COLLEGE COUNCIL
AGENDA
& ATTACHMENTS
WEDNESDAY, MAY 9, 2018
I. Adoption of the Agenda

II. Approval of the Minutes of the April 19, 2018 College Council (attachment A), Pg. 4

III. Proposal from the Committee on Honors, Prizes, and Awards (attachment B) – Vice President for Enrollment Management and Student Affairs, Lynette Cook-Francis, Pg. 6

IV. Approval of the 2017-2018 Graduates (attachment C) – Registrar, Daniel Matos, Pg. 7

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1 – D13) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

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VI. Report from the Committee on Graduate Studies (attachment E1 – E6) – Interim Dean of Graduate Studies, Avram Bornstein

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E1. Revision to Policy on Grading Method for Graduate Students Taking Undergraduate Courses, Pg. 105

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Other

E6. Proposal for Excellence Funding for the Criminal Justice Master of Arts Program and Programs, Pg. 131

VII. Proposal to amend the Bylaws for the Faculty Personnel Committee to designate appeal panel member as members of the FPC when hearing appeals (attachment F) – President Karol Mason (Tabled on April 19, 2018), Pg. 134

VIII. New Business

- Proposal to adopt Institutional Learning Goals, Pg. 137

IX. Determination of Need of the May 15, 2018 College Council Meeting

X. Administrative Announcements – President Karol Mason
XI. Announcements from the Student Council – President Fatime Uruci

XII. Announcements from the Faculty Senate – President Warren (Ned) Benton

XIII. Announcements from the HEO Council – President Sandrine Dikambi
The College Council held its seventh meeting of the 2017-2018 academic year on Thursday, April 19, 2018. The meeting was called to order at 1:45 p.m. and the following members were present: Schevaletta (Chevy) Alford, Catherine Alvarado, Jasmine Awad*, Wanda Baldera, Andrea Balis, Elton Beckett, Warren (Ned) Benton, Avram Bornstein, Micheal Brownstein, Dara Byrne, Paula Caceres, Anthony Carpi, Brian Carvajal, Jim Cauthen, Diana Chacon, Lynette Cook-Francis, Sven Dietrich, Sandrine Dikambi, Anila Duro*, Jarrett Foster, Joel Freiser, Jonathan Gray, Jill Grose-Fifer, Vanessa Gutierrez, Maki Haberfeld, Asia M Johnson, Karen Kaplowitz, Erica King-Toler, Maria Kiriakova, Anru Lee, Anne Lopes, Yue Ma, Vincent Maiorino, Isaac Xerxes Malki, Maria Jose Martinez, Karol Mason, Roblin Meeks, Mickey Melendez, Brian Montes, Steven Pacheco, Joseph Rebello, Stephen Russell, Lauren Shapiro, Francis Sheehan, Charles Stone, Steven Titan, Fatime Uruci, Hung-Lung Wei, Rebecca Weiss, Janet Winter, Melinda Yam, and Guoqi Zhang.


* Alternates

I. **Adoption of the Agenda**

A motion was made to adopt the agenda. The motion was seconded and approved.

II. **Minutes of the March 19, 2018 College Council**

A motion was made to adopt the minutes. The motion was seconded and approved.

III. **Approval of the Membership for the College Council Committees**

A motion was made to approve the membership. The motion was seconded and approved unanimously.

IV. **Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C5)**

A motion was made to adopt a program marked “C1. Proposal for New BA in International Criminal Justice/MA in International Crime and Justice.” The motion was seconded and approved unanimously.

A motion was made to adopt a program marked “C2. Proposal to Revise the Minor in Humanities and Justice.” The motion was seconded and approved unanimously.
A motion was made to adopt the new courses marked C3 – C4 as a slate. The motion was seconded and approved.

A motion was made to adopt the new courses marked C3 – C4.

C3. AFR 2XX (241) Poetic Justice: Spoken Word Poetry and Performance
    (Creative Expression)
C4. MAT 3YY Multivariate Analysis

The motion was seconded and approved unanimously.

