**New York City College of Technology, CUNY**

**CURRICULUM MODIFICATION PROPOSAL FORM**

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | **New Course Proposal:** SOC 3303: Sociology of Big Numbers |
| **Date** | 10/31/2018 (Final revision, submitted 3/29/2019) |
| **Major or Minor** | Major |
| **Proposer’s Name** | Diana Mincyte |
| **Department** | Social Science |
| **Date of Departmental Meeting in which proposal was approved** | 10/4/2018 |
| **Department Chair Name** | **Peter Parides** |
| **Department Chair Signature and Date** | 10/31/18 |
| **Academic Dean Name** | **Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** |  1/27/19 |
| **Brief Description of Proposal** | A new Liberal Arts course that will serve as General Education course covering a topic that is relevant for students in technical fields and a requirement for the Data Analytics degree in the Social Science Department (Economics). |
| **Brief Rationale for Proposal**(Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body).  | The growing use of algorithms and big data applications has generated important public and scholarly debates about changing social institutions and norms such as privacy, security, and accountability. Despite the fact that a number of degrees in technical areas at City Tech are employing algorithms and big data, there are no courses that explicitly address ethical and social consequences of these emerging technologies. This course will address these needs by providing a sociological perspective on quantification and automation of decision making in the private sector and public institutions. It will also serve as a requirement for the Data Analytics degree that is being developed in the Social Science Department/Economics. |
| **Proposal History**(Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | Initial submission |

 **ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal
 |  X |
| * Rationale for proposal
 |  X |
| * Date of department meeting approving the modification
 |  X |
| * Chair’s Signature
 |  X |
| * Dean’s Signature
 |  X |
| Evidence of consultation with affected departmentsList of the programs that use this course as required or elective, and courses that use this as a prerequisite. | X |
| Documentation of Advisory Commission views (if applicable). | N/A |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). |  X |

 **EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes.  |  N/A |
| Detailed rationale for each modification (this includes minor modifications) |  X |

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 New York City College of Technology, CUNY

 NEW COURSE PROPOSAL FORM

|  |  |
| --- | --- |
| **Course Title** | Sociology of Big Numbers |
| **Proposal Date** | 10/31/2018 |
| **Proposer’s Name**  | Diana Mincyte |
| **Course Number** | SOC 3303 |
| **Course Credits, Hours** | 3 |
| **Course Pre / Co-Requisites** | ENG 1101 and [PSY 1101 or AFR 1501 or 1502 or any SOC or ANTH course] |
| **Catalog Course Description** | Focus on social and ethical dimensions of automation and big data use in different industries and social spheres. The course examines how automation shapes social relations, identities, workplaces and institutions. Special emphasis is placed on how automation may contribute to inequalities, including race/ethnicity, gender, age, ability and socio-economic status. Readings engage with diverse perspectives and interdisciplinary approaches to these issues. |
| **Brief Rationale**Provide a concise summary of why this course is important to the department, school or college. | The growing use of algorithms and big data applications has generated important public and scholarly debates about changing social institutions and norms such as privacy, security, and accountability. Despite the fact that a number of degrees in technical areas at City Tech are employing algorithms and big data, there are no courses that explicitly address ethical and social consequences of these emerging technologies. This course will address these needs by providing a sociological perspective on quantification and automation of decision making in the private sector and public institutions. It will also serve as a requirement for the Data Analytics degree that is being developed in the Social Science Department/Economics. |
| **Intent to Submit as Common Core**If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | Yes, Individual and Society |
| **Intent to Submit as an Interdisciplinary Course** | Not at this time |
| **Intent to Submit as a Writing Intensive Course** | Yes |

