment process is affected by the law and by human rights. They will see the ethical issues involved in firing of employees.

**Course Objectives and Learning Outcomes:**

This course will focus on personnel issues and enable students to develop their critical thinking, writing, and ethical sensitivity skills. Students will see the legal and ethical issues involved in hiring and firing of employees. They will be able to understand how workplace issues ranging from depression to stress to alcoholism must be dealt with in the context of law as well as

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

ethics. Discussions will focus on the duties and rights of employers and employees through the stages of employment, from hiring and managing your workforce, to benefits, conditions of employment, and downsizing. The course will emphasize live interactive techniques (such as mock interviews, debates and group case studies) in order to identify and emphasize such topics as minimum wage, employment discrimination and sexual harassment in the workplace.

**Date of departmental approval:** September 8, 2015

**Effective date:** Fall 2016

**SECTION A-IV: NEW COURSES**

**Department of Classics**

**CLAS 3245 Comparative Identity Politics: The Ancient Mediterranean and the Modern World**

3 hours; 3 credits

Investigation of questions of the interactions between personal and group identities in ancient societies, including questions of race, ethnicity, sexualities, gender, and religious and political affiliations. Discussion of how ancient cultures such as Athens, Persia, Egypt, Rome, or Carthage dealt with persons whose identities were considered somehow transgressive or “other”. Examination of how such solutions and rationalizations continue to affect discussion of these identities in modern societies.

**Prerequisite:** English 1010 or permission of the chairperson

**Contact hours:** 3

**Frequency of offering:** Once every other year

**Projected enrollment:** One section; limit 25 students

**Clearance:** none

**Rationale:**

Individual and group identity is composed of numerous competing, contrasting, complementary, and overlapping aspects, including race, sexuality, gender, political or religious affiliation(s), and ethnicity. As contemporary events (Rachel Dolezal, Caitlyn Jenner, *Obergefell v. Hodges*, the migrant crisis in Europe) have shown, identity is one of the most pressing ideological issues of our time. Struggling with questions of identity and reactions to it, however, is not new. This course explores how various types of identities were conceived of in antiquity; how various entities (religious, social, and political) reacted to different types of identities; the means by which the Greeks and Romans both embraced and rejected certain individuals and/or groups who did not fit their socially-constructed mores, thereby changing their own societies; and how the decisions made by these ancient societies still have lasting repercussions in contemporary discussions about identity politics.

**Program/Department Goals Addressed by the Course:**

This course addresses four of the Department’s goals for students. First, it will provide students with a familiarity with the influence that ancient Mediterranean cultures have exerted on later phases of Western culture. Second, it will provide a simultaneously broad and deep experience of the range of surviving cultural products from antiquity, including both texts and material evidence. Third, students will gain an understanding of the diverse interpretive frameworks and contextualizing factors related to these cultural products, including literary trends, history, geography, and social patterns of ancient Greece, Rome, and their neighboring cultures. Finally, study of identity politics in the ancient world will help students achieve the ability to build cogent and critically rigorous arguments rooted in textual and material evidence, arguments which respect the complexity and ambiguity of primary and secondary sources.

**General Education Goals and Skills Addressed by the Course:**

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This course addresses Goal Eight under the General Education Goals: gaining an understanding of the many aspects of human diversity, including the social forces shaping their own identities, the place(s) they call home, and New York City. It also addresses Skill B under the General Education Skills rubric: Oral, written, and visual communication.

**Objectives of the Course:**

1. Students will be able to use with accuracy and precision the specialized vocabulary relevant to the various periods studied in this class.
2. Students will be able to articulate the sociopolitical and cultural trends which affected the development of identity politics from the Graeco-Roman world to today.
3. Students will be able to find and identify appropriate sources on which to base their argumentation.
4. Students will be able to differentiate between primary sources and secondary literature, and be able to critique and employ both in their argumentation.
5. Students will be able to write interpretive prose which is clear and cogent.
6. Students will be able to make articulate contributions to classroom discussion regarding the interpretation of primary sources

**Outcomes Anticipated for Course:**

1. Students use with accuracy and precision the specialized vocabulary relevant to the various periods studied in writing assignments and classroom discussion.
2. Students articulate the sociopolitical and cultural trends which affected the development of identity politics from the Graeco-Roman world to today.
3. Students collect and analyze appropriate sources on which to base their argumentation.
4. Students differentiate between primary sources and secondary literature, and critique their utility as they employ both in their argumentation.
5. Students write clear, well-researched, and cogent essays which build arguments based on specific primary sources.
6. Students make articulate contributions to classroom discussion.

**Date of departmental approval:** April 22, 2015

**Effective date:** Fall 2016

## **SECTION A-IV: NEW COURSES**

### **Department of English**

#### **ENGL 2009 Introduction to Literary Studies**

3 hours; 3 credits

This course introduces the academic discipline of literary study, involving a threefold emphasis: (1) on the close reading of texts, attending to their sounds and structures, modes and genres; (2) on recognizing literature as a conversation between texts across space and time; and (3) on the history of literary critical methods, terms, and concepts. \*English courses numbered lower than 2115 may not be counted toward the English major. Students wishing to major in English are strongly advised to take this General Education course.

