AGENDA

I. Approval of the Minutes: May 4, 2022
   President Garrell p.9

II. Opening Comments
   President Garrell

III. Granting of Degrees and Certificates to September 2022 Candidates (Ph.D., M.Phil., M.A., M.S., DMA, Au.D.)
    Provost Everett appx.A
    Please note: only faculty vote on this item

IV. Committee on Curriculum and Degree Requirements
    Prof. Faherty p.11

   A. Major Items
      1. Criminal Justice – proposed bulletin revisions
      2. History – proposed change to the language requirement
      3. Earth and Environmental Sciences (EES) – proposed changes to admissions requirements; proposed bulletin revisions
      4. Film Studies – proposed name change

V. University Faculty Senate – Report
   Prof. Martin Burke

VI. Graduate Center Strategic Plan
    Provost Everett

VII. New Business
The Graduate School and University Center
The Graduate Council
2022-2023

(Nonvoting Members)

President
Provost and Senior Vice President
Interim Associate Provost
Dean for the Sciences
Vice President for Student Affairs
Senior Vice President for Finance and Administration
Interim Assistant Vice President for Information Technology and Chief Information Officer
Vice President for Communications and Marketing
Executive Chief Librarian

Dr. Robin L. Garrell
Dr. Steve Everett
Dr. Monica Varsanyi
Dr. Josh Brumberg
Matthew Schoengood
Brian Peterson
Jeff Barnes
Wendy DeMarco Fuentes
Dr. Maura Smale

Executive Committee of Graduate Council
Professor Duncan Faherty (Chair)
Professor Peter Eckersall (Vice-Chair)
Maura Smale (Secretary of the Council) (Voting Member)
Professor Giancarlo Lombardi (Chair, Structure Committee)
Professor Duncan Faherty (Chair, Curriculum and Degree Requirements Committee)
Professor Martin Burke (Rep. Doctoral Faculty Policy Committee) (Voting Member)
Professor Barbara Weinstein (UFS representative, ex officio)
Alex Jiang (USS Delegate)
Christopher Campbell (DGSC Co-Chair) (Voting Member)
Provost Steve Everett (ex officio)

Executive Officers and Directors (Voting Members)
Anthropology
Art History
Astrophysics
Audiology
Biochemistry
Biography and Memoir
Biology
Business
Chemistry
Classics
Cognitive Neuroscience
Comparative Literature
Computer Science
Criminal Justice

Professor Jeff Maskovsky
Professor Jennifer Ball
Professor Jillian Bellovary (Acting)
Professor Dorothy Neave-DiToro (Acting)
Professor Sebastian Poget
Professor Sarah Covington
Professor Cathy Savage-Dunn
Professor Karl Lang
Professor Yolanda Small
Professor Rachel Kousser
Professor Tony Ro
Professor Giancarlo Lombardi
Professor Ping Ji
Professor Brian Lawton
Data Analysis and Visualization  Professor Matthew K. Gold
Data Science  Professor Ping Ji
Digital Humanities  Professor Matthew K. Gold
Earth and Environmental Sciences  Professor Kieren Howard (Acting)
Economics  Professor Christos Giannikos
Educational Opp. Div. Programs  Professor Martin Ruck
Educational Psychology  Professor Joan Lucariello
English  Professor Tanya Agathocleous (Co-Acting) and Professor Talia Schaffer (Co-Acting)
French  Professor Maxime Blanchard
History  Professor Jonathan Sassi (Acting)
Interdisciplinary Research  Professor Duncan Faherty
International Migration Studies  Professor Richard Ocejo
Latin American, Iberian and Latino Cultures  Professor Jane Marcus Delgado (Acting)
Liberal Studies  Professor Elizabeth Macaulay
Linguistics  Professor Cecelia Cutler
Mathematics  Professor Christian Wolf
Middle Eastern Studies  Professor Christa Salamandra
Music  Professor Norman Carey
Nanoscience  Professor Michele Vittadello
Nursing  Professor Juan Battle
Philosophy  Professor Nickolas Pappas
Physics  Professor Alexios Polychronakos
Political Science  Professor Jack Jacobs
Psychology  Professor Richard Bodnar
Quantitative Methods in the Social Sciences  Professor Jeremy Porter
Social Welfare  Professor Barbra Teater
Sociology  Professor Lynn Chancer
Speech-Language-Hearing Sciences  Professor Valerie Shafer
Theatre and Performance  Professor James Wilson
Urban Education  Professor Wendy Luttrell
Women’s and Gender Studies  Professor Dana Ain Davis

