


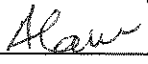
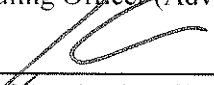
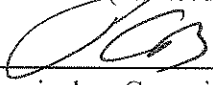
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal
NEW COURSE

Attach proposed course syllabus to this form. Also attach a copy of the course description as it will appear in the catalog.

1. Name of Department: Ethnic Studies
2. Name of New Course: An Introduction to the Middle East
3. Course Number: ASN 129 (Same as HIS 129)
4. Prerequisites: _____
Corequisites: _____
Basic Skills: P-ENG 088, ESL 094, ACR 094
5. Hours per week: 3 Lecture: 3 Lab: 0
6. Credits: 3
7. Course is required in the following curricula: _____

8. Will special materials, space, and/or equipment be required? Yes No
9. Estimated enrollment per semester: 35
10. Date effective: _____
11. Attach course articulation agreement(s) with a senior college.
12. Attach justification that the new course reflects the goals for all curricula passed by Faculty Council in May 1988
13. Attach justification that the new course reflects the General Education goals for all curricula passed by Faculty Council in May, 2006.
14. Attach department(s) minutes approving this proposal

| | | |
|----|---|---------------------------|
| 1. | <u></u> Department Chairperson or Program Director | <u>10/20/2015</u> Date |
| 2. | <u></u> Scheduling Officer (Advised as to Course Code) | <u>10/21/15</u> Date |
| 3. | <u></u> Dean of Academic Affairs (Advised as to Format) | <u>10/22/15</u> Date |
| 4. | <u></u> Chairperson of Curriculum Committee | <u>11/7/15</u> Date |

HIS 129 (Same as ASN 129)

An Introduction to the Middle East

Recent events have seen a growing interest in that part of the world commonly referred to as the Middle East. This course aims to introduce students to the Middle East, from the rise of Islam to contemporary times. It takes a cross-disciplinary approach, designed to allow students the chance to examine the region from a number of different perspectives; not only an historical one, but also those of literature, religion, economics, politics and international relations. It is hoped that, at minimum, the course will provide a sound basis by which students might better frame their understanding of the region; at maximum, that it might stimulate a desire to further explore the region in greater depth. Particularly, given the tendency of the media to view the region largely in terms of current events, it is hoped that by taking a cross-disciplinary approach, students will come to conceive of the region as a multi-dimensional; as a region with rich and varied cultural, historical and intellectual traditions; most importantly, as a region made up of people, of individuals who have many of the same desires and aspirations, the same fears and concerns, as ourselves. Given that the course constitutes a broad cross-disciplinary survey of the Middle East, it will, at times, be necessarily selective, focusing in depth on specific but representative aspects of Middle Eastern civilization. Students are thus encouraged to make reference to the "additional reading list" towards the end of the syllabus. An additional goal of the course is to consider in a more critical way the manner in which the region is portrayed in the media. Thus, periodically, we will be examining issues of topical interest.

ASN 129 (Same as HIS 129)

An Introduction to the Middle East

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BOROUGH OF MANHATTAN COMMUNITY COLLEGE
City University of New York

Center for Ethnic Studies Program

Title of Course: ASN/HIS 129-1600: An Introduction to the Middle East

Class Hours: 3

Credits: 3

Laboratory Hours per Week: NONE

Semester:

Instructor Information (Phone#, Office#, email:

Course Description

Recent events have seen a growing interest in that part of the world commonly referred to as the Middle East. This course aims to introduce students to the Middle East, from the rise of Islam to contemporary times. It takes a cross-disciplinary approach, designed to allow students the chance to examine the region from a number of different perspectives; not only an historical one, but also those of literature, religion, economics, politics and international relations. It is hoped that at minimum, the course will provide a sound basis by which students might better frame their understanding of the region; at maximum, that it might stimulate a desire to further explore the region in greater depth. Particularly given the tendency in the media to view the region largely in terms of current events, it is hoped that by taking a cross-disciplinary approach, students will come to conceive of the region as multi-dimensional; as a region with rich and varied cultural, historical and intellectual traditions; most importantly, as a region made up of people, of individuals who have many of the same desires and aspirations, the same fears and concerns, as ourselves. Given that the course constitutes a broad cross-disciplinary survey of the Middle East, it will at times be necessarily selective, focusing in depth on specific but representative aspects of Middle Eastern civilization. Students are thus encouraged to make reference to the 'additional reading list' towards the end of the syllabus. An additional goal of the course is to consider in a more critical way the manner in which the region is portrayed in the media. Thus, periodically, we will be examining issues of topical interest.

