

Crime, Class, and Capitalism: the Economics of Justice

ECO 170, FY59

Fall 2021

John Jay College of Criminal Justice, City University of New York

In person, NB-1.75, Mondays & Wednesdays, 3:05-4:20pm

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Office hours: Tuesday 10:45-11:45am, Wednesday 4:30-5:30pm, & Thursday 10:45-11:45am in NB-9.63.31
or by appointment (in person or via Zoom)

This is version 2 of the syllabus, dated 9/12.

I. Course description

This First Year Seminar examines the connections between capitalism and the criminal justice system in the United States. It investigates the relationships among economic injustice, poverty, wealth, anti-social behavior, crime and the criminal justice system. The course studies how the criminal justice system shapes the lives of individuals from a variety of socioeconomic classes.

In this course, we study the political economy of modern mass incarceration in the U.S. In other words, we examine how certain fundamental ways of organizing life in the U.S. -- as with the production and distribution of the things that humans need to survive and flourish -- may help us to explain the U.S.'s world-historic criminal justice buildup, and how the new scale and character of incarceration in the U.S. may in turn condition those fundamental forms of economic organization.

The course unfolds in five parts:

First, we ask why and how we should study mass incarceration, considering the moral and political motivations that often animate the undertaking, and establishing our rubric for what constitutes a rigorous argument in the social sciences. We develop a quantitative view of the scale, inequality, and uniqueness of incarceration in the U.S.

Second, we lay our conceptual base for the course, studying (1) the capitalist mode of organizing economic activity and its neoliberal variant; (2) theories of crime, with a focus on Marxian and neoclassical criminology; and (3) racial categorization. We consider the relationships between the three. As our particular interest is in the political economy approach, we focus our energies on Marxian theoretical traditions, though we regularly situate them within a broader context of countervailing approaches.

Third, we ask what caused mass incarceration in the U.S., briefly surveying the field of argument, and then focusing on three works that engage distinct (though thoroughly overlapping) approaches: civil rights lawyer Michelle Alexander's theory of racial backlash in *The New Jim Crow*, John Pfaff's econometric revisions to her popular account in *Locked In*, and Christian Parenti's political economic analysis of the criminal justice response to capitalist crisis in *Lockdown America*.

Fourth, we ask what prisons do, in their capacity as major economic institutions in the U.S. We assess theories of mass incarceration as a prison-industrial complex, a neo-slavery, a punitive poverty-management alternative to welfare, a public jobs program for deindustrializing rural areas (what Mike Davis called "carceral Keynesianism"), and as a reordering of urban space to maximize profitmaking, among others. We will consider these frameworks' empirical solidity, theoretical coherence, and moral or political implication.

Fifth and finally, we ask how our analyses from the earlier sections of the course might aid us in envisioning alternatives to mass incarceration and developing approaches for their realization.

II. Learning outcomes

By the end of this course, students should have a foundational understanding of:

- Social scientific inquiry and the architecture of a strong argument
- The capitalist mode of production and its relevance to recent U.S. history
- Crime as a historically contingent legal category and its relationship to economic processes
- Race categorization as a historically contingent process and its relationship to economic processes
- The state of the discourse on the causes of mass incarceration
- Several prominent theories of the economic functions of prisons
- Efforts to realize alternatives to mass incarceration

III. Assignments

1. Reading analyses (25% of your grade)

This class is centered around a rich catalogue of fascinating readings and our discussions of them!! So, it is important that you not only complete the readings, but that you put in additional time to actively synthesize the information, think analytically about them, and consider what questions you have about them or what you would like to suggest in discussion. The success of the course is entirely dependent upon this! To assist you (read: coax you into doing so), there will be frequent, small assignments that are meant to guide your attention while doing the readings and ensure your comprehension so that you show up to class prepared to discuss them critically. They should also help you keep track of concepts and statistics that will be relevant to the midterm and final. The assignments can be found and submitted on Blackboard. A submission that demonstrates a sincere engagement with the readings is very likely to earn full credit. Because everyone has weeks when things go haywire, your two lowest reading analysis grades will be dropped.