Certificate Programs (Voting Members)
Africana Studies  Professor Nathalie Etoke (Acting)
American Studies  Professor David Waldstreicher (Acting)
Critical Theory  Professor Bettina Lerner
Demography  Professor Neil Bennett
Film Studies  Professor Edward Miller
Global Early Modern Studies  Professor Amanda Wunder
Interactive Technology and Pedagogy  Professor Michael Mandiberg
Medieval Studies  Professor Sara McDougall
Women’s Studies  Professor Dana Ain Davis

Chair of the Doctoral Faculty Policy Committee (Voting Member)
Professor Martin Burke

Doctoral and Graduate Students’ Council (Voting Members)
Silvia Rivera Alfaro
Christopher Campbell
Jonathan Hanon
Parisa Montazaran Osmanovic (UFS Liaison)
Alex Jiang (USS Delegate) (Nonvoting)
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<thead>
<tr>
<th>Committee Name</th>
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<tr>
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<td>Professor Duncan Faherty</td>
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<td>Professor Samer Al Khatib</td>
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<td>Professor Krzysztof Klosin/</td>
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<td>Professor Martin Bendersky</td>
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<td>Professor Benedetto Fontana</td>
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<td>Professor Van Tran</td>
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<td>Professor Doug Whalen</td>
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<td>Professor Dana-Ain Davis</td>
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Fall 2022

Centers and Institutes (Nonvoting Members)

Advanced Research Collaborative
advanced research collaborative
Prof. Philip Kasinitz

Advanced Science Research Center (ASRC)
Advanced Science Research Center (ASRC)
Prof. Joshua Brumberg (Interim)

American Social History Project/
Center for Media and Learning
American Social History Project/
Center for Media and Learning
Prof. Anne Valk

Barry S. Brook Center for Music Research and
Documentation
Barry S. Brook Center for Music Research and
Documentation
Dr. Barbara Dobbs MacKenzie

Bildner Center for Western Hemisphere Studies
Bildner Center for Western Hemisphere Studies
Prof. Mauricio Font

Center for Advanced Study in Education (CASE)
Center for Advanced Study in Education (CASE)
Dr. Deborah Hecht

Center for Human Environments
Center for Human Environments
Prof. Roger Hart

Center for Jewish Studies
Center for Jewish Studies
Prof. Francesca Bregoli

Institute for Sephardic Studies
Institute for Sephardic Studies
Prof. Jane Gerber

The Rosenthal Institute for Holocaust Studies
The Rosenthal Institute for Holocaust Studies
TBA

Center for Latin American, Caribbean and Latino Studies
Center for Latin American, Caribbean and Latino Studies
Prof. Laird Bergad

Center for LGBTQ Studies (CLAGS)
Center for LGBTQ Studies (CLAGS)
Prof. Justin Brown

Center for Place, Culture, and Politics
Center for Place, Culture, and Politics
Prof. Ruth Wilson Gilmore

Center for the Humanities
Center for the Humanities
Prof. Keith Wilson

Center for the Study of Women and Society
Center for the Study of Women and Society
Prof. Dana-Ain Davis

Center for Urban Research
Center for Urban Research
Prof. John Mollenkopf

CUNY Data Service
CUNY Data Service
Dr. Joseph Pereira

CUNY Mapping Service
CUNY Mapping Service
Steven Romalewski

New York City Market Information Service
New York City Market Information Service
Jaclyn Kelly

(NYCLMIS)

Center on Philanthropy and Civil Society
Center on Philanthropy and Civil Society
Prof. Kathleen McCarthy

CUNY Academy for the Humanities and Sciences
CUNY Academy for the Humanities and Sciences
Prof. Sarah Danielsson

CUNY Institute for Software Design and
Development (CISDD)
CUNY Institute for Software Design and
Development (CISDD)
Prof. Ted Brown