 **CHANCELLOR’S REPORT FORM**

|  |  |
| --- | --- |
| **Department(s)** | Social Science |
| **Academic Level** | **[ X ] Regular  [   ] Compensatory  [   ] Developmental****[   ] Remedial**  |
| **Subject Area** | Sociology |
| **Course Prefix** | SOC |
| **Course Number** | 3303 |
| **Course Title** | Sociology of Big Numbers |
| **Catalog Description** | Focus on social and ethical dimensions of automation and big data use in different industries and social spheres. The course examines how automation shapes social relations, identities, workplaces and institutions. Special emphasis is placed on how automation may contribute to inequalities, including race/ethnicity, gender, age, ability and socio-economic status. Readings engage with diverse perspectives and interdisciplinary approaches to these issues. |
| **Prerequisite** | N/A |
| **Corequisite** | N/A |
| **Pre- or co-requisite** | ENG 1101 and [PSY 1101 or AFR 1501 or 1502 or any SOC or ANTH course] |
| **Credits** | 3 |
| **Contact Hours** | 3 class hours |
| **Liberal Arts** | **[ X ] Yes  [  ] No**  |
| **Course Attribute (e.g. Writing Intensive, etc)** | Writing Intensive |
| **Course Applicability** | **[X] Major** **[ ] Gen Ed Required [ X ] Gen Ed - Flexible [ ] Gen Ed - College Option****[ ] English Composition [ ] World Cultures [ ] Speech****[ ] Mathematics [ ] US Experience in its Diversity [ ] Interdisciplinary****[ ] Science [ ] Creative Expression [ ] Advanced Liberal Arts** **[ X ] Individual and Society**  **[ ] Scientific World**  |
| **Effective Term** | Fall 2020 |

**Rationale:** The growing use of algorithms and big data applications has generated important public and scholarly debates about changing social institutions and norms such as privacy, security, and accountability. Despite the fact that a number of degrees in technical areas at City Tech are employing algorithms and big data, there are no courses that explicitly address ethical and social consequences of these emerging technologies. This course will address these needs by providing a sociological perspective on quantification and automation of decision making in the private sector and public institutions. The course also designed to serve as a requirement for the Data Analytics degree that is being proposed in the Social Science Department/Economics.

**NEW COURSE PROPOSAL CHECK LIST**

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description
 | X |
| * Brief Rationale
 | X |
| Completed [Library Resources and Information Literacy Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form.doc) | X |
| **Course Outline** Include within the outline the following. | **X** |
| Hours and Credits for Lecture and LabsIf hours exceed mandated Carnegie Hours, then rationale for this | X |
| Prerequisites/Co- requisites | X |
| Detailed Course Description | X |
| Course Specific Learning Outcome and Assessment Tables* Discipline Specific
* General Education Specific Learning Outcome and Assessment Tables
 | X |
| Example Weekly Course outline | X |
| Grade Policy and Procedure | X |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | X |
| Library resources and bibliography | X |
| **Course Need Assessment** Describe the need for this course. Include in your statement the following information. | X |
| Target Students who will take this course. Which programs or departments, and how many anticipated?Documentation of student views (if applicable, e.g. non-required elective). | X |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | X |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | N/A |
| Where does this course overlap with other courses, both within and outside of the department? | X |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | X |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | N/A |
| **Course Design**Describe how this course is designed.  | X |
| Course Context (e.g. required, elective, capstone) | X |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | X |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | X |
| How does this course support Programmatic Learning Outcomes? | X |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | N/A |
| **Additional Forms for Specific Course Categories** | N/A |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | N/A |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable)  | available upon request  |
| Writing Intensive Form if course is intended to be a WIC (under development)  | N/A |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. | N/A |
| **(Additional materials for [Curricular Experiments](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments))** | N/A |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). | N/A |
| Established Timeline for Curricular Experiment | N/A |

**Course Context:**

This course will be an elective Gen Ed (Flexible) course (Individual and Society). It will also be a required course for the Data Analytics/Economics degree that is currently under review.

**Course Design:**

Credit hours: 3 credit hours

Prerequisites: ENG 1101 and [PSY 1101 or AFR 1501 or 1502 or any SOC or ANTH course]

This course will follow lecture and discussion format. It will also include in-class quizzes, group assignments, and a research project. There will be reading assignments for the students to complete before class. The students will be required to develop a research project and write a paper.

**Enrollment and Staff:**

The projected course enrollment is 30 students. Target students are majors in the new Data Analytics program housed in the Social Science Department. This is a required course for the majors. We expect students from other program, particularly those in the Liberal Arts and Sciences who are looking to fulfill their WI course requirement to take this course. We plan to run the course every semester, starting in the Fall of 2020.

In terms of staff, we are currently running a search to fill a full-time position in sociology and hope to hire somebody in the area of digital sociology. Trained in the sociology of science and technology, Diana Mincyte may also be able to teach this course. Given the strength of CUNY’s graduate program in Sociology of Science and Technology/Digital Sociology, we can also draw on recent graduates to teach in this area.