Basic Skills: Passed ENG 088, ESL 094, ACR 094

Prerequisites: None

Corequisites: None

General Education Outcomes/Assessment:

| Outcome | Assessment |
|--|---|
| Student will learn to write, read, listen and speak critically and effectively. | Classroom participation, informal written assignments, reflective papers and exams. |
| Students will develop an understanding of, and be able to apply the concepts and methods of, the social sciences as relate to the discipline of history. | Classroom participation, informal written assignments, reflective papers and exams. |
| Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility. | Classroom participation, informal written assignments and reflective papers. |

Course Specific Outcomes/Assessments:

| Outcome | Assessment |
|--|---|
| Students will be able to demonstrate an ability to distinguish between secondary and primary source materials, to utilize interpretative models based on historical evidence. | Classroom participation, informal written assignments and reflective papers. |
| Students will demonstrate knowledge of the early history of the Middle East (with a focus on the Arab people), and the importance of Islam in shaping the various cultures of that region. | Classroom participation, informal written assignments, reflective papers and exams. |
| Students will demonstrate a greater appreciation of the different aspects of and contributions made by Islamic civilization to the larger world, inclusive of Western civilization. | Classroom participation, informal written assignments, reflective papers and exams. |
| Students will develop an understanding of the history of relations between the 'West' (that is, Europe) and the Middle East, beginning with the Crusades and up to the modern period. | Classroom participation, informal written assignments, reflective papers and exams. |
| Students will develop an appreciation of the impact interaction with Europe had on the region during the modern period (that is, following Napoleon's invasion of Egypt), particularly with respect to ideological developments. | Classroom participation, informal written assignments, reflective papers and exams. |
| Students will learn the modern history of the Middle East, particularly with respect to the development of Arab nationalism. | Classroom participation, informal written assignments, reflective papers and exams. |
| Students will develop an understanding of the impact the West's economic and political domination has had on the modern history of the Middle East, on its modern political development, and in shaping Middle Eastern attitudes towards the West. | Classroom participation, informal written assignments, reflective papers and exams. |

Approach

Inasmuch as the course aims at a broad cross-disciplinary perspective of the Middle East—and therefore seeks to cover a good deal of ground in a relatively short period of time—we will be making use of secondary sources other than the main texts required for this course. At times, we will also be making use of primary sources, for instance, those weeks dealing with modern Arabic literature (as represented by actual literary works). Students are strongly encouraged to critically examine all the texts used in this course, inasmuch as to a large extent, they reflect the views of various historians (or specialists of respective disciplines), and thus should not be understood as constituting absolute truths. In particular, students are encouraged to consider to what extent understandings and offered explanations of phenomena being considered reflect contemporaneous issues or the intellectual climate within which respective authors were (or are) working. Often the way historians understand the past has more to do with the social, economic, and/or political problems their own societies were (are) confronting at the time of writing. Given recent events, this is doubly true with respect to the Middle East! In this vein, a fair amount of attention will be given to historiographical considerations so as to better understand the manner in which perspectives—historical or otherwise—have changed and evolved over time. It is hoped that such considerations will form a significant component of discussion in the classroom.

Required Text & Readings

You are only required to purchase three texts (indicated below) for this course. Other readings will be provided in class or made available as pdf files as we go along.