Endangered Language Initiative
Endangered Language Initiative
Prof. Juliette Blevins

European Union Studies Center
European Union Studies Center
Prof. Patrizia Nobbe
Futures Initiative  
Prof. Cathy Davidson

GC Digital Initiatives  
Prof. Matthew Gold

Gotham Center for New York City History  
Dr. Peter Aigner

Henri Peyre French Institute  
Prof. Francesca Sautman
Human Ecodynamics Research Center (HERC)  
Prof. Thomas McGovern

Initiative for the Theoretical Sciences  
Prof. Vadim Oganesyan

Institute for Language Education in Transcultural Context  
Dr. Alberta Gatti

Institute for Research on the African Diaspora in the Americas and the Caribbean (IRADAC)  
Prof. Herman Bennett

Intellectual Publics  
Prof. Ken Wissokker

James Gallery  
Dr. Katherine Carl

Latin/Greek Institute  
Prof. Lucas Rubin

Leon Levy Center for Biography  
Prof. Kai Bird

James M. and Cathleen D. Stone Center on Socio-Economic Inequality  
Prof. Janet Gornick

Martin E. Segal Theatre Center  
Prof. Frank Hentschker

Middle East and Middle Eastern American Center (MEMEAC)  
Prof. Beth Baron

Ralph Bunche Institute for International Studies  
Prof. John Torpey

Research Institute for the Study of Language in Urban Society (RISLUS)  
Prof. Gita Martohardjono

Revolutionizing American Studies Initiative  
Prof. Duncan Faherty

The Saul Kripke Center  
Prof. Romina Padro

Teaching and Learning Center  
Prof. Luke Waltzer

The Writers’ Institute  
Prof. André Aciman
THE GRADUATE CENTER
THE CITY UNIVERSITY OF NEW YORK
THE GRADUATE COUNCIL

Minutes of the Meeting: May 4, 2022
Via Zoom

Present: [List of attendees is not available at the moment]
Professors: [List of attendees is not available at the moment]
Students: [List of attendees is not available at the moment]

I. Approval of the Minutes: March 14, 2022

II. Opening remarks were given by President Garrell

III. Degrees and certificates were granted to May 2022 candidates (Provost Everett)

IV. Nominations for two faculty to serve on the Student Complaint Appeals Committee for 2022-2023 (Professor Faherty)

V. Presentation of nominees for Standing Committees for 2022-2024 (Prof. Lerner, Committee on Committees)

VI. Committee on Curriculum and Degree Requirements (Prof. Faherty)

A. Major items discussed:
   1. **Ph.D. Neuroscience** – new program proposal
   2. **Speech Language Hearing** – bulletin changes
   3. **Graduate Center Certificates** – bulletin changes – change to when students can receive the certificate
   4. **Global Early Modern Studies** – bulletin change – language requirements
   5. **MALS** – 2 new concentrations – Translation and Genocide, Mass Violence, and Crimes against Humanity; 4 new courses – Intro to Translation Studies, Special Topics in Genocide, Special Topics in Translation Studies, Introduction to Mass Violence in the Modern Era
   6. **Film Studies Certificate** – bulletin changes – certificate now open to all
   8. **History** – bulletin changes and 27 new courses – HIST 76950 - The Early Modern Atlantic World, HIST 74020 - Science and Medicine in the Early Modern World, HIST 74030 - The Mediterranean in the Early Modern Period, HIST 74040 - Print Culture and the Book in the Early Modern Period, HIST 74050 - Memory and History before Modernity, HIST 77320 Topics in Caribbean History, HIST 77330 - Topics in Brazilian History, HIST 77340 - Labor and Migration in Latin America, the Caribbean, and the U.S., HIST 77350 - Media, Politics, and the Public Sphere in Latin America, HIST 82450 - Seminar in Historical Methods, HIST 78200 - Modern Egypt, HIST 78220 - Middle East Mobility and Migration, HIST 78230 - Topics in Economic or Social History of the Middle East, HIST 78240 - Race, Ethnicity, and Enslavement in the Middle East, HIST 78250 - Topics in Law, Religion, and Society in the Middle East, HIST 78260 - Global and Middle Eastern Cold War History, HIST 78270 - Medicine and Bodies in the Middle East, HIST 70350 - Topics in Byzantine or Medieval History, HIST 70520 - Premodern Enslavement, HIST 70530 - Place,
B. Minor items discussed:
   1. **IMS International Migration Studies** – 2 revised course descriptions - IMS 70100 - Global Immigrant Cities, IMS 70000 - International Migration
   2. **MALS** - Revised course to MALS 74700 Topics in Material History to MALS 74700 Special Topics in Global Early Modern Studies