**Course Overlap:**

This course does not overlap with other courses, either within and outside of the Social Science department.

**Consultations with Affected Departments:**

This course will not directly affect any programs or departments at City Tech. This course was developed in consultation with the working group developing the Data Analytics in Economics program. Once the proposal is approved, it will be a required class in this program.

**NEW YORK CITY COLLEGE OF TECHNOLOGY**

**The City University of New York**

**School of Arts & Sciences**

**Department of Social Science**

**Course Outline**

**Course code:** SOC 3303

**Course title:** Sociology of Big Numbers

**Class hours/credits:** 3 class hours, 3 credits

**Prerequisite:** ENG 1101 and [PSY 1101 or AFR 1501 or 1502 or any SOC or ANTH course]

**Pathways:** Individual and Society (if approved)

## CATALOG DESCRIPTION

Focus on social and ethical dimensions of automation and big data use in different industries and social spheres. The course examines how automation shapes social relations, identities, workplaces and institutions. Special emphasis is placed on how automation may contribute to inequalities, including race/ethnicity, gender, age, ability and socio-economic status. Readings engage with diverse perspectives and interdisciplinary approaches to these issues.

## SUGGESTED READINGS\*

[Full bibliographic information and additional readings are provided in the bibliography list]

Richard Rottenburg and Sally E. Merry, *The World of Indicators: The Making of Governmental Knowledge through Quantification*

Hellen Nissenbaum, *Privacy in Context: Technology, Policy, and the Integrity of Social Life*

Trebor Scholz, *Digital Labor: The Internet as Playground and Factory*

Kelly Gates, *Our Biometric Future: Facial Recognition Technology and the Culture of Surveillance*

Martha Lampland and Susan Leigh Star, *Standards and Their Stories: How Quantifying, Classifying, and Formalizing Practices Shape Everyday Life*

Julie E. Cohen, Configuring the Networked Self: Law, Code, and the Play of Everyday Practice

Ales Zavrsnik, ed. *Big Data, Crime and Social Control*

David Karpf, *Analytic Activism: Digital Listening and the New Political Strategy*

John McNutt, ed. *Technology, Activism, and Social Justice in a Digital Age*

\* The text used in a particular section will be chosen by the instructor.

### COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

|  |  |
| --- | --- |
| LEARNING OUTCOMES | ASSESSMENT METHODS\* |
| 1. Describe and demonstrate an understanding of how quantification, automation and algorithmic bias relate to social phenomena. | Combination of exams including multiple choice and short essay assignments, quizzes, lectures, discussions of multimedia materials, in-class discussions, small group workshops, and oral presentations. |
| 2. Distinguish the main theoretical approaches within the field of economic sociology and sociology of quantification. | Combination of exams including multiple choice and short essay assignments, quizzes, lectures, discussions of multimedia materials, in-class discussions, small group workshops, and oral presentations. |
| 3. Identify social, political, economic and ethical dimensions of the growing use of big data applications. | Combination of exams including multiple choice and short essay assignments, lectures, discussions of multimedia materials, in-class discussions, small group workshops, and oral presentations. |
| 4. Explain the ways in which quantification and growing automation are transforming current understandings of privacy, responsibility, and accountability. | Combination of exams including multiple choice and short essay assignments, quizzes, lectures, discussions of multimedia materials, in-class discussions, small group workshops, and oral presentations. |

\* *May vary slightly per instructor to suit their own needs*

GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

|  |  |
| --- | --- |
| LEARNING OUTCOMES | ASSESSMENT METHODS\* |
| SKILLS: Develop and use the tools needed for communication, inquiry, analysis and productive work. | Combination of class discussions, oral presentations, in-class small group work, essay, and exams. |
| INTEGRATION: Work productively within and across disciplines. Explain how the resolution of issues stemming from the growing use of big data can be achieved by engaging scholarship in sociology, economics, anthropology, and political science.  | Quizzes, exams, essays, class discussions, and in-class small group work that draws on various resources in sociology and other disciplines. |
| VALUES, ETHICS, AND RELATIONSHIPS: Understand and apply values, ethics, and diverse perspectives in personal, civic, and cultural/global domains. | Combination of class discussions, oral presentations, in-class small group work, and essays that engage directly with the questions about values, ethics, responsibility, and diversity. |

\* *May vary slightly per instructor to suit their own needs*

scope of assignments AND OTHER COURSE REQUIREMENTS\*

Quizzes; midterm and final exams including multiple-choice and short answer questions; essay assignments; participation in-class discussions; participation and contribution to small-group projects; oral presentations.