**Prerequisite:** English 1012, or by permission of the chair of the Department.

**Contact hours:** 3

**Frequency of offering:** every Fall semester

**Projected enrollment:** 1 section of 25 students

**Clearance:** English, Psychology, and Sociology and the School of Education

#### **Rationale:**

The English Discipline Council of CUNY recommended three courses as prerequisites for English majors that will prepare them for the more advanced work in electives: English I (ENGL 1010); English II (ENGL 1012), to be called Writing About Literature or Study of Literature; a third course: Introduction to Literary Studies. None of the three of these courses is to be counted toward the requirements of the English major. Other CUNY English departments have already created this third course, Introduction to Literary Studies.

#### **Departmental Goals and Skills Addressed by the Course:**

1. Engaging critically and creatively with texts.
  2. Expressing ideas clearly in writing; to help students express ideas without error or confusion.
- Understanding and analysis of literary writing

#### **Course Objectives:**

1. To read texts closely.
2. To recognize literature as a conversation between texts across space and time.
3. To gain familiarity with the history of literary critical methods, terms and concepts.
4. To understand the relation between the arts, histories, and cultures of the past and those of the present.

#### **Outcomes Anticipated for Course:**

Students who successfully complete this course will have:

1. Produced well-organized essays that express and defend a central idea;
2. Revised their work to improve organization, clarity, and grammar/mechanics;
3. Developed an understanding of literature in its interdisciplinary contexts;
4. Learned the conventions of literary argumentation

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**General Education Goals and Skills:**

**Goal:** Understanding of the relation between the arts, histories, and cultures of the past and those of the present.

**Skill:** Oral, written, and visual communication

**Date of departmental approval:** November 10, 2015

**Effective date:** Fall 2016



**SECTION A-IV: NEW COURSES**

**Department of Finance**

**FINC 5001 Special Topics in Finance**

3 hours; 3 credits

Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take this course twice, but may not repeat topics.

Prerequisite:

**Prerequisite:** Finance 3310 and permission of the department chair.

**Contact hours:** 3

**Frequency of offering:** Twice a year

**Projected enrollment:** 20 students

**Clearance:** none

**Rationale:**

Department of Finance was launched in Fall 2015 and we currently do not have any special topics course listed in the bulletin. In order to help our faculty develop new courses that reflect the changes in financial markets, our department should be prepared to offer special topics courses in finance.

**Department Goal Addressed by the Course:**

The special topics course will strengthen the finance curriculum by providing the faculty with opportunities to experiment specialized courses in order to meet or exceed the high standards required for AACSB accreditation.

**The Objective of the Course:**

The objective of this course is to introduce new finance topics that are becoming important in financial markets but are not currently included in the finance curriculum. During the academic year 2016-2017, this special topics course will be used to enhance the learning of students in M.D. Sass Investment Institute until the new finance department can secure the resources to develop and add new courses in the area of security analysis and portfolio management.

**The Outcomes Anticipated for the Course:**

The outcomes of this course are enhanced learning in the advanced and specialized topics in finance including portfolio management, financial modeling and data analysis. The quality of the finance curriculum will improve significantly by this special topics course as we need to develop many new courses to support the strategic plan of the business school that aims to capitalize on our location near Wall Street.

**Date of departmental approval:** November 10, 2015

**Effective date:** Fall 2016

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

**SECTION A-IV: NEW COURSES**

**Department of Finance**

**FINC 5100 Internship: Fieldwork I**

9 hours field work; 3 credits

An off-campus internship supervised and approved by a faculty member and will require written assignments and a final report.

**Prerequisite:** Upper sophomore status and permission of the department chair.

**Contact hours:** 9 hours field work

**Frequency of offering:** Once a year

**Projected enrollment:** 20 students

**Clearance:** none

**Rationale:**

Department of Finance started in Fall 2015 and we currently do not have any internship course listed in the bulletin. In order to help our students gain experience in finance through internship, our department should be prepared to offer internship courses in finance.

**Department Goal Addressed by the Course:**

The department goal addressed by this course is providing students with various opportunities for experiential learning and real-world experience.

**The Objective of the Course:**

The objective of this course is to apply the finance theories students learned in business classes to the real-world problem solving.

**The Outcomes Anticipated for the Course:**

The outcomes anticipated for this course is enhanced knowledge and understanding of financial management and investment theories as well as the challenges financial managers face in the real world.

**Date of departmental approval:** November 10, 2015

**Effective date:** Fall 2016

**SECTION A-IV: NEW COURSES**

**Department of Finance**

**FINC 5101 Internship: Fieldwork II**

9 hours field work; 3 credits

An off-campus internship supervised and approved by a faculty member and will require written assignments and a final report.

**Prerequisite:** Junior status with at least 6 credits of finance courses and permission of the department chair.

**Contact hours:** 9 hours field work

**Frequency of offering:** Once a year

**Projected enrollment:** 20 students

**Clearance:** none

**Rationale:**

Department of Finance started in Fall 2015 and we currently do not have any internship courses listed in the bulletin. In order to help our students gain experience in finance through internship, our department should be prepared to offer internship courses.

**Department Goal Addressed by the Course:**

The department goal addressed by this course is to provide students with opportunities to gain real-world experience at an advanced level.

**The Objective of the Course:**

The objective of this course is to apply the theories juniors learned in finance classes to advanced real-world problem solving.