VII. Structure Committee (Prof. Lombardi)
   A. **Ph.D. Program in Computer Science** – revised governance

VIII. Presentation of Annual Reports of Standing Committees (Prof. Faherty)
   A. Executive Committee of Graduate Council: (Chair) Prof. Duncan Faherty
   B. Committee on Committees: (Chair) Cecilia Salvi
   C. Committee on Curriculum and Degree Requirements: (Chair) Prof. Duncan Faherty
   D. Committee on Information Technology: (Chair) Prof. Matt Gold
   E. Library Committee: (Chair) Prof. Samer Al-Khatib
   F. Committee on Research: (Chair) TBA
   G. Committee on Structure: (Chair) Prof. Giancarlo Lombardi
   H. Committee on Student Services: (Chair) Prof. Serena Chen (Acting)
   I. Budget Committee: (Chair) Professor Louise Lennihan
   J. Student Academic Appeals Committee

IX. University Faculty Senate Report (Prof. Burke)

X. New business was discussed
All I.1 The following revisions are proposed for the
Program: Criminal Justice
Program Code: 81003
Effective: Fall 2022

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<td>Course Description</td>
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<tr>
<td><strong>Criminal Justice Policy and Practice Electives</strong></td>
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<tr>
<td>CRJ 81100 Policing</td>
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<td>CRJ 81200 The Courts and Criminal Justice</td>
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<td>CRJ 81300 Punishment and Corrections</td>
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<td>CRJ 88100 Special Topics in Criminal Justice Policy</td>
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<td><strong>Criminology Electives</strong></td>
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<td>CRJ 82100 Advanced Criminology</td>
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<td>CRJ 88200 Special Topics in Criminology</td>
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<tr>
<td><strong>General Electives</strong></td>
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<td>CRJ 87000 Race, Crime and the Administration of Justice</td>
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<td>CRJ 87100 Women and Criminal Justice</td>
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<td>CRJ 87300 Comparative Systems of Criminal Justice</td>
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<td>CRJ 88900 Special Topics in Criminal Justice</td>
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<tr>
<td><strong>Examples of Special Topics classes offered are</strong></td>
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<tr>
<td>Drugs, Crime and the Law; Juvenile Delinquency; Organized and White Collar Crime; Sex Crimes; Terrorism; Theories of Punishment; Victimology</td>
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**Rationale for the revision:** We want to clean up the bulletin pages for our program. With the proposed changes, we hope to reduce potential confusion and make it easier for students in our program to ascertain what classes are available. We want to make three types of editorial changes.

First, we wish to remove three sub-headings that are extraneous given our curriculum's current organization. These include:
- Criminal Justice Policy and Practice Electives
- Criminology Electives
- Law and Philosophy of Criminal Justice Electives

Second, we want to regroup the courses from the earlier mentioned sub-areas above under the heading "General Electives."
Third, we wish to remove three classes from the bulletin that either have not been offered by our program for several years or no longer reflect instructional priorities for our program. Specifically, we wish to remove the following classes:

CRJ 82100 Advanced Criminology
CRJ 88100 Special Topics in Criminal Justice Policy
CRJ 88400 Special Topics in Law and Philosophy
PART A: ACADEMIC MATTERS