2. Midterm: essay (25% of your grade)

There will be a medium-length take-home midterm essay assignment that will test your critical comprehension of the material dealt with in the class up to that point. To allow us a meaningful opportunity to work on your growth as writers, the assignment will take place in three stages: an outline, the essay, and a revised version of the essay. Some of our one-on-one process will be set up for you, and some will depend on your attending office hours. The timing of the stages can be found on the course schedule below, and the details of the assignment will be circulated in a separate document.

3. Final: Interview + analysis, or, theory critique paper (30% of your grade)

For your final C,C,aC:tEoJ flourishes, you will be invited to interview someone of your choosing about their experience, direct or indirect, with incarceration -- perhaps, a New Yorker with an incarcerated friend or family member, someone who now works as a credible messenger, a John Jay professor who used to be a prison warden, a corrections worker who coordinates prison labor programs, etc. After your interview, you will write a journalistic, analytical piece about your interviewee, relating the experiences that the interviewee shared with you, and examining those experiences with the economic frameworks that we will have studied. This process will include the ethical considerations related to asking someone about experiences of theirs that may, in the cases of some interviewees, be tales of suffering, and making those experiences an object of your academic analysis. The intentions for the presentation of the projects -- whether they would only reach you and me, or whether they would be shared with the class or in broader forums (eg. the FYS showcase), and whether pseudonyms would be used, etc. -- would need to be dealt with directly and responsibly with the interviewees. I will offer support with these considerations. You will also cite at least three sources, from within or beyond the syllabus, for the analytical portion.

If you would rather, you may opt instead to critically assess one of the economic theories of prisons that we will study in part 4 of the course, with at least ten sources, five of which must come from beyond the syllabus. More information about these two options will be circulated in a separate document.

4. Class participation (20% of your grade)

The remaining 20% of your grade will pertain to your engaged participation in class.

IV. Class protocols

1. Email me anytime! And come to office hours. And grab me for questions or comments after class. More than an invitation, this is an imperative. Email/OH/approach me when you are confused about an assignment, excited about an epiphany, outraged by the nonsense you're reading in my class, annoyed by a tweet, etc. Try to ask your questions early -- there is exponentially more learning to be had from inviting me into your process than from sheepishly delivering the accumulated wreckage of your prior hesitations once the time is forced upon us. **Please use my professor gmail address (profericseligman@gmail.com),** and *not* my John Jay one (I will try not to share it with you in any written materials so that this won't require any discernment on your part). During the week, I will do my best to respond to you within 24 hours. If I'm unable to do this at any point, I ask for your patience, and confidence that I will respond as soon as I am able.
2. Please check your email every day, as I will be frequently communicating with you via email.
3. You are required to have an old school pen-to-paper notebook in class. This policy has two reasons: first, taking notes by hand is, for many, a far more effective way of digesting material than those afforded by laptops or cellphones, as well as a useful skill to have more broadly. I'll be actively supporting your development of this skill during class. The second reason is so grave that I will give it a new number ↓
4. Laptops will not be allowed in class, and phone use will make me very, very unhappy. While laptops may, for some, offer a helpful escape from one's own handwriting, and may even eventually become a note-taking device of choice, they present very many avenues for distraction for the laptop users and the students in their vicinity, impeding the development of a cohesive discussion group, which is this course's main aspiration. For those same reasons, I ask that you put your phone on airplane mode and away during class. I have put a lot of work into creating a rich educational experience for our course, and hindrances of this sort will make me, as I've once before remarked, very, very unhappy. Let me know if this policy raises concerns.
5. Participate in class! One of the richest ways to learn is to become an active member of a learning community, to take risks, ask genuine questions, and explore the thoughts that you are actually having in the moment. And, I, and your peers, need this from you in order for the course to succeed. Sharing a question or thought may be right on the edge of your comfort zone for some of you...I urge you to go for it! See how it goes. Reasonable risk-taking is the only way, and something to ultimately view with great pride. And, since others probably have that same question, or are very likely to be interested in what their peers are thinking, the risk is likely to be very small. If sharing a question or thought is totally off the table because of your comfort in a specific moment, or your general disposition, I get it, this will happen sometimes -- and you'll have the chance to demonstrate your thoughtful engagement with the material in the written assignments, office hours, and the other opportunities for correspondence with me. But, even for those of you for whom speaking in class may feel entirely daunting, I still urge you to do your best to experiment with speaking up occasionally, as it is a powerful avenue into certain forms of learning and an extremely useful skill in many domains, and one that is only developed by trying. And, many of us chatties were once the quiet students. And if you're talking too much, don't worry, I'll tell you.