**The Outcomes Anticipated for the Course:**

The outcomes anticipated for this course is enhanced understanding of finance theories as well as the challenges financial managers and analysts face in the real world.

**Date of departmental approval:** November 10, 2015

**Effective date:** Fall 2016

**SECTION A-IV: NEW COURSES**

**Department of Modern Languages and Literatures**

**CHIN 2110 Classical Culture of China**

3 hours; 3 credits

Examination of diverse American identities and the social and cultural histories that have shaped these identities. Exploration of the ways identities have been formed by race, gender, ethnicity, sexuality, class and other factors of difference, as well as the ways individuals and groups challenge or transcend such differences. Students will examine their own and others' identities, and the processes by which identities are made and re-made.

**Prerequisite:** English 1010 or permission of the chairperson.

**Contact hours:** 3

**Frequency of offering:** every semester.

**Projected enrollment:** 1 section of 25 students

**Clearance:** Classics (pending)

**Rationale:**

When the new Core Curriculum was established, the description of CORC 1110 was broadened to include the possibility of teaching sections focused on Classical China. Faculty in the Department of Modern Languages and Literatures (MLL) developed and taught that course for several years. Abruptly and without Faculty Council's authorization, CORC 1110 was converted to CLAS 1110. No clearance from MLL was requested. This course is being created to rectify that oversight, thereby enriching the College's general education offerings under the new program being implemented for fall 2016.

**General Education Goals Addressed by the Course:**

General Education goals

1. Ability to analyze, construct, and present arguments.
2. Ability to analyze, construct, and justify ethical judgments.
3. Understanding of the relation between the arts, histories, and cultures of the past and those of the present.

Departmental goals

4. Knowledge of the cultural traditions of the target language (China).
5. Ability to analyze literary and other texts in relation to the cultural tradition that produced them, in their historical context.

**Course Objectives:**

1. To better express ideas verbally and in writing.

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

2. To understand the ways in which Classical China informs the present day.
3. To gain an introduction to the major texts and themes of the Classical tradition of China.
4. To interpret primary and secondary sources to understand how they have shaped our understanding of Classical China.
5. To examine critically the popular and preconceived notions about China in contemporary culture, in the light of the knowledge acquired of the primary texts of that tradition.

**Learning Outcomes:**

By the end of this course students will be able to:

1. Apply critical thinking skills of examining, comparing, and assessing cultures.
2. Analyze philosophical and literary texts of Chinese culture and their relationship to the shaping of the modern China.
3. Explain fundamental ethical issues of human life in a cross-cultural, comparative way.
4. Compare different viewpoints of Chinese culture with each other and with Western thought.
5. Analyze structural, thematic and other characteristic elements of the various literary texts read in the class, demonstrating an awareness of the possibilities of ambiguity of multiple perspectives.

**Date of departmental approval:** November 10, 2015

**Effective date:** Fall 2016

**SECTION A-IV: NEW COURSES**

**Department of Modern Languages and Literatures**

**MLAN 2150 Intercultural Literacy and Competence**

3 hours; 3 credits

Focusing on one of the linguistic-cultural regions corresponding to a language taught by the Department of Modern Languages and Literatures, this course combines analytical and experiential approaches to lead students to a greater appreciation for, and understanding of, linguistic and cultural differences. Students acquire tools for analyzing and navigating language differences, behavioral norms, and social values within and across the borders between countries or language communities. They cultivate awareness of regional differences, the role of media and other institutions in reifying national traits, and the challenges to existing identities. This course fosters proficiency in interaction with individuals from other cultures, with the goal of helping students prepare for study or work abroad, and/or internships, professional activity, or community service involving the corresponding immigrant community in NYC.

**Prerequisite:** English 1010 or permission of the chairperson.

**Contact hours:** 3

**Frequency of offering:** every semester.

**Projected enrollment:** 1 section of 25 students

**Clearance:** Africana Studies, Anthropology, Caribbean Studies, Judaic Studies, Puerto Rican and Latino Studies, Speech Communication Arts and Sciences.

**Rationale:**

The new General Education framework offers students exempted from the basic requirement of 6 credits of a language other than English the alternative of taking a course focused on “international cultural competency,” rather than continuing with one additional course in a language other than English. Thus the educational experience provided by international cultural competency courses is considered analogous to the one students receive when they take an advanced course taught in a language other than English. Thus the Department of Modern Languages and Literatures is particularly well-suited to designing courses that facilitate the development of such competency. Linguistic-cultural areas of focus for this course would derive from the languages taught in the department, e.g. Spain/Iberia/Latin America, France/Francophone World, Italy/Switzerland/Italian Diaspora, China/Taiwan/Chinese Diaspora, Arab-speaking World, Japan, German/Germanic-speaking Europe, Russia/Eastern Europe/Russian diaspora.

**General Education and Departmental Goals Addressed by the Course:**

General Education goals

1. Ability to analyze, construct, and present arguments;
2. Ability to work collaboratively and creatively to address complex questions and problems;

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3. Understanding of the relation between the arts, histories, and cultures of the past and those of the present;
4. Understanding of the development and workings of contemporary societies from both local and global perspectives;
5. Understanding of the many aspects of human diversity, including the social forces shaping their own identities, the place(s) they call home, and New York City;

Departmental goals

6. Knowledge of the cultural traditions of the target language.
7. Ability to analyze literary and other texts in relation to the cultural tradition that produced them, in their historical context.