\* *May vary slightly per instructor to suit their own needs*

FINAL GRADE DISTRIBUTION – elements and weight of factors determining the students’ grade\*

Class participation: 10% of the grade

Quizzes and in-class small group assignments: 20% of the grade

Midterm exam: 20% of the grade

Research project: 30% of the grade (Annotated bibliography list: 5%; Outline 5%; Oral presentation: 5%; Essay: 15%)

Final exam: 20% of the grade

\* *May vary slightly per instructor to suit their own needs*

GRADING SCALE

|  |  |  |  |
| --- | --- | --- | --- |
| A | 93-100 | C | 70-76.9 |
| A- | 90-92.9 | D | 60-69.9 |
| B+ | 87-89.9 | F | 59.9 and below |
| B | 83-86.9 | WU | Unofficial Withdrawal |
| B- | 80-82.9 | WF | Withdrew Failing |
| C+ | 77-79.9 |  |  |

ACADEMIC INTEGRITY POLICY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

POLICY ON ABSENCE/LATENESS\*

Attendance is essential for student success in this class. Missing an in-class meeting means that students will lose their participation points for that day.

\* *May vary slightly per instructor to suit their own needs, follows City Tech policy*

SAMPLE SEQUENCE OF TOPICS\*

**Week 1: Introductions and Course Overview**

Current trends and examples

History of quantification

Critiques of singularity

Contribution of social sciences to studying quantification and big data

*In class activities: Introductions, small group assignments, individual writing assignment*

**Week 2: Social Aspects of History of Quantification**

The rise of statistics in the 19th century

History of census

State and big data

Modernization, institutionalization

Max Weber, Alain Desrosieres, Margo Anderson

*In class activities: Quiz, introduction to research project assignment (brainstorming exercises)*

**Week 3: Big Theories for Big Data**

Dialectics of surveillance and recognition

Politics of big numbers

Sociology of Science and Technology

Paul Starr, Geoff Bowker, Susan Leigh Starr, Bruno Latour, Lucy Suchman, Tom Boellstorff

*Research Project Assignment: Titles and 1 paragraph descriptions of topics for research projects due (submit up to 3 topics of choice)*

**Week 4: New Identity Politics and Social Media**

The networked self

Quantification and personal data: social media

Anonymity

Social Interactionism

Charles Horton Cooley, Erving Goffman, George Herbert Mead*,* Danah Boyd

*In class activities: Small group discussions, low stakes individual writing assignment, research project progress updates*

**Week 5: Digital Work**

Digital workplace politics

Cyberproletariat/precariat

Redistribution of accountability

Alienation

Exploitation (and self-exploitation)

Karl Marx, Safiya Umoja Noble

*In class activities: Quiz, research project topics (including short 2-3 sentence) descriptions due*

**Week 6: Case Studies: Social Consequences of Big Data Use**

Examples of case studies:

Credit ratings

Health insurance markets

Family: Dating algorithms

Health information, particularly sociological debates related to patient privacy

*In class activities: Preparations for midterm, small group discussions, individual writing assignment*

**Week 7: Midterm; Case Studies Continued**

Examples of case studies: Infrastructures:

Urban design

Transportation systems

*In class activities: Small group assignment, midterm exam*

**Week 8: Algorithms as Sites for Reproducing Inequalities: The Political Economy Approach**

Discriminatory designs

Reproducing race/ethnicity, gender, ability, and age inequalities

Commodification of privacy

New forms of capital sourcing—vulture capitalism

Financialization on the internet

Non-state currencies (cryptocurrencies)

John McNutt, Lisa Nakamura, Cathy O’Neil

*In class activities: Individual writing assignments*

*Research Project: Annotated bibliography lists due (at least 10 sources, covering scholarly and popular publications)*