Please, also, be relentlessly kind. This means both refraining from comments that are simply disparaging and rid of academic content, as well as affording others the benefit of the doubt when they might say something wrongheaded in this moment of experimentation that is one's first year in college. Alas, much of this terrain evades preemptive rulemaking, and is up to us to navigate collectively as we progress through often-controversial material. Do not hesitate to let me know if you have concerns about how class discussion is unfolding.

If engaging in argument, challenge yourself to first articulate the viewpoint you are rebutting so accurately that your opponent would heartily thank you for your careful characterization, and only *then* may you go on to destroy them.

Complete the readings, synthesize your understandings, and consider your questions ahead of class to ensure your thoughtful participation -- see "reading analyses" above for more on this. This is a 3-credit course,

which means that you can expect 6-9 hours of work each week outside of our class sessions. I recommend you set that time aside intentionally.

6. No audio or video recording in class. We will keep each class session as a fleeting moment in time for the sake of your, and my, freest participation. I will post my slides or other teaching materials for you to access them. I may occasionally take pictures of the whiteboard after we fill it with our thoughts, but this will only be for my or our reference within the privacy of our class. Let me know if you have concerns with this policy.
7. Come to every class. But not if you're sick. Contact me with any concerns. If you must miss a session for an entirely immutable reason, I teach two other ECO-170 sections, and may be able to arrange for you to have a conveniently similar experience to the one you will have missed.

V. Readings

After initially deciding to post an electronic copy of every book for free on Blackboard, while inviting you to purchase a physical copy should you feel it useful, I've decided to switch the emphasis: the books are great, cheap, likely to prove useful for you after the class is over, and also likely to be conducive to a deeper learning experience (it helps if you can smell your readings, among other benefits), so I've listed three books as required. It is also just great fun to all show up to class with the same beautiful artifact in tow. We will read the better part of these three books, in some cases nearly the entirety. Now, if you don't want to spend money on readings, I understand -- email me, and we will definitely work something out.

Required (and listed as such on Blackboard)

- John Pfaff, *Locked In: the true causes of mass incarceration and how to achieve real reform* (Week 7)
- Michelle Alexander, *The New Jim Crow: mass incarceration in the age of colorblindness* (Week 8)
- Christian Parenti, *Lockdown America: police and prisons in the age of crisis* (Week 10)

Optional (listed as a suggested text on Blackboard)

We are reading a slightly smaller proportion of this book (e-copies of our selections will be available):

- Brett Story, *Prison Land: mapping carceral power across neoliberal America* (Week 14)

Super optional

We will read a substantial piece, but much less than half, of each of these books (I haven't listed them at all on Blackboard as books to acquire; e-copies of our selections will be available):

- Erik Olin Wright, *Envisioning Real Utopias* (Weeks 1&4)
- W.E.B. Du Bois, *Black Reconstruction in America, 1860-1880* (Week 6)
- Julilly Kohler-Hausmann, *Getting Tough: welfare and imprisonment in 1970s America* (Week 13)

The readings for each week are listed on the following pages in the order in which I recommend you read them; I've done my best to maximize conceptual flow. I will likely make some alterations to the readings based on my observations of what is of particular interest to the class or other considerations. You can always find the reading assignments listed on Blackboard under "Course Materials" in the folder designated for each class. There, you'll also find a pdf download or web address for every reading except those that are part of the three required books.