**Course Objectives:**

1. To better express ideas verbally and in writing.
2. To collaborate with other students to experience and learn about the target culture using a variety of resources, including NYC institutions.
3. To acquire appreciation for, and understanding of, linguistic and cultural differences.
4. To understand language differences, behavioral norms, and social values between countries or language communities within countries.
5. To become aware of regional and national traits, the role of media and other institutions in reifying them, and the challenges posed to existing identities.
6. To foster proficiency in their interactions with individuals from other cultures.

**Learning Outcomes:**

By the end of this course students will be able to:

1. Apply critical thinking skills of examining, comparing, and assessing cultures.
2. Exhibit familiarity with the commonly recognized traits of the target culture(s).
3. Exemplify nuanced understanding of regional variations within these cultures and the external and internal challenges to these cultural identities.
4. Analyze specific products and representations of the target culture(s) to show how they display, reify, and/or challenge established national or local identities.
5. Describe the community in New York City associated with the target culture(s) and give an account of its characteristics, neighborhoods, and institutions.
6. Interact appropriately with individuals from the target culture(s).

**Date of departmental approval:** November 10, 2015

**Effective date:** Fall 2016

**SECTION A-IV: NEW COURSES**

**Department of Modern Languages and Literatures**

**MLAN 2510 Cultural Traditions of Modernity**

3 hours; 3 credits

This course deals with culture, ethnicity, religion, and global perspectives as they pertain to a cultural areas associated with a modern language, e.g. the Arab-speaking world, China, France and the Francophone world, Italy, Japan, Latin America, Russia, or Spain. It traces the historical and cultural forces influencing the social, religious, culinary, ethnic, artistic, and political development of one of these countries or regions in their formation. It then goes on to explore the influence the country in question has had on the world community with its contributions in various areas of human endeavor. Consideration will be given to representative literary figures as well as visual art, film, and other forms of cultural production

**Prerequisite:** English 1010 or permission of the chairperson.

**Contact hours:** 3

**Frequency of offering:** every fall semester.

**Projected enrollment:** 1 section of 25 students

**Clearance:** Anthropology, History, and Judaic Studies (pending).

**Rationale:**

Most “Culture and Civilization” courses in Modern Languages and Literatures are taught in the original language and are therefore accessible only to students proficient in that language. This course would encourage students to cross boundaries and explore new and interesting cultural contexts, and as such would be a valuable contribution to the new general education curriculum. MLL currently has two Cult & Civ courses taught in English numbered 1510 – ITAL 1510 The Italian Cultural Heritage and RUSS 1510 Russian Civilization, with Emphasis on the Soviet Period. This MLAN course would be allow sections to be offered relating to other languages also taught at Brooklyn College (e.g. Arabic, Chinese, French, Japanese, or Spanish). This course aims to introduce students to a cultural tradition studied in relation to its historical background.

**General Education and Departmental Goals Addressed by the Course:**

General Education Goals

1. Ability to analyze, construct, and present arguments.
2. Understanding of the relation between the arts, histories, and cultures of the past and those of the present.
3. Understanding of the many aspects of human diversity, including the social forces shaping their own identities, the place(s) they call home, and New York City.

Departmental Goals

4. Knowledge of the cultural traditions of the target language.

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5. Ability to analyze literary and other texts in relation to the cultural tradition that produced them, in their historical context.

**Course Objectives:**

1. To better express ideas verbally and in writing.
2. To acquire broad general knowledge of the history and culture of a country or linguistic region, as a background to the literature of that area.
3. To read and analyze texts from the geographical area studied in relation to their historical context.
4. To grasp the ways the contemporary culture of the part of the world studied grew out of and exists in a dialogue with a centuries-old literary tradition.
5. To understand their own culture differently, by learning about its ongoing dialogue with the tradition studied.

**Learning Outcomes (specific to the Italian-focused section described below):**

By the end of the semester students will be able to:

1. Describe Italian cultural practices in relation to their historical background and traditional ideas and attitudes.
2. Expand and deepen their understanding of their own culture by constant comparisons with Italian culture.
3. Analyze specific cultural products of Italy (literature, art, cuisine, political system, economic system, etc.) in relation to their historical context, as well as in comparison with the student's own culture.
4. Through an increasing awareness of Italian culture, discover perspectives, practices, and products that are similar and different from their own culture and other cultures, and develop the ability to hypothesize about cultural systems in general.

**Date of departmental approval:** November 10, 2015

**Effective date:** Fall 2016

**SECTION A-IV: NEW COURSES**

**Department of Modern Languages and Literatures**

**MLAN 2610 Literature in Translation**

3 hours; 3 credits

Reading and discussion of representative authors from the literary tradition of a non-English-speaking country or region, such as the Arabic-speaking Middle East and North Africa, China, France, Francophone Africa and the Caribbean, German-speaking Europe, Italy, Japan, Latin America, Russia, or Spain. Literary works will be contextualized in relation to the historical circumstances in which their authors lived, and viewed through the lens of the culture that produced them. (Not open to students who have completed GERM 1610, ITAL 1610, RUSS 1610, or SPAN 1610.)