- Malise Ruthven's *Islam. A Very Short Introduction* (Oxford: Oxford University Press, 2012), ISBN: 978-0-19-9642878; and
Mehran Kamrava's *The Modern Middle East, A Political History Since the First World War* (Berkeley, CA: University of California Press, 2013), ISBN: 978-0-520-27781-6 (e-book, -95685-8)
Sinan Antoon's *The Corpse Washer* (New Haven, CT: Yale University Press, 2014), ISBN: 978-0-300-20564-0

Evaluation & Requirements of Students

Discussion and participation: A certain amount of class time will be devoted to discussion, based primarily on the assigned readings. You should definitely feel free to bring in other relevant information from your own experiences and knowledge, so long as it relates to the original topic. Three caveats to keep in mind however: a) this is a discussion, not a monologue, so avoid digressions and meandering; b) "I agree with X" is not 'discussion' and is not acceptable (you may well agree, but tell us why, and where this leads you); and c) given the sensitive nature of many of the topics we will be considering, think carefully about how you express your point-of-view! Discussion is extremely important; the more you do it, the sharper your analytical skills get! A word of caution: if you don't keep up with the assigned reading, you will likely find it difficult to participate in class discussion in a meaningful way. Discussion and participation will count for **10%** of your final mark.

Blackboard and Reading-Related Assignments: Occasionally you will be responsible for informal written assignments, usually in response to specific prompts (a short primary source, a painting, a youtube clip, etc.). These will generally make use of the 'Discussion Board' on Blackboard, but will also act as prompts for further discussion in the classroom. Periodically, you will also be asked to do short written assignments in class related to that week's assigned reading. Inasmuch as the nature of the particular assignment will not be known in advance, it is highly recommended that you keep up with the assigned reading. Failure to do so will make it more or less impossible for you to do the respective assignment. Collectively, blackboard and reading-related assignments count for **15%** of your final mark.

Pop-Quizzes: As an additional incentive to keep up with the assigned reading, periodically, there will be pop-quizzes corresponding to it. These will generally consist of ten multiple-choice questions. Your final average for the pop-quizzes will count for **15%** towards your final mark.

Reflective Paper: Every student will be responsible for writing one reflective paper corresponding to a reading assigned in class. The reflective paper should focus on identifying the author's thesis and argument in support of it. You might also discuss your opinion to some extent, though this should focus on whether the author makes a good argument in support of his or her thesis. An additional prompt may be provided to guide discussion. The reflective paper should be typed, double-spaced and should run around 500-600 words (roughly one-and-a-half to two pages). Each student will also be required to revise the reflective paper based on my feedback, to my satisfaction! Please note also that late submission of your reflective paper will result in it being penalized by ten points. The reflective papers will count for **30%** towards your final mark.

Students will be divided into three groups, with each group being responsible for writing (individually) a reflective paper on a different reading. Please note that, even if not responsible for writing a reflective paper on a particular reading, you are still responsible for reading it! Related to this, all students will likely be asked at the beginning of the class for which it was assigned to briefly summarize the reading in writing. Failure to demonstrate that you did the assigned reading will negatively impact your participation mark.

Short Exams: Over the course of the semester, you will be given four short exams, consisting of short-answer questions. Collectively, these will count for **30%** of your final mark. The exams will be based largely on the lectures and assigned readings.

Grading:

| | |
|------------------------------------|-----|
| Class Participation | 10% |
| Blackboard and Reading Assignments | 15% |
| Pop-Quizzes | 15% |
| Reflective Papers | 30% |
| Short Exams | 30% |

College Attendance Policy

This class has a strict attendance policy! At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a four-hour class that meets four times per week. Therefore, in this class, you are allowed a maximum of 4 hours of absence (not 4 days), which essentially means you could miss 3 section meetings for this class. With each additional absence (excepting an extreme emergency, to be accepted as valid at the instructor's discretion), your final grade will immediately be lowered one letter mark.

Please note also that tardiness will be penalized; if you are sufficiently late (again, as determined by the instructor), it will count as one absence; after a certain point (as determined by the professor), you will not be permitted to enter the classroom.

On a related subject, electronic equipment is absolutely forbidden in the classroom! This includes, laptops, cell phones, i-pods, blackberries, etc. Use of these in the classroom could result in your being designated as absent for that particular class. Put another way, attending class means being present in mind and body!

Academic Adjustments for Students with Disabilities

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require that you cite the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with me. Additionally, the library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's web side, www.bmcc.cuny.edu. Any

student found plagiarizing will find his or her grade severely docked and appropriate measures will be taken. If nothing else, you will likely receive a zero on the respective assignment. Therefore, if you have any concerns that you might be plagiarizing, please come see me BEFORE there is a problem!

