

April 2008

Baruch College

Chancellor's University Report – Part A: Academic Matters

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## **PART A: ACADEMIC MATTERS**

The following recommendations of the Committee on Undergraduate Curriculum were approved at the Mildred and George Weissman School of Arts and Sciences Faculty Meeting on December 10, 2007 effective the Fall 2008 semester, pending approval of the Board of Trustees.

### **Section AIII: Changes in Degree Programs**

#### **AIII:10.1a. New Minor: Tier III Interdisciplinary Minor in Information Technology and Social Responsibility**

The Minor

Description

The internet age has fostered an environment of widespread interconnectedness. This hyperconnectivity, and the new media that proliferate along with it, come with their own specific problems. The purpose of this concentration is to study the effects of these new technologies on the individual, the workplace, and society at large. In this program of study students will examine the increasing importance of individual and organizational social responsibility in today's interconnected and computer-mediated environment, as well as the specific issues that stand at the intersection of social responsibility and information technology.

#### **Required Capstone Course:**

CIS 4910 Information Technology and Social Responsibility

#### **Students must take two 3000-level courses from the following list, plus the capstone course:**

BLS 3013 Mass Media and the Black American

CIS 3810 Principles of New Media

COM 3060 Media Analysis and Criticism

COM 3076 International Communication

ENG 3220 Media Ethics

ENG 3500 Advanced Reporting and Writing: Cyberspace, Databases, and Other Sources

LIB 3040 Information and Society (OR COM 3040 OR PAF 3040)

PHI 3040 Mind and Computers

PHI 3050 Ethics, Economics, and the Business System

PHI/CIS 3270 Computer Ethics

Courses may be organized into the following suggested tracks:

## **Media**

BLS 3013 Mass Media and the Black American

CIS 3810 Principles of New Media

COM 3060 Media Analysis and Criticism

COM 3076 International Communication

ENG 3220 Media Ethics

## **Information Society**

CIS 3810 Principles of New Media

COM 3076 International Communication

ENG 3500 Advanced Reporting and Writing: Cyberspace, Databases, and Other Sources

LIB 3040 Information and Society (or COM 3040 or PAF 3040)

## **Philosophy and Ethics**

ENG 3220 Media Ethics

PHI 3040 Mind and Computers

PHI 3050 Ethics, Economics, and the Business System

PHI/CIS 3270 Computer Ethics

## **Section AIV: New Courses**

### **AIV:10.1a. Department of History – Cross-listed with the Asian and Asian American Studies Program**

**Course Number:** HIS/AAS 3345

**Title:** Asian American History

**Hours:** 3.0

**Credits:** 3.0

**Prerequisite:** Completion of one of the following: HIS 1000, HIS 1001, HIS 1003, HIS 1005, HIS 2050, or HIS 2053.

**Course Description:** This course examines the history of Asian immigrants and Asian Americans from the mid-19th century to the present. The class focuses both on specific events and on broader themes such as labor, gender, religion, transnationalism, and race. It also explores the experiences of different Asian American ethnic groups in a comparative manner.

**Rationale:** Although the college offers an Asian and Asian American Studies minor, there is currently no Asian American history course offered as part of that minor.

### **AIV:10.2a. Department of History**

**Course Number:** HIS 3400

**Title:** City and Suburb in 20<sup>th</sup>-Century America

**Hours:** 3.0

**Credits:** 3.0

**Prerequisite:** Completion of one of the following: HIS 1000, HIS 1001, HIS 1003, HIS 1005, HIS 2050, or HIS 2053.

Course Description: This course explores the development and evolution of American cities and suburbs during the twentieth-century. In addition to focusing on topics such as residential segregation, sprawl, and urban and suburban politics and policy, the class also examines the ways gender, sexuality, immigration, and religion have both shaped cities and suburbs and reflected their influence.

Rationale: This course would complement the current History 3472 (American Urban History), which covers a far greater span of time. This course focuses on issues central to twentieth-century urban history, including deindustrialization, racial segregation, sprawl, the "urban crisis," and the increasingly important field of suburban history.

### **AIV:10.3a. Department of Philosophy**

**Course Number:** PHI/CIS 3270

**Title:** Computer Ethics

**Hours:** 3.0

**Credits:** 3.0

**Prerequisites:** One course in Philosophy or CIS 2200

Course Description: This course provides a philosophical perspective to ethical decision making, especially regarding the specific ethical issues and controversies surrounding modern computer technology. These issues include those relating to privacy, security, identity, copyright, unauthorized use, access for the disabled, gender issues, and the digital divide. Ethical theories to be explored include subjective and cultural relativism, Kantianism, utilitarianism, and social contract theory.

Rationale: Any technology brings with it a number of ethical considerations. Scholars and professionals associated with a mature technology such as computing must be familiar with the ethical issues of the field.

### **AIV:10.4a. Department of Psychology**

**Course Number:** PSY 3082

**Title:** Mind, Brain, and Behavior

**Hours:** 3.0

**Credits:** 3.0

**Prerequisite:** PSY 1001

Course Description: This course provides an introduction to the integration of cognitive, affective, and social psychology with neuroscience. Starting with the basic anatomy and functions of the central nervous system, we will build an understanding of the mind-brain connection from basic perception, to learning, to higher-order consciousness.