| Wk. | Topic | Date | Readings + midterm and final schedule | #pp. |
|--|--|----------------------|---|------------|
| Part 1: Introduction to the study of mass incarceration in the U.S. | | | | |
| 0 | Course introduction | 8/25 | None | |
| 1 | Why and how should we study mass incarceration? | 8/30 | <ul style="list-style-type: none"> •READ THIS SYLLABUS, EVERY WORD, FRONT TO BACK (8pp.) •Erik Olin Wright, <i>Envisioning Real Utopias</i>, "The Tasks of Emancipatory Social Science", 7-20 •Prison Policy Initiative: "The Whole Pie 2020" (click through all graphics) (10pp.) •Prison Policy Initiative: "Incremental declines can't erase mass incarceration" (5pp.) •Prison Policy Initiative: "States of Incarceration: The Global Context 2018" (5pp.) | 42 |
| | | 9/1 | <ul style="list-style-type: none"> •Bruce Western and Becky Pettit, "Incarceration and Social Inequality", 8-19 •Video: Adaner Usmani, "The Origins of Mass Incarceration", 1:25-57:30 | 12+ 56m |
| 2 | No class 9/6 or 9/8 (LD&RH) | | | |
| 3 | Why and how (cont.) | 9/13 | <p>We will discuss the Western&Pettit and Usmani from 9/1, beginning with the assignment that was due that day.</p> <p>*No additional reading assignment (because of the syllabus revisions, you will have done the reading and assignment that we will now be discussing on 9/20).</p> | 0* |
| | | No class (YK) | 9/15 | None |
| Part 2: Conceptual foundations | | | | |
| 4 | Capitalism, neoliberal capitalism, and critiques | 9/20 | <ul style="list-style-type: none"> •JW Mason, "Notes on Capital and Capitalism", 1-8 •David Kotz, "A Great Fall: The origins and crisis of neoliberalism" (4pp.) •Erik Olin Wright, <i>Envisioning Real Utopias</i>, "What's so Bad about Capitalism?", 22-57 | 48 |
| | | 9/22 | • Video: Milton Friedman, Gary Becker, Samuel Bowles, "Free To Choose" (all) | 18m |
| 5 | What is crime? Tu) Marxian approaches Th) Neoclassical criminology | 9/27 | <ul style="list-style-type: none"> •David Greenberg, <i>Crime and Capitalism</i>, "Introduction", 1-35 •Peter Linebaugh, "Karl Marx, the Theft of Wood, and Working-Class Composition", 100-121 •Friedrich Engels, "Crime in Communist Society," 51-52 •Friedrich Engels, "The Demoralization of the English Working Class," 48-50 | 62 |
| | | 9/29 | <p>James Q. Wilson, <i>Thinking About Crime</i>, xxi-xxviii, 3-46</p> <p>Midterm essay assignment distributed today</p> | 51 |
| 6 | What is race? | 10/4 | •W.E.B. Du Bois, <i>Black Reconstruction in America</i> , 3-54 | 52 |
| | | 10/6 | <ul style="list-style-type: none"> •W.E.B. Du Bois, <i>Dusk of Dawn</i>, "The Concept of Race," 49-67 •Geert Dhondt, "The Logic of the Whip," B, D2, D3, E (8pp.) <p>1. Midterm outlines due</p> | 27 |
| Part 3: What caused mass incarceration? | | | | |
| 7 | No class (IPD) | 10/11 | <p>No readings.</p> <p>Midterm outline comments received by today</p> | |
| | Introducing the causality discourse | 10/13 | <ul style="list-style-type: none"> •John Pfaff, <i>Locked In</i>, "Preface", "American Exceptionalism," vii-18 •Ruth Wilson Gilmore, <i>Golden Gulag</i>, "Introduction", 5-29 <p>2. Midterm essays due</p> | 45 |