**Prerequisite:** English 1010 or permission of the chairperson.

**Contact hours:** 3

**Frequency of offering:** every spring semester.

**Projected enrollment:** 1 section of 25 students

**Clearance:** Classics, Comparative Literature, English, and Judaic Studies (pending).

**Rationale:**

The new General Education framework offers students exempted from the basic requirement of Literature courses in Modern Languages and Literatures are taught in the original language and are therefore accessible only to students proficient in that language. This course would encourage students to cross boundaries and explore new and interesting cultural contexts, and as such would be a valuable contribution to the new general education curriculum. MLL currently has a series of literature in translation courses numbered 1610 – GERM 1610, ITAL 1610, RUSS 1610, and SPAN 1610. This MLAN course would be to allow multiple sections to be offered, including as well sections relating to other languages also taught at Brooklyn College (e.g. Arabic, Chinese, French, or Japanese). Oddly, the existing SPAN 1610 is specifically titled Spanish-American Literature in Translation, so an equivalent course for Spanish peninsular literature is also lacking. In Literature in Translation texts will not be taught as if they had been written in English, without students being made familiar with the cultural, linguistic, and historical contexts in which they were produced. Rather, this course aims to introduce students to a literary tradition studied in relation to its historical and cultural background.

**General Education and Departmental Goals Addressed by the Course:**

General Education goals

1. Ability to analyze, construct, and present arguments.
2. Understanding of the relation between the arts, histories, and cultures of the past and those of the present.

Departmental goals

3. Knowledge of the cultural traditions of the target language.

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4. Ability to analyze literary and other texts in relation to the cultural tradition that produced them, in their historical context.

**Course Objectives:**

1. To better express ideas verbally and in writing.
2. To acquire broad general knowledge of the history and culture of a country or linguistic region, as a background to the literature of that area.
3. To read and analyze literary texts from the geographical area studied in relation to their historical context.
4. To grasp the ways the contemporary culture of the part of the world studied grew out of and exists in a dialogue with a centuries-old literary tradition.

**Learning Outcomes:**

By the end of this course students will be able to:

1. Apply critical thinking skills of examining, comparing, and assessing cultures.
2. Exhibit familiarity with the history and culture of a particular region of the world.
3. Analyze literary texts from that region to show how they display, reify, and/or challenge established identities.
4. Explain the relationship between recent cultural production from the area of the world studied and the cultural/literary tradition out of which it grew.

**Date of departmental approval:** November 10, 2015

**Effective date:** Fall 2016

**SECTION A-IV: NEW COURSES**  
**Department of Political Science**

**POLS 1007 Wicked Problems: Introduction to Public Policy**

4 hours; 4 credits

Fundamental concepts, principles, and politics of public policy-making on critical issues and so-called “wicked problems,” for which there are no definitive, right answers. Topics include the policymaking process, why some groups’ interests tend to be advantaged over others’, patterns in the main trade-offs made by policymakers, and the dynamic relationships between elected officials, the media, political institutions, and the public at large. Special attention to the role of cultural ideas in interpreting popular but fiercely contested concepts like “liberty” and “efficiency” in policy debates, what implementing these concepts should look like in real life, and whether and how social and economic policies can improve the lives of major segments of society. Focus on critical policy analysis, including critical race and feminist approaches to public policy. Policy issues that might be explored in depth include immigration reform, environmental policy and climate change, health care, gun control, and others.

**Prerequisite:** none.

**Contact hours:** 4

**Frequency of offering:** Once a year

**Projected enrollment:** 25 students

**Clearance:** none

**Rationale:**

This class will cover the development and politics of public policy decisions and processes—agenda-setting, policy choice, implementation, etc.—in the context of both canonical theories and contemporary policy debates. The class is essential in exposing students to core sets of actors—political institutions, the media, social movements—that each become the sole focus of different upper-level courses; this course will examine their dynamic interplay in politics and policy-making. This course will include some material on the globalized nature of current policy debates (especially regarding the environment and trade), and it will focus on the political, moral, analytic, and administrative dimensions of specific policy fields, such as healthcare, immigration, or the federal budget. It will serve as a foundational course on the interplay between governance systems and policy-making, analysis, and evaluation.

Public policy stands alongside American politics, international politics, comparative policies, and political theory as a key subfield in political science. Although our departmental offerings reflect these subfields well for upper-level courses, we currently lack a standard course covering introductory core principles and canonical theories in the area of public policy.

**Department Goals Addressed by the Course:**

This course will help students to “recognize and explain key political concepts” such as policy entrepreneurs, procedural rights, and public choice (Goal 1, Objective 1).

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

The course will also train students to “explain political phenomena critically, logically, and through multiple theoretical lenses” (Goal 1, Objective 2).

Further, this course will enable students to “identify and summarize the main arguments of scholarly sources and assess the credibility of competing arguments” regarding, for instance, various definitions of “equity” or market-based vs. rights-based arguments for a certain policy proposal (Goal 2, Objective 1) and help to train them to “Express basic political ideas or theories, in writing and orally, using a clear thesis statement, a well-organized argument, and appropriate evidence” (Goal 2, Objective 3).

**Objectives of Course:**

1. To introduce students to theoretical approaches and key concepts regarding key actors, stages, and tensions in the policy process.
2. To investigate the roles of political institutions, the media, everyday citizens, elites, and civil society organizations in specific policy debates.
3. To analyze key logics for and approaches to policy analysis and evaluation.