Section AII: Changes in Generic Degree Requirements

Changes in College-wide Degree Requirements include

- Bulletin and Requirement changes

AII.1 The following Bulletin Changes are proposed for the

<table>
<thead>
<tr>
<th>Program:</th>
<th>History</th>
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<tbody>
<tr>
<td>Program Code:</td>
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<tr>
<td>Effective:</td>
<td>[Fall, 2023?]</td>
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<th>FROM</th>
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<tr>
<td>Foreign Language Students must demonstrate a reading knowledge of at least one foreign language. Any additional language requirements beyond the first language requirement are determined by the student’s faculty advisor and depend on the field in which the student is majoring. Students must pass one language examination by the time they have completed 30 credits of coursework and fulfill any other language requirements by the time they have completed their coursework.</td>
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<tr>
<td>Foreign Language Students must demonstrate a reading knowledge of at least one language other than English or, in very exceptional cases where no language apart from English is required by the student’s interests, a research skill to be approved by the EO in consultation with relevant faculty members. Any additional language requirements beyond the first language requirement are determined by the student’s faculty advisor and depend on the field in which the student is majoring. Students must pass one language examination by the time they have completed 30 credits of coursework and fulfill any other meet the language or research requirements by the time they have completed their coursework.</td>
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Rationale:

1) It is not common, but the case can be made (and has been made by some students) that some projects of historical research do not benefit as much from knowledge of a foreign language as from the expertise in a different research tool. If such a circumstance were confirmed by the EO and the student’s advisor(s), the student should be able to substitute a non-language skill. That is, the expertise in a different research tool in this scenario would enable the student to comprehend, interpret, analyze, or present primary sources germane to their work, similarly to language knowledge. Some examples may include statistical or other quantitative modeling, or computational or programming languages, among others.

What the History Program is proposing is in keeping with precedents both within the GC and in the broader field of History. At the GC, in Political Science, students must demonstrate proficiency in two of four “tools of research”, one of which is a foreign language while the other three are “quantitative research methods, qualitative research methods, other methods of inquiry”; it is thus possible for such students to advance without a foreign language. Perusing the websites of Economics, Philosophy, Social Welfare, and Urban Education we find no language requirement whatsoever in these Programs.
It is true that most doctoral programs in History elsewhere in the country have a foreign language requirement of some kind, but it is not unprecedented for departments to provide alternatives should a student’s interests warrant it. Prominent examples include the University of Minnesota and the University of Massachusetts-Amherst, where quantitative methods, statistics, or other “research tools” may satisfy the requirement, or the University of Washington-Seattle, where a student and their advisor appeal separately to waive the requirement depending on research needs. In addition there are many more programs (universities of Colorado-Boulder, North Carolina-Chapel Hill, Illinois-Chicago, Wisconsin-Madison, Houston, and Pittsburgh, and Michigan State) that view the requirement as satisfied if the student had previously taken just the first four semesters of language instruction at the undergraduate level, something we see as utterly meagre, and tantamount to no requirement at all (and possibly as a discriminatory, “gatekeeping” phenomenon that makes assumptions about an applicant’s prior access to educational resources).

Our proposed revision is in keeping with a vote of History’s Executive Committee in Spring, 2018; we were delayed in effecting this in the Bulletin. We note that we expect this option to be infrequently exercised, and that the requirements for approval to pursue it are substantial. We will first ask the student to submit in writing an academic justification for the skill to the EO and to two relevant faculty members. The justification should include a description of the student’s training in the skill, how they have used it in the past, and how the skill will remain relevant to their ongoing work. If approved, the student then would submit a piece or pieces of work for which the research skill was necessary and meet with the two faculty members and EO to answer questions or to demonstrate the skill in real time. The faculty would confer separately to determine whether the assessment is pass or fail.

2) The proposed revision above, perhaps less controversially, also adjusts the timeline for completing language or research skill requirements to be keeping with past practice in which the deadline was extended to the completion of 60 credits of coursework, not 30 as in the current language in the Bulletin.
PART A: ACADEMIC MATTERS

Section AII: Changes in Generic Degree Requirements

Changes in College-wide Degree Requirements include

- Bulletin and Requirement changes

AIII.1 The following revisions are proposed for the
Program: Earth and Environmental Sciences
Program Code: EES
Effective: Immediately

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SPECIAL REQUIREMENTS FOR ADMISSION
In addition to the requirements for admission stipulated by the University, applicants to the Earth and Environmental Sciences program are expected to have a minimum average of B in their undergraduate major. The program’s Admissions and Awards Committee will consider exceptions to the above for candidates with other strengths. A high score on the Graduate Record Examination is necessary. The applicant is strongly recommended to have completed mathematics through calculus.