**Week 9: Big Data and Social Movements**

Theories of digital activism

Citizen engagement

Indigenous data sovereignty

Forensic data, human rights and refugees

Open data

Zeynep Tufekci, David Karpf

*In class activities: Quiz, individual writing assignments, small group assignment*

**Week 10: Data and Political Sociology**

Opinion polls

Data mining and democratic institutions

Changes in the public sphere

Nikolas Rose, Hellen Nissenbaum, Richard Rottenburg, Sally E. Merry

*Research Project: Paper outlines due*

*In class activities: Sign up for final presentations*

**Week 11: Privacy and Security, Redistribution of Accountability**

Biopolitics: uses of biometric data, facial recognition

Privacy

Crime and criminology:

Social control

Predictive policing

New approaches to algorithm accountability

Responsibility

Law and society

Hellen Nissenbaum, Sherry Turkle, Kelly Gates

*In class activities: Quiz, small group assignments*

**Week 12: Materiality of Data Infrastructures**

Environmental footprint and energy considerations

Designing and building infrastructures

Lisa Parks

*In class activities: Research project presentations*

**Week 13: Internet Governance: A Global Perspective**

Privacy laws and expectations

Crossing borders and legal regimes

Ongoing debates in net-neutrality

Keith Guzik

*In class activities: Research project presentations*

**Week 14: The Future of Digital Work and Leisure**

Trends in automation

Changing labor markets

Entertainment politics

Sociology of (digital) culture

New frontiers in digital arts

Lawrence Lessig

*In class activities: Research project presentations, preparations for final exam*

*Research Project: Papers due 1 day after class*

**Week 15: Review and Final Exam**

*In class activities: Small group assignments, class discussion, final exam*

\* *May vary slightly per instructor to suit their own needs*

BIBLIOGRAPHY

Articles from popular journals:

*New York Times*

*New Yorker*

*The Guardian*

*Wall Street Journal*

*Wired*

Articles from scholarly journals

*Big Data & Society*

*Surveillance Studies*

Asaro, Peter and Wendell Wallach (eds.). 2017. *Machine Ethics and Robot Ethics*, The Library of Essays on the Ethics of Emerging Technologies Book Series. New York: Routledge.

Asaro, Peter. 2016. “['Hands Up, Don’t Shoot!' HRI and the Automation of Police Use of Force](http://humanrobotinteraction.org/journal/index.php/HRI/article/view/301/pdf_37),” Special Issue on Robotics Law and Policy, [Journal of Human-Robot Interaction](http://www.humanrobotinteraction.org/journal/index.php/HRI), 5(3): 55–69.

Athey, Susan. 2017. “Beyond prediction: Using big data for policy problems.” *Science*, 355(6324): 483–485.

Brighenti, Andrea Mubi. 2017. “The Social Life of Measures: Conceptualizing Measure–Value Environments.” *Theory, Culture & Society*, 35(1): 23–44.

Cohen, Julie E. 2012. *Configuring the Networked Self: Law, Code, and the Play of Everyday Practice*. New Haven: Yale University Press.

Espeland, Wendy N. and Mitchell L. Stevens. 2008. “A Sociology of Quantification.” *European Journal of Sociology*, 49(3): 401–436.

Gates, Kelly. 2011. *Our Biometric Future: Facial Recognition Technology and the Culture of Surveillance.* New York: New York University Press.

Karpf, David. 2016. *Analytic Activism: Digital Listening and the New Political Strategy.* Oxford: Oxford University Press.

Lampland, Martha and Susan Leigh Star. 2008. *Standards and Their Stories: How Quantifying, Classifying, and Formalizing Practices Shape Everyday Life.* Ithica: Cornell University Press.

McNutt, John, ed. 2018. *Technology, Activism, and Social Justice in a Digital Age.* Oxford: Oxford University Press.

Nissenbaum, Hellen. 2010. *Privacy in Context: Technology, Policy, and the Integrity of Social Life*. Stanford: Stanford University Press.

Noble, Safiya Umoja. 2018. *Algorithms of Oppression: How Search Engines Reinforce Racism.* New York: New York University Press.

O’Neil, Cathy. 2016. *Weapons of Math Destruction: How Big Data Increases Inequality.* New York: Crown Press.

Rottenburg, Richard and Sally E. Merry. 2015. *The World of Indicators: The Making of Governmental Knowledge through Quantification*. Cambridge: Cambridge University Press.