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|----|---|-------|---|----|
| 8 | Racial backlash (legal perspective) | 10/18 | •Michelle Alexander, <i>The New Jim Crow</i> , "The Rebirth of Caste", "The Lockdown", 20-96 | 77 |
| | | 10/20 | •Michelle Alexander, <i>The New Jim Crow</i> , "The Color of Justice", "The New Jim Crow", 97-139, 178-220 Midterm essay comments received | 86 |
| 9 | Yea but (econometrics) | 10/25 | •John Pfaff, <i>Locked In</i> , "The Standard Story", 21-77, 105-123 | 76 |
| | | 10/27 | •John Pfaff, <i>Locked In</i> , "A New Narrative", 127-202 3. Revised midterm essays due Final assignment options distributed today | 76 |
| 10 | Crisis and control (political economy) | 11/1 | •Christian Parenti, <i>Lockdown America</i> , "Preface", "Nixon's Splendid Little War", "From Crisis to Rollback," xi-44 | 45 |
| | | 11/3 | •Christian Parenti, <i>Lockdown America</i> , "A War for All Seasons", "crisis and control", 45-66, 238-242 | 27 |
| | ~check-in class~ | 11/8 | Class will meet, but no readings for this class. | |
| 11 | Plantation to prison (political economy) | 11/10 | • John Clegg and Adaner Usmani. "The Economic Origins of Mass Incarceration" in Catalyst a. Interviewers -- interviewee proposals due | 32 |

Part 4: What do prisons do (economically speaking)?

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|----|--|-------|--|-----|
| 12 | Constitute a prison-industrial complex? Mon) prisoner as consumer, prisoner as commodity Wed) prisoner as laborer | 11/15 | • Angela Davis. "Masked Racism: Reflections on the Prison Industrial Complex" (7pp.) •Christian Parenti, <i>Lockdown America</i> , 211-229 •John Pfaff, <i>Locked In</i> , "Private Prisons, Public Spending", 79-104 Interviewee proposal comments received | 52 |
| | | 11/17 | •Randall Shelden, "Convict leasing: an application of the Rusche-Kirchheimer thesis to penal changes in Tennessee, 1830-1915", 612-620 •Christian Parenti, <i>Lockdown America</i> , 230-238 • Prison Policy Initiative. "How much do incarcerated people earn in each state?" (7pp.) • James Kilgore. "Confronting Prison Slave Labor Camps and Other Myths" (4pp.) •Geert Dhondt and Eric Seligman, working paper: "Prison Labor in U.S. State Prisons, 1974-2016: New Slavery or Enforced Idleness?" (TBA) b. Interviewers -- confirm with your interviewee by today (email me if difficulty) | 29+ |
| 13 | Replace welfare? | 11/22 | • Katherine Beckett and Bruce Western. "Governing Social Marginality". 43-47 (only the introductory portion) • Loic Wacquant. "Class, race, and hyperincarceration in revanchist America". 74-90 •Julilly Kohler-Hausmann, <i>Getting Tough</i> , "Welfare Queens," 121-162 c. Interviewers -- interview plans due | 64 |
| | | 11/24 | •Julilly Kohler-Hausmann, <i>Getting Tough</i> , "Welfare Queens," 163-205 | 43 |
| 14 | Carceral geography: Tu) Bring jobs back to rural America? Th) Reorder urban space? | 11/29 | • Tracy Huling. "Building a Prison Economy in Rural America". 1-10 •Brett Story, <i>Prison Land</i> , "Rural Extractions: Work and Wages in the Appalachian Coalfields", 79-104 • Panagioti Tsolkas. Prison Legal News. "Plans for a New Federal Prison on Coal Mine Site in Kentucky Withdrawn" (5pp.) i. Theory critics -- paper proposals due Interview plan comments received | 41 |
| | | 12/1 | • Columbia Center for Spatial Research. "Million Dollar Blocks" (1p.) •Christian Parenti, <i>Lockdown America</i> , "Discipline in Playland, Part II", 90-110 •Brett Story, <i>Prison Land</i> , "The Prison in the City: Securitized Property in Bankrupt Detroit", 29-50 Theory critique paper proposal comments received | 44 |