**Outcomes anticipated for Course:**

By the end of the course, students will be able to:

1. demonstrate basic knowledge about key political concepts and contestations in political participation and policy-making, such as policy entrepreneurs, procedural rights, and public choice;
2. use scholarly reading and close textual analysis to identify and summarize the main arguments regarding different approaches to the policy process, and who has tended to prevail in specific public policy debates and why;
3. clearly describe and examine different policy debates and the implications and effects of different actual and proposed public policies, as according to established frameworks and modes of analysis.

**Date of departmental approval:** October 13, 2015

**Effective date:** Fall 2016

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added

**SECTION A-IV: NEW COURSES**  
**Department of Political Science**

**POLS 3344 Genocide and Transitional Justice: The Case of Cambodia**

4 hours; 4 credits

Three-Week Course (115 hours): Three Weeks (one week of history/concepts and two weeks of hands-on field research) in Cambodia

Introduction to the Cambodian genocide. Analysis of the pros and cons of the United Nations-backed Hybrid Tribunal in light of transitional justice efforts in Cambodia. Introduction to interview-based qualitative research design and practical interview techniques. A three-week trip to Cambodia to conduct interviews with survivors, human rights activists, and government officials in Cambodia. Learn field research skills including archival research and interviews, teamwork etc. in a foreign country.

This course is open to all Brooklyn College or CUNY graduate and undergraduate students in any major.

**Prerequisite:** none.

**Contact hours:** 4

**Frequency of offering:** Once per year, either winter intersession or summer

**Projected enrollment:** 25 students

**Clearance:** none

**Rationale:**

Transitional Justice cuts across various disciplines from human rights, social psychology, to peace research. This transitional justice course offers students a hands-on experience and the practical knowledge that can guide institutional development and prescribe policy to restore community and build lasting peace after mass violence. This problem-based course examines the case of transitional justice in post-genocide Cambodia. This course is especially useful to pre-law students and those who seek future career in human rights-related areas. This course examines transitional justice mechanisms namely retributive justice (KR trials) and restorative justice (social efforts aimed at helping victims come to terms with the past). Both the criminal tribunal and community-rehabilitating mechanisms are expected to provide victims with a sense that justice has been done in periods of transition from violence to peace. This course is to address these questions: To what extent do modern transitional justice mechanisms provide this experience of justice to those victimized? How do people in such situations define justice, and do internationally popular mechanisms provide this justice? Unlike traditional courses, this course offers students an outside-classroom opportunity to investigate how local people define the concept of justice, seek reconciliation, and rebuild their community after the genocide.

**Department Goals Addressed by the Course:**

This course “helps students understand the nature of political phenomena and political inquiry” in a specific historical and cultural context (Goal 1, Objective 1). It will accomplish this goal by allowing students to investigate the causes of the Cambodian genocide at its source. Moreover,

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it will allow students to “critically evaluate the concepts” of retributive and restorative justice in the context of the Cambodian society (Goal 1, Objective 3). Finally, this course will teach students the skills involved in political inquiry, i.e. develop qualitative research design and gain hands-on field research experiences (Goal 2, Objective 2), and allow them to express their ideas and arguments in writing and orally (Goal 2, Objective 3). It will achieve these objectives by teaching students qualitative research design, interview questionnaire development, and practical field research skills and so forth.

**Course Goals and Learning Objectives:**

1. To introduce students to political history of modern Cambodia and explore distant and immediate causes of the Cambodian genocide.
2. To evaluate the applicability of concepts of transitional justice in the context of the Cambodian genocide.
3. To draw lessons and/or discuss mistakes that can be applied to and/or should be avoided in other societies that transition from mass violence to peace.
4. To learn how to design qualitative research and conduct field research in a foreign country.

**Outcomes Anticipated:**

By the end of the course, students will be able to:

1. Comprehend the political history of Cambodia and the complexity of the genocide.
2. Critically evaluate the effectiveness of various transitional justice mechanisms such as criminal trials and truth commissions.
3. Express ideas in writing and orally, and write analytically, constructing thesis statements and coherent arguments.
4. Design a new qualitative research on their own, plan research logistics, organize research trips, conduct interview, and analyze/interpret data.
5. Learn how to live outside their comfort zone and conduct fieldwork in a foreign country.

**Date of departmental approval:** November 10, 2015

**Effective date:** Fall 2016

**SECTION A-IV: NEW COURSES**

**Department of Sociology**

**SOCY 1200 Sociology of Sport**

3 hours; 3 credits

Sport in society. Race, ethnicity, class, gender, sexuality, power and inequality, socialization, social conflict, social solidarity in the context of contemporary sports in the US and globally. Analysis of current issues. Critical view of sports in media, education, politics. Collaborative projects.

**Prerequisite:** none.

**Contact hours:** 3

**Frequency of offering:** Once a semester

**Projected enrollment:** 30 students

**Clearance:** none

**Rationale:**

Sport, as a pervasive institution in US—and global—society, touches many of our students: as participants in formal sporting events or informal neighborhood pick-up games, as fans of professional, college, or HS teams, as admirers of sport celebrities, as consumers of televised sports, or as consumers of sports-related products. Understanding sport as an institution and as a culture requires engagement with central sociological issues of race, ethnicity, class, gender, sexuality, power and inequality, socialization, social conflict, and social solidarity. Sociological analysis of sport might touch on current social issues such as the problematization of racist/racial mascots and team names, racial taunting by “football hooligans” in European soccer leagues, the potential unionization and remuneration of NCAA college athletes, ownership/players conflicts involving racism and power, drug use, domestic violence, openly gay/closeted professional athletes, and gender barriers in college and professional sports. This class will introduce students to the concepts and methods needed for the sociological analysis of these issues.