**Rationale:** Neuroscience methods and data are increasingly being used to augment all aspects of psychology. In addition to providing students with a strong foundation in our current understanding of mind-brain relationships, this course would give students the basic background necessary to understand and critically assess new research with these methods. They could then go on to use this knowledge in assessing data in their area of specific interest. Thus, it will be valuable for students regardless of what subfield within psychology they choose to pursue further. It will also be valuable for pre-med majors and biology majors with an interest in neuroscience.

**Section AV: Changes in Existing Courses**

**AV:10.1a. LIB 4900 Social Informatics: Studies in the Production, Distribution and Consumption of Information**

<b>FROM:</b>		<b>To:</b>	
<b>Prerequisites</b>	ENG 2400; This course <del>may serve</del> as the capstone course for students who have completed two 3000-level courses chosen from the <del>minor</del> -course listings for the <del>Library</del> minor.	<b>Prerequisites</b>	ENG 2150 and two 3000-level LIB courses, <u>or permission of the department.</u> This course <u>serves</u> as the capstone course for students who have completed two 3000-level courses chosen from the course listings for the minor in Information Studies offered by the Library.

**Rationale:** Students who have tried to complete the minor in Information Studies by taking all three courses concurrently have been incapable of handling the demands of the capstone course. It is inappropriate for a student to attempt to tackle the capstone course without having successfully completed at least one 3000-level course in the minor.

**AV:10.2a. BIO 1003 Survey of the Living World**

<b>FROM:</b>		<b>To:</b>	
<b>Description</b>	This course is a general survey of the diversity, adaptation, and evolution of life. Fundamental principles underlying the science of biology are studied to convey an appreciation of the evolutionary trends among the kingdoms and of the interaction of organisms with the environment. In the laboratory, students examine <del>monerans</del> , protists, fungi, plants, and animals, both living and preserved. (Not open to students who have taken BIO 2003.)  This course may not be taken with the Pass/Fail option.	<b>Description</b>	This course is a general survey of the diversity, adaptation, and evolution of life. Fundamental principles underlying the science of biology are studied to convey an appreciation of the evolutionary trends among the kingdoms and of the interaction of organisms with the environment. In the laboratory, students examine <u>bacteria</u> , protists, fungi, plants, and animals, both living and preserved. (Not open to students who have taken BIO 2003 <u>or</u> BIO 3001.) This course may not be taken with the Pass/Fail option.

**Rationale:** These changes are being made both to eliminate duplication of course content in a student's program, and to bring the classification into the modern system that is used.

**AV:10.3a. BIO 1005 General Biology - Structure and Function - A Human Orientation**

<b>FROM:</b>		<b>To:</b>	
<b>Description</b>	This is an introductory course in modern biology. Fundamental biological principles are studied and applied to an appreciation of the organization and operation of human beings. Laboratory exercises include dissection of	<b>Description</b>	This is an introductory course in modern biology. Fundamental biological principles are studied and applied to an appreciation of the organization and operation of human beings. Laboratory exercises include dissection of specimens such as the frog and fetal pig and

specimens such as the frog and fetal pig and examination of prepared slides of many vertebrate organs and tissues. (Not open to students who have completed BIO 2003.)	examination of prepared slides of many vertebrate organs and tissues. (Not open to students who have completed BIO 2003 or BIO 2010.)
This course may not be taken with the Pass/Fail option.	This course may not be taken with the Pass/Fail option.

Rationale: This change is being made to eliminate duplication of course content in a student's program.

**AV:10.4a. PHY 1003 General Physics I**

<b>FROM:</b>	<b>To:</b>
<b>Prerequisites</b> None	<b>Prerequisites</b> A 2000-level Mathematics course

Rationale: Students need adequate mathematics skills to understand the problems presented in Physics. Physics reinforces mathematics learning.

**AV:10.5a. PSY 4012 Evolution of Modern Psychology**

<b>FROM:</b>	<b>To:</b>
<b>Description</b> An analysis of the theoretical and conceptual problems involved in the development of psychology as a science and a consideration of the relationship of psychology to other disciplines. An examination of selected systems of theories, such as Behaviorism, Gestalt psychology, and Freudianism, which have attempted to deal systematically with such persistent problems of psychology as perception, motivation, learning, and personality. Special stress will be laid on problems of definition, basic assumptions, and methods.	<b>Description</b> <u>This course provides</u> an analysis of the theoretical and conceptual problems involved in the development of psychology as a science and a consideration of the relationship of psychology to other disciplines. An examination of selected systems of theories, such as Behaviorism, Gestalt psychology, and Freudianism, which have attempted to deal systematically with such persistent problems of psychology as perception, motivation, learning, and personality. Special stress will be laid on problems of definition, basic assumptions, and methods. Students will be guided to design a research project that would test the basic assumptions of alternative theories in the field of psychology. <u>For students with two other upper-level (3000-level or above) Psychology courses, this course serves as the capstone for the Tier III requirement.</u>
<b>Prerequisites</b> PSY 1001 plus 6 additional credits in psychology.	<b>Prerequisites</b> <u>Two courses in Psychology at the 3000-level</u>

Rationale: The capstone is an essential pedagogical tool in psychology. It emphasizes breadth in the discipline and at the same time assures that our students will be exposed to a course with a communication-intensive component. In line with the curriculum committee guidelines, this course will provide students with substantial feedback on their weekly writing assignments.