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|---------------------------------|--|-------|--|-------------|
| | Carceral geography: <i>where</i> is the prison? | 12/6 | •Brett Story, <i>Prison Land</i> , "The Prison out of Place", 1-27 •Film: Brett Story, <i>The Prison in Twelve Landscapes</i> , 90min | 27 + 90m |
| Part 5: Reform? Abolish? | | | | |
| 15 | Begin presentations | 12/8 | • Rose Braz and Craig Gilmore , "Joining Forces: Prisons and Environmental Justice in Recent California Organizing". 95-111 • Brett Story, Seth J. Prins , "A Green New Deal for Decarceration" in <i>Jacobin</i> (12pp.) • Lucious Couloute , "The Case for Temporary Guaranteed Income for Formerly Incarcerated People" in <i>The Appeal</i> (8pp.) • A. Philip Randolph and Bayard Rustin , "How the Civil-Rights Movement Aimed to End Poverty: A Freedom Budget for All Americans" in <i>The Atlantic</i> (15pp.) <i>Email me if you'd like recommendations for further reading on these topics.</i> <i>(d./ii.) All outlines due (interviewers and theory critics)</i> | 52 |
| 16 | Finish presentations + course conclusion | 12/13 | <i>No readings for today.</i> | |

Outline comments received by 12/15

(e./iii.) Finals due by 11:59PM on 12/20



“Pyrrhic Defeat: A Visual Study of Mass Incarceration” by Mark Loughney

OF CRUCIAL IMPORTANCE: COLLEGE-WIDE POLICIES

Grading Scale

The grading scale will be the following (grades rounded to the nearest whole number):

| | | | |
|------------|------------|------------|------------------|
| A 100-93 % | A- 92-90 % | B+ 89-87 % | B 86-83 % |
| B- 82-80 % | C+ 79-77 % | C 76-73 % | C- 72-70 % |
| D+ 69-67 % | D 66-63 % | D- 62-60 % | F Less than 60 % |

Academic Integrity (from the 2020-2021 Undergraduate Bulletin)

The following information is excerpted from the CUNY Policy on Academic Integrity. The complete text of the CUNY Policy on Academic Integrity can be accessed at

http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf.

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed-book examination
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, smart phones, tablet devices, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the sources
- Failing to acknowledge collaborators on homework and laboratory assignments
- Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Obtaining unfair advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in the student's academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam
- Intentionally obstructing or interfering with another student's work

Falsification of records and official documents. The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization
- Falsifying information on an official academic record
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document

Attendance (copied from the 2020-2021 Undergraduate Bulletin)

Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may result in the loss of financial aid. The number of absences that constitute excessive absence is determined by the individual instructor, who announces attendance guidelines at the beginning of the semester in the course syllabus. Students who register during the Change of Program period after classes have begun are responsible for the individual course attendance policy, effective from the first day of the semester.

Extra Work During the Semester (copied from the 2020-2021 Undergraduate Bulletin)

Instructors are not obligated to offer extra-credit work in any course. Any extra-credit coursework opportunities offered during the semester for a student to improve his or her grade must be made available to all students at the same time. The term "extra credit work" refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

Americans with Disabilities Act (ADA) (copied from the 2020-2021 Undergraduate Bulletin)

A student should make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation. The Student Disabilities Services Coordinator may consult with appropriate college officials such as the instructor or Provost to determine the appropriateness of the requested accommodation consistent with the program requirements. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision. Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so. Carrie Dehls is the Human Resources Benefits Coordinator. Employees may reach her at cdehls@jjay.cuny.edu or at 212.237.8504. Malaine Clarke is the Director of Accessibility Services. Students may reach her at maclarke@jjay.cuny.edu or at 212.237.8185. Silvia Montalban is the College's 504/ADA Compliance Coordinator, She can be reached at smontalban@jjay.cuny.edu or at 646.557.4409. Additional information about this CUNY policy can be accessed at: <http://www.jjay.cuny.edu/accessibility-services-appeal-process>