**General Education Goals Addressed by Course:**

1. Ability to analyze, construct, and present arguments.
2. Ability to work collaboratively and creatively to address complex questions and problems.
3. Understanding of the development and workings of contemporary societies from both local and global perspectives.
4. Understanding of the many aspects of human diversity, including the social and ecological forces shaping their own identities, the place(s) they call home, and New York City.

**Objectives of Course:**

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1. Students will evaluate sociological arguments from the literature through in-class discussions of assigned readings. [Goal 1]
2. Students will identify both local and global manifestations of social problems or social conflicts resulting from inequality in sport. [Goal 7]
3. Students will critically examine at least one dimension of inequality in sport: gender, race, ethnicity, sexual orientation/identity, and/or class. [Goal 8]
4. Students will demonstrate the ability to work collaboratively and creatively to present to the class a sociological analysis of a contemporary issue in sport. [Goal 3]

**Outcomes Anticipated for Course:**

Students will be expected to demonstrate critical thinking skills in the application of sociological concepts to current issues involving sport in the US and globally. Students will demonstrate oral and written communication skills through participation in classroom activities, online discussions (forums), and graded written work. Students will demonstrate the ability to work in groups and familiarity with both theoretical material and research methods by producing a collaborative project identifying a contemporary issue in sport and analyzing it from a sociological perspective; the project might include a presentation to the class or an online site (such as a wiki or a multimedia web page).

**Date of departmental approval:** October 13, 2015

**Effective date:** Fall 2016

**SECTION A-IV: NEW COURSES**

**Department of School Psychology, Counseling, and Leadership**

**SPCL 3000 LGBTQ Youth in Educational Contexts**

3 hours (2 lecture, 1 conference); 3 credits

Critical and comprehensive study of the social, cultural, and community factors that contribute to the psychological, sociocultural, educational, and holistic well-being, mental health, and resiliency in LGBTQ youth, from birth to emerging adulthood. Examination of the role of counseling, psychology, and educational fields in promoting resiliency and well-being of LGBTQ youth within educational and community contexts. Consideration of special challenges, risk and protective factors, and coping resources relevant to this population in education and community contexts.

**Prerequisite:** Permission of chair or program coordinator.

**Contact hours:** 3 (2 lecture, 1 conference)

**Frequency of offering:** Every semester.

**Projected enrollment:** One section; limit 25 students.

**Clearance:** pending

**Rationale:**

It is of utmost importance to educate future educators mental health and healthcare professionals, public service providers, and policy makers on the needs, challenges, and resources of the LGBTQ community. Developing awareness and knowledge on LGBTQ issues will in turn foster supportive school personnel, community leaders, and family members that can make a significant and positive difference in young people's lives (Kosciw, Greytak, Palmer, & Boesen, 2014; Dragowski & Scharrón-del Río, 2015; Scharrón-del Río, Dragowski, & Phillips, 2014).

The lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) community continues to face both open and covert discrimination by individuals, institutions, and at times, state government. The daily challenges presented by heterosexism to the LGBTQ community make its youth particularly susceptible to physical, mental, emotional, spiritual, and interpersonal distress. Rankin (2003) – in a survey of campus climate towards sexual minority students at 14 progressive college campuses throughout the U.S. – reported that 20% of LGBT students reported experiencing fear for their physical safety and that 33% had experience harassment because of their sexual orientation in the previous year alone. According to the national school climate survey by the Gay, Lesbian, Straight Education Network (GLSEN), homophobic remarks were the most common type of bias language heard at school, with up to 71.4% percent of Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) youth reporting frequently or often hearing various types of homophobic remarks (Kosciw, Greytak, Palmer, & Boesen, 2014). In addition, 55.5% of students reported feeling unsafe in school because of their sexual orientation and 37.8% felt unsafe because of their gender expression. In addition, 74.1% experienced verbal harassment and 36.2% had experienced physical harassment at their school due to their sexual orientation; 55.2% experienced verbal harassment and 22.7% were

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physically harassed due to their gender expression. School achievement is greatly compromised by this unsafe climate: 30.3% of LGBT students surveyed reported having cut class or cut school at least once in the previous month because of feeling unsafe, and those who experienced discrimination at school had lower GPAs, lower self-esteem, and higher levels of depression than their peers (Kosciw, Greytak, Palmer, & Boesen, 2014).

In addition to the unsafe and threatening school environment experienced by many LGBT youth, their relationship with their families and communities (ie., neighborhood and religious community) are often sources of distress as well. Around 26% of LGBT youth are forced out of their home by their parents or caretakers after coming out to them, and a review of available research estimates that between 20 and 40 percent of all homeless youth identify as LGBT (Ray, 2006). Scourfield, Roen, and McDermott (2008) point out that a higher incidence of victimization, trauma, and bullying in LGBT youth, when compared to their heterosexual peers, has been “well-documented” in research. As with any population that has been frequently subjected to trauma, the mental health effects of such stressors are many and varied (Scourfield, Roen, & McDermott, 2008), including increased risk for suicidality, depression, anxiety symptoms, alcohol and substance use (Cochran, 2001; D’Augelli, 2002).