Rationale:
(1) There is significant evidence that the GRE requirement disadvantages students of color and those from underrepresented backgrounds, and that high scores on the GRE are better predictors of socioeconomic privilege, than they are predictors of long-term success in a doctoral program. Being aware of this bias, the EES Admissions Committee has not looked closely at GRE scores for many years, so the Executive Committee voted to formally remove the requirement.

(2) The EES Program serves as the umbrella for two distinct specializations: a social science Ph.D. program in Human Geography, and a science Ph.D. program in Environmental and Geological Sciences (EGS). The calculus requirement is salient mainly for the EGS specialization.
PART A: ACADEMIC MATTERS

Section AllI: Changes in Generic Degree Requirements

Changes in College-wide Degree Requirements include

- Bulletin and Requirement changes

AllI.1 The following Bulletin Changes are proposed for the

<table>
<thead>
<tr>
<th>Program:</th>
<th>Earth and Environmental Sciences (EES)</th>
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<tbody>
<tr>
<td>Program Code:</td>
<td>Earth and Environmental Sciences (EES)</td>
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<tr>
<td>Effective:</td>
<td>Immediately</td>
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<tr>
<td>SPECIAL REQUIREMENTS FOR ADMISSION</td>
<td>In addition to the requirements for admission stipulated by the University, applicants to the Earth and Environmental Sciences program are expected to have a minimum average of B in their undergraduate major. The program’s Admissions and Awards Committee will consider exceptions to the above for candidates with other strengths. A high score on the Graduate Record Examination is necessary. The Graduate Record Examination (GRE) is not required. For applicants to the Environmental and Geological Sciences specialization, applicants are strongly recommended to have completed mathematics through calculus.</td>
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Curriculum Requirements for the Environmental and Geological Sciences Specialization

Within their first semester, incoming students are expected to consult with their prospective adviser(s) and devise a personal program of study to acquire command over the skills and methods needed to work in their proposed area of research. Coursework in the Specialization includes the following required courses:

1. EES 71600; Earth Systems I (3 credits, first semester).
2. EES 71700; Earth Systems II (3 credits, second semester).
3. EES 70400; The Nature of Scientific Research (3 credits, first semester).
4. EES 80200 Dissertation Proposal Workshop (3 credits). Prerequisites for EES 80200 are: 1. satisfactory completion of all first-year core courses; 2. satisfactory completion of the First Examination; 3. submission of a one-page dissertation proposal abstract; 4. Approval of the student’s dissertation adviser; and 5. permission
of the Executive Officer.

dissertation proposal abstract; 3. approval of the student’s dissertation adviser; and 4. permission of the Executive Officer.

Requirements for the Environmental and Geological Sciences Specialization

From the first stages of matriculation, the student directs his/her program toward the desired research specialization. The major steps occur in the following order: First Examination, Second Examination, Oral Defense of the Dissertation Proposal, Oral Defense of the Dissertation.

First Examination

The examination is a written and oral examination administered by the Environmental and Geological Sciences Curriculum Committee following the student’s successful completion of at least 15 course credits including the following requirements:

A. The three first-year core courses (EES 702, EES 716, EES 717), each with a grade of B or better.
B. Two semesters of Current Issues in Earth and Environmental Sciences.
C. At least two other graduate-level courses in at least one of the four Environmental and Geological Sciences Subdivisions: Atmospheric and Hydrologic Sciences; Earth Materials and Earth Processes; Terrestrial, Estuarine, and Marine Studies; and Urban Environments and Public Health.
D. An overall average of 3.0 or better in all courses.

The written part of the first exam will consist of a closed-book, sit-down exam. The questions will be prepared by members of the Environmental and Geological Sciences First Exam Committee and will be based on the content and selective sets of readings for each core course and area of specialization selected by the student. Students will be expected to provide substantive responses in essay form to the questions asked and to demonstrate familiarity with the salient literature. The number of questions in each part of the exam will be consonant with the time allocated for completing the exam. No reference material will be permitted during the exam. Students will not have seen the questions until they take the test, and must answer all questions asked. The committee, following a short period to review the written examination, will meet with the student and have the opportunity to ask follow up questions, based
the opportunity to ask follow-up questions, based on their written responses. The grade (pass/fail) will be based on the student’s performance on both the written and oral examinations. A student who fails all or part of the written or oral examinations will be given one opportunity to retake those parts of the examination, no more than 12 months after the original examination. Upon satisfactory completion of the First Examination, the student selects his/her dissertation committee. This committee sits with the student and selects those additional courses that are relevant to the area of dissertation research. The committee recommends whether or not the student must pass a specific foreign language examination.