Learning Issues

A number of possibilities exist here at BMCC for obtaining help with learning issues outside the classroom. If you feel you need tutorial assistance with coursework, for example, you might check out the Learning Resource Center (S500). In particular, you might check out the Writing and Reading Centers (same location, to the rear).

Office Hours

Office hours are another useful tool, and you are strongly encouraged to come see me with any questions or concerns you might have. If you cannot see me during the scheduled office hours, please do not hesitate to make an appointment. Please also feel free to e-mail me with any questions or concerns you might have. I will do my best to respond as promptly as possible!

Course Schedule

Week 1 (January 29) Breaking the Ice

Isma'il Al-Faruqi's *Islam*, pp. 19-34

Primary Sources

The Qur'an, Surah Al-Ma'minun (The Believers)

Thomas Cleary's *The Wisdom of the Prophet*, pp. v-ix, 1-23

Week 2 (February 3 & 5) The Early History of Islam

Malise Ruthven's *Islam, A Very Short Introduction*, pp. 27-56

Week 3 (February 10) Sunnism, Shi'ism and Early Islamic Political Thought

Malise Ruthven's *Islam, A Very Short Introduction*, pp. 57-99

Week 4 (February 17 & 19) The Age of the Crusades and the Pre-Modern Middle East

Giles Constable's "The Historiography of the Crusades" in *The Crusades from the Perspective of Byzantium and the Muslim World*, pp. 1-22 [Group 1]

Week 5 (February 24 & 26) Islamic Societies

Jonathan Berkey's *The Formation of Islam*, pp. 184-215, 231-248 [Group 2]

Week 6 (March 3 & 5) The Ottoman and Safavid Empires

Mehran Kamrava's *The Modern Middle East*, pp. 22-34

Walter Weiker's "The Ottoman Bureaucracy: Modernization and Reform" [Group 3]

Week 7 (March 10 & 12) From Territories to Independent States

Mehran Kamrava's *The Modern Middle East*, pp. 35-67

Week 8 (March 17 & 19) The Age of Nationalism

Mehran Kamrava's *The Modern Middle East*, pp. 68-107

Primary Sources

'Abd al-Rahman al-Kawakibi's "The Excellence of the Arabs," *al-Manar*, Cairo, 1901-1902

Negib Azoury's "Program of the League of the Arab Fatherland," *Le Réveil de la Arabe*, Paris, 1905

The Husayn-McMahon Correspondence, from Sir Henry McMahon, 24 October 1915

The Sykes-Picot Agreement, 1916

The Balfour Declaration, 2 November 1917

Week 9 (March 24 & 26) Rejecting the West

Israel Gershoni's "Rejecting the West: The Image of the West in the Teachings of the Muslim Brotherhood, 1928-1939," in *Great Powers in the Middle East*, pp. 370-390 [Group 4]

Week 10 (March 31 & April 2) Conflict-Israel and Palestine

Mehran Kamrava's *The Modern Middle East*, pp. 108-138

Spring Break – April 3 - 12

Week 12 (April 14 & 16) Revolution-Iran

Mehran Kamrava's *The Modern Middle East*, pp. 139-169

Week 13 (April 21 & 23) Economic Development

Mehran Kamrava's *The Modern Middle East*, pp. 347-386

Week 14 (April 28 & 30) Women in the Middle East

Malise Ruthven's *Islam, A Very Short Introduction*, pp. 100-125

Leila Ahmed's *Women and Gender in Islam*, pp. 144-168 [Extra Credit]

Primary Sources

"What Muslim Women Want," *Wall Street Journal*, December 13, 2006

Week 15 (May 5 & 7) Modern Arabic Literature

Sinan Antoon's *The Corpse Washer*

Week 16 (May 12 & 14) Film

Hany Abu-Assad's *Paradise Now*

Borough of Manhattan Community College
The City University of New York

Curriculum Proposal
COURSE REVISION

1. Name of Department: Social Sciences, Human Service and Criminal Justice
2. Name and Number of course: An Introduction to the Middle East HIS 129 (Same as ASN 129)