**General Education Goals Addressed by Course:**

This course contributes to Brooklyn College’s mission of developing and promoting in our students independent and critical thinking, cultural and scientific knowledge, and personal and social responsibility, in particular towards disenfranchised and marginalized communities such as the LGBTQ population. This course will address issues and concerns that are required knowledge for psychologists, school psychologists, counselors, school counselors, and social workers, as per elaborated by each of these professions’ ethical codes of conduct, multicultural competencies guidelines, and accrediting bodies. This course on LGBTQ youth will also provide crucial knowledge for future educators, community and school leaders, school personnel, and health care professionals, who face the duty to breach the pervasive disparities in availability of quality and safe community, educational, and health environment and services that affect this highly underserved population.

Promoting the well-being of LGBTQ youth in educational contexts and supporting healthy development is an integral part of the Department of SPCL’s goal of “preparing professionals to support children and adolescents’ development in schools and diverse community settings”. In addition, this course will promote the development of students’ skills to articulate informed arguments and critically reflect on diverse theoretical approaches to the study of the multiple dimensions that impact the well-being of LGBTQ youth. This course will also allow students to use their knowledge on heterosexism and its history within to critically reflect on current theories, approaches, and interventions developed for LGBTQ youth. This will impact students ability to advocate for this population, another important goal of the Department of SPCL.

**Objectives of Course:**

*1 Students will be able to:*

1. Provide an overview of the history of heterosexism within educational and medical model’s discourses regarding the LGBTQ community, particularly LGBTQ youth.
2. Examine and understand the various stressors and challenges that LGBTQ youth face in schools and community contexts, as well as the strength and coping mechanisms that they develop from their life experiences.
3. Examine the intersections of race, class, ethnicity, culture, national origin, sexual orientation, and gender identity in LGBTQ youth from birth to emerging adulthood within family, school, and community contexts.

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4. Develop multicultural competencies (Sue, Arredondo, & McDavis, 1992). Specifically, to increase subject *knowledge* and develop analytic and self *awareness* skills to actively engage in critically reflection of the course material, including readings, discussions, presentations, and experiential activities. Also, develop communication *skills* to respectfully and productively engage in profound difficult conversations about privilege, oppression, and difference. Understand how heterosexism and sexism permeates and impacts the various dimensions in LGBTQ youth's well-being (developmental, physical, cognitive, affective, spiritual, interpersonal, and social) within cultures and educational contexts

**Outcomes Anticipated for Course:**

By the end of this course students will:

1. Learn to identify the historical and current influence of heterosexism throughout the mental health discourses and the medical model and its effects on the LGBTQ community, particularly the LGBTQ youth.
2. Apply the awareness, knowledge, and skills developed throughout the course to current life situations and issues.
3. Demonstrate an understanding of the various factors that influence the multiple dimensions that impact the well-being of LGBTQ youth in educational and community contexts from birth to emerging adulthood.
4. Increase their self-awareness, other-awareness, and develop better communication skills when addressing issues of privilege and diversity.
5. Learn to address the intersectionality of race, gender, class, ethnicity, culture, ability, national origin, sexual orientation, and gender identity in LGBTQ youth within educational contexts.

Learn about the importance of role in advocacy on LGBTQ issues from early childhood to emerging adulthood within educational systems.

**Date of departmental approval:** November 10, 2015

**Effective date:** Fall 2016

**SECTION A-VI: OTHER CHANGES**  
**Linguistics Program**

**Change in Linguistics minor**

**Minor in Linguistics**

A program of 13-16 credits as follows:

Linguistics 2001 ~~or Anthropology 2300.~~

One course from area 2 of the major.

Two more courses chosen freely from area 2 and/or area 3 of the major.

Each course must be completed with a grade of C or higher. Courses presented for this minor may not be counted towards the major in any of the departments listed under area 3 of the linguistics major. Students should meet with the program director to plan a program suited to their interests and career plans.

**Rationale:** Anthropology 2300 Introduction to Linguistic Anthropology no longer exists. It was removed from area 1 of the major in 2014 but we omitted doing the same with the minor. This change corrects the oversight.

**Date of departmental approval:** September 21, 2015

**Effective Date:** Fall 2016

**APPENDIX**

**Special Topics:** The committee has approved the following special topics for the term indicated and informed the Provost of the committee's approval. These items do not require Faculty Council action and are announced here for information only.

***The Special Topics listed below are first offerings in Spring 2016 with the approval of the Committee:***

**AFST 3390** Special Topics in Society and the Economy: *The Construction of Gender in Caribbean History and Society*

**BIOL 5020** Colloquium: *One Health: Interconnectedness of Ecosystem & Human Health*

**CAST 3900** Special Topics in Caribbean Studies: *Constructing Gender and Sexualities in the Caribbean*

**JUST 4751** Special Topics: *Jews of Latin America*

**PRLS 4615** Special Topics: *Jews of Latin America*

**WGST 3550** Special Topics in Social Science: *Constructing Gender and Sexualities in the Caribbean*