Scholz, Trebor. 2012. *Digital Labor: The Internet as Playground and Factory.* New York: Routledge.

Zavrsnik, Ales, ed. 2017. *Big Data, Crime and Social Control*. New York: Routledge.

**LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION**

Please complete for **all** major curriculum modifications. This information will assist the library in planning for new courses/programs.

Consult with your library faculty subject specialist (<http://cityte.ch/dir>) **3 weeks before the proposal deadline**.

**Course proposer:** please complete boxes 1-4. **Library faculty subject specialist:** please complete box 5.

|  |  |  |
| --- | --- | --- |
| **1** | **Title of proposal** New Sociology Course SOC 3303: Sociology of Big Numbers (course number might change) | **Department/Program**Social Science  |
|  | **Proposed by** (include email & phone)Diana Mincyte dmincyte@citytech.cuny.edu, x5080 | **Expected date course(s) will be offered** Fall 2020**Number of students** 30 per section, 1 section per semester |

|  |  |
| --- | --- |
| **2** | **The library cannot purchase reserve textbooks for every course at the college, nor copies for all students. Consult our website (<http://cityte.ch/curriculum>) for articles and ebooks for your courses, or our open educational resources (OER) guide (<http://cityte.ch/oer>). Have you considered using a freely-available OER or an open textbook in this course?**This course will not require students to buy any textbooks. Since this is a relatively a new topic in the field, readings will include a wide range of sources, including articles in popular and scholarly journals available at CUNY, and excerpts from books.  |

|  |  |
| --- | --- |
| **3** | **Beyond the required course materials, are City Tech library resources sufficient for course assignments? If additional resources are needed, please provide format details (e.g. ebook, journal, DVD, etc.), full citation (author, title, publisher, edition, date), price, and product link.** TNo additional resources will be required. |

|  |  |
| --- | --- |
| **4** | **Library faculty focus on strengthening students' information literacy skills in finding, critically evaluating, and ethically using information. We collaborate on developing assignments and customized instruction and research guides. When this course is offered, how do you plan to consult with the library faculty subject specialist for your area? Please elaborate.**As an advanced level sociology course, the course will require students to complete a research project. To prepare students for this assignment, the course instructor will set up a guest lecture by one of the Library Faculty Subject Specialists and arrange a class visit to the City Tech Library. The instructor will also work with Prof. Keith Muchowski who curates Sociology about options for course readings, assignments, and research guides.  |



**APPENDIX**

**Letters of Support**

1. From Prof. Sean MacDonald, the lead proposer of the Data Analytics program:

To: College Council Curriculum Committee March 12, 2019

Re: Sociology 3303, Sociology of Big Numbers

I am writing in support of the proposed new Sociology of Big Numbers course. The course is designed to be an integral part of the proposed degree program in Data Analytics/Economics that is currently under review. Within this context, the course addresses an important social science perspective on data and quantification, including topics such as the history of the emergence of statistics to measure important social and economic trends such as changes in population, employment, and economic growth.

The topics covered in the course provide a critically important social context within which to understand how data has been used and how it has defined, redefined the transformed the work of individuals and social institutions. At the same time, it addresses the importance of accountability and ethics in data collection, analysis and use.

As such, the overall goal of the course is to provide students with critical thinking skills, rather than to teach or employ quantitative skills as these skills will be taught in other courses in the program’s proposed curriculum.

Sincerely,

Sean P. MacDonald

Professor of Economics

Department of Social Science

2. From Prof. Nadia Kennedy, the Mathematics Education Program Director:



**Summary of revisions following the meeting with the Provost’s team:**

1. Title updated (new title: Sociology of Big Numbers)

2. Catalog description revised following recommendations presented during the meeting and in consultation with Ms. Kim Cardascia

3. Reference to OER readings removed

4. Reference to ID designation removed

5. Suggested in-class activities and research project assignments (annotated bibliographies, paper outlines, final essays, and oral presentations) included in the outline; grade breakdown provided under final grade distribution

6. General education learning outcomes revisited, Knowledge part removed

7. Student number updated to 30

8. Department attendance/lateness policy explanation removed, new statement added

9. Prerequisites reorganized, AFR 1501 or 1502 added

10. Instructional staff /resources revised