3. _____ This course is being withdrawn. (Go to 7)

4. Course revised. Check appropriate items.

_____ Change course number from _____ to _____

_____ Change course title from _____ to _____

_____ Change course hours from _____ to _____

_____ Change course credit from _____ to _____

_____ Change basic skills requirements from _____ to _____

_____ Change prerequisite from _____ to _____

_____ Change corequisite from _____ to _____

_____ Change course description. Attached a copy of old and new description.

_____ Pathways Common Core Category: _____

Other (Specify): Crosslist HIS 129 with Ethnic Studies course ASN 129

5. Reason(s) for change(s): _____ Please see attached

6. Date effective: Spring 2016

7. Attached justification that the course revision reflects the goals for all curricula passed by Faculty Council in May, 1988.

8. Attach justification that the course revision reflects the General Education goals for all curricula passed by Faculty Council in May 2006.

9. Attach department(s) minutes approving this proposal

Signatures

1A. [Signature] 10/21/15
Department Chairperson or Program Director Date

1B. [Signature] 10/21/15
Department Chairperson or Program Director Date

1C. _____
Department Chairperson or Program Director Date

2. [Signature] 10/21/15
Scheduling Officer (Advised as to Course Code) Date

3. [Signature] 11/22/15
Dean of Academic Affairs (Advise to format) Date

4. [Signature] 11/17/15
Chairperson of Curriculum Committee Date
(After the approval of the Curriculum Committee)

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal
NEW COURSE

Course Revision:

Attachment to Item 5: Reason(s) for (Changes):

Rationale for Cross-listing HIS 129/ASN 129: An Introduction to the Middle East

The Center for Ethnic Studies would like to cross-list the course HIS129 as ASN 129. The CES would like to expand its offerings geographically and culturally. We are currently offering courses in the areas of African, Asian and Latin American Studies, as well as various courses in African American, Latino and Asian American Studies. To better reflect the interests of our student population, we are also expanding the course offerings. The courses in Asian studies only include China and Asian-American Studies in the disciplines of History and Anthropology (ASN/HIS 114: Asian American History and ASN/ANT 111: Chinese Heritage and Culture) but we do not have courses focusing in the Middle East. Adding a course in Middle Eastern History will enrich our offerings. Moreover, when this course was proposed in the Social Sciences department, we at the Center welcomed and supported this move towards including a course in History of the Middle East.

Social Sciences, Human Services, and Criminal Justice Department Meeting Minutes

October 14, 2015

In attendance: All members present except as noted

Absent: Maram Hallak , Marci Littlefield, Miriam Santos

Excused: Henry Bulley, Matthew Ally, Vernon Smith, Dan DePaulo, Shirley Leyro, Ron Rubin

Meeting was called to order at 2:05 in Room N-452.

Minutes from the September meeting were approved unanimously, but the following corrections noted:

-Ethnic Studies is not a department, but a center, and should be noted as such. Center For Ethnic Studies faculty are members of our department and they are always welcome at department meetings.

-Emelyn Tapaoan is no longer a substitute faculty and so is not required to be present.

Study Abroad

Judith Anderson noted that she is organizing a study abroad program for 2016, and more information will be given soon.

Faculty Salon

Jose Haro, Amy Sodaro, Jamie Warren and Robin Isserles introduced a change in Faculty Salon for Spring 2016: Instead of 4 presentations a semester, we will have one big symposium on May 19 in Richard Harris Terrace. This will include adjuncts and will make it easier for everyone to show each other what we are doing. Currently, they are working on inviting a keynote speaker, and ideas are appreciated (local person preferred!).

Abstracts need to be sent by the end of semester.

Also, on October 30th, we will have the first faculty salon, and Ilgin Yorukoglu and Erik Freas will present their work.

2nd Salon will be on Dec 10th in Hudson room.

Curriculum Committee Items

Andres Colapinto, Ross Tippit, Ilir Disha, Brenda Vollman, Dan Prenda and Michelle Rhonda.

There are 6 revisions to the criminal justice curriculum (crj 204 description had already been changed).

Brenda read the rationale for change, including the suggestion that MAT 008 should not be a basic skills requirement.