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<th>2. EES 70400 The Nature of Scientific Research (3 credits, first year)</th>
<th>This course is designed to introduce first-semester students in the Ph.D. Program in Earth and Environmental Sciences to the principles of scientific inquiry. Following a broad overview of the epistemological foundations of the sciences, we compare and contrast the nature of explanation in the historical sciences (biology and geology), experimental sciences (physics and chemistry) and social sciences. We will discuss in detail the mix of quantitative and qualitative methods that are appropriate to each of these fields of inquiry. Finally, we explore ethics in scientific research. We will go beyond the issues of fabrication, falsification and plagiarism to look at the broader responsibilities of the researcher to her (his) research subjects, co-authors, mentor/mentee, scientific community, and society at large.</th>
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<td>on their written responses: The First Examination within the Environmental and Geological Sciences specialization has two parts, written and oral. The written exam is composed of questions from the professors who teach EES 71600 and 71700. Students are required to answer 4 questions from each of EES 71600 and EES 71700. The primary academic advisor of a student taking the exam also provides 2 questions. The exam is take home format. Students are given a 4-day period to complete the exam. An oral exam is held within two weeks of completion of the written exam. In this exam, individual students meet with the professors who taught EES 71600 and 71700 along with the EO or DEO for a minimum of one hour of questions and answers between the student and the examiners. The student's advisor is also invited to attend. The grade (pass/fail) will be based on the student’s performance on both the written and oral examinations. A student who fails all or part of the written or oral examinations will be given one opportunity to retake those parts of the examination, no more than 12 months after the original examination. Upon satisfactory completion of the First Examination, the student selects his/her dissertation committee. This committee sits with the student and selects those additional courses that are relevant to the area of dissertation research. The committee recommends whether or not the student must pass a specific foreign language examination.</td>
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philosophy and practice of science, with a focus on Environmental and Geological Sciences and Geography. The course focuses on improving communications and collaboration between the Natural Sciences and Social Sciences, and it therefore incorporates contributions from multiple EES faculty. This is a course that focuses on taking a step back from our immediate research in order to ask how we pose questions, formulate theories, and collect data. Each session is framed as a discussion, and students are expected to bring their own interests, training, and curiosity in order to facilitate cross-disciplinary communication.

**Rationale:**
These changes to the bulletin are updates to reflect changes that the EES program has made to degree requirements over the last few years. As a program, we have removed the GRE, modified our First Exam in Earth & Geological Sciences and adjusted the focus of one of our required core courses to better meet student needs. All of these changes have been previously approved by both EES, the GC wide Curriculum and Degree Requirements Committee and the Grad Council, here we are simply moving to update the bulletin to reflect these changes.
PART A: ACADEMIC MATTERS

Section All: Changes in Generic Degree Requirements

Changes in College-wide Degree Requirements include

-Bulletin and Requirement changes

AII.1 The following Bulletin Changes are proposed for the

Program: Film Studies Certificate Program
Program Code: 
Effective: 

<table>
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<tr>
<th>FROM</th>
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<tr>
<td>Film Studies Certificate Program</td>
<td>The Certificate Program in Film and Media Cultures</td>
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Rationale:

Change in Program Name

The proposed change in the Program’s title reflects the integration of television and internet/digital media into film studies. Signaling this change, the Society for Cinema Studies (the leading scholarly organization in the field) became the Society for Cinema and Media Studies in 2002. Our courses have increasingly either focused on television or have been inclusive of television and other media, due to the increasing ease of accessing “legacy media” via the internet and the increasing importance of a globalized television industry fueled by the growth of internet platforms. In addition, the use of the plural “Cultures” in the Certificate’s revised title indicates that our curriculum is inclusive of non-US and European film/media traditions and that our courses utilize various methodologies from both the Humanities and Social Sciences.