Rationale for Basic Skills Requirement Changes: The MAT008 requirement serves as a hindrance to our students getting started in the major. No other community college within the CUNY Justice Academy has this basic skills requirement. The origins of the requirement seem to date to a time when CRJ was in the Business department, which is the only department which requires MAT008 as a Basic Skills requirement.

Ilir read CRJ 101 old description and the proposed change.

The suggestion about the MAT 008 requirement was discussed. It was asked if senior colleges would accept the credit if MAT is not a prerequisite now. The committee responded saying that the requirement for MAT is not going to be lifted, what is suggested is that it should not be a prerequisite for the mentioned CRJ classes.

Dan included that in JJay there is no MAT requirement for this course, but Sangeeta reminded that senior colleges do not have remedial courses, so it cannot be a requirement. Brenda said other 2 year colleges also do not have MAT requirements, according to her knowledge.

It was suggested that before it goes to college curriculum committee, we might have to back up our MAT 008 argument.

Brenda read CRJ 102 old description and the proposed description.

Michelle read the same for the course on Corrections.

Brenda read the Criminal Law old description and the proposed description, and Dan read Policing old and proposed description.

The committee also asked for removal of the MAT 008 requirement for CRJ 204 whose description had been changed.

Voting occurred at 3pm, change in course descriptions approved. MAT 008 requirement removal passed, approved.

PSYCH MAJOR

Curriculum change. There was a question about forensic psych program- what it is. This was a specialized program. Voted and approved.

Psych prerequisite proposal

For abnormal and developmental and psychology of women, PSY 100 should be prerequisite. It used to be that for abnormal psych, we need faculty's approval. For the others, either PSY 100, Soc 100 or SSC 100 would do. Now the suggestion is to require PSY 100 for all these classes. This also was approved.

New class- Gender and Society Soc 210

Ross read the course description and proposal, and said that this would be an elective course. Soc 100 would be prerequisite. The course has one articulation agreement with Brooklyn College (with their sociology of gender). Basic skills requirement: ESL 94 and ACR 94.

Voted and approved.

Cross listing: ASN/HIS 129 Intro to the Middle East

Intro to Middle East course exists as HIS 129; Ethnic Studies is asking that it be cross listed with Asian Studies. Basic skills requirement will be ENG 88 and ESL 94, ACR 94.

Voted, approved.

Advisement office representatives

John Matamaros and Allana Burke. You can reach them at aburke@bmcc.cuny.edu (ext 8141) and JMatamaros@bmcc.cuny.edu (ext 5079). They reminded that Nov 9 is the start of advisement.

There was a question about course requirements. It was said that the website says one thing, and cunyfirst says another thing, that there is an info clash for, say, scientific world requirement.

John Matamaros replied saying that they have no control over the website. They control degreeworks, and that is correct info.

Financial aid related question and it was said that it is better to email with specific questions, and put everything in notes. It was suggested that a "cheat sheet" would help, especially with financial aid related questions, with simple bullets and so on. They said they will work on this, and will put the manual online.

Coache survey

Take a look and pass along your comments and thoughts to Geoff Kurtz.

Pathways courses

Hist 101 and 102 are now in pathways. Eco 100, Eco 202 and Anthro 100 returned and need changes.

Honors Pilot

Pilot courses for honors program are being considered.

Brochures for new majors

Alex and Jacob will be present at the meeting to discuss with sociologists

Faculty pictures

Christina Oney read the names of those whose pictures are missing for the faculty board. Today 4-5pm or tomorrow 10 am -12 pm upstairs in the office you can get your pic taken. OR take them yourself with a white background.

Ph.D defense

Rebecca Johnson defended her dissertation!

Happy Hours organization

David Caicedo takes over from Jamie to organize happy hours

Holiday Party

Suggestions for the holiday party. Voted and we will have the party at Cowgirl on December 15, the reading day.

Other issues

PSC Teach CUNY campaign

Teach about CUNY issues until Thanksgiving, sample curriculum is online at psc/cuny.org/bmcc

PSC teach-in next Wednesday about funding legislation and other issues- 21st October in N452.

Meeting adjourned at 3:40 pm.

Respectfully submitted by Ilgin Yorukoglu.