A motion was made to adopt the course revision marked “C5. AFR 270 History of African-American Social and Intellectual Thought.” The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (attachments D1-D6)

A motion was made to adopt a program marked “D1. Revisions to the Master of Arts program in Criminal Justice.” The motion was seconded and approved unanimously.

A motion was made to adopt a program revision marked “D2. Revisions to the Master of Arts program in Human Rights.” The motion was seconded. A motion was made to table the program revision marked “D2. Revisions to the Master of Arts program in Human Rights.” The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked D3 – D6 as a slate. The motion was seconded and approved.

A motion was made to adopt the new courses marked D3 – D6.

D3. ECO 711 Economic History
D4. ECO 740 Community Economic Development
D5. ECO 752 Research Methods II
D6. ECO 760 Political Economy of the Environment

The motion was seconded and approved unanimously.

The meeting was adjourned at 2:53 p.m.
Memorandum

Date: April 12, 2018

To: Debra Hairston
Secretary to the College Council

From: Lynette Cook-Francis
Vice President for Student Affairs

Re: Commencement Awards

The Committee on Honors, Prizes and Awards met on Wednesday, April 11, 2018 to vote on the Commencement Awards, which will be presented on May 14, 2018. With quorum present, the committee recommends the following award recipients:

- Leonard E. Reisman Medal: Fatime Uruci
- Scholarship & Service Award: Joseph Mahmud
- Howard Mann Humanitarian Award: Diana Chacon
- Distinguished Service Awards:
  - Jamil Ahmed
  - Velislava Bozhinova
  - Lesley Fernandez
  - Timur Insanally
  - Yanisel Ravelo
- Undergraduate Veteran Award: Jonathan Gonzalez
- Graduate Veteran Award: Sade Thomas
- Graduate Student Service Award: Crystal Gonzalez
- Graduate Achievement Award:
  - Nadya Antoine
  - Shaniitra Hood
  - Eric Shand
- Graduate Peer Mentoring Award:
  - Sade Thomas
Memorandum

To: Debra Hairston, Secretary to the College Council
From: Daniel Matos, College Registrar
Cc: Lynette Cook-Francis, Vice President for Enrollment Management & Student Affairs
Re: Registrar’s List of Candidates for Degrees, Graduating Class of 2018
Date: Friday, April 20, 2018

I’m writing to request that the approval of the Candidates for Degrees for the Graduating Class of 2018, be placed as an agenda item for the final meeting of the College Council. Only Faculty members may vote on this agenda item. Faculty members may visit the following link to review the list of candidates:


Thank you.
To: Raymond Patton, Director of Educational Partnerships and General Education

From: Jay Gates, Chair, Department of English

Date: 1/19/2018

Re: Degree Completion Program for English

John Jay’s English Department would like to create a degree completion program in English that recognizes all students with an associate’s degrees in English or in Liberal Arts with an English/Literature Concentration as having attained an introductory education in English.

This program is designed to allow students with an associate’s degree in English to apply 12 credits of prior English coursework toward their major at John Jay regardless of the specific classes they took at the other institution. Currently, due to the wide variety in curriculum in English programs, courses that count toward an English associate’s degree may or may not count toward the English major at John Jay. This creates uncertainty for transfer students, since it is often not clear how their prior course work will count toward the major. It also disadvantages students who come from a program whose courses do not happen to have course equivalents in the John Jay degree, since they would need to take introductory English courses despite the fact that they have already completed an associate’s-level program in English.

These disadvantages to transfer students exist as an unnecessary byproduct of the mechanics of the degree articulation process, not because they have an academic purpose. In point of fact, most associate’s-level English programs provide their students with similar skills and knowledge. They include an introduction to the discipline of English and the study of literature, and an assortment of courses on literature from different topical, regional, and chronological focuses. From the perspective of the John Jay English program, the specific topics, regions, and time periods a student chooses to study are less important than a general proficiency in disciplinarily appropriate skills in thinking, reading, analysis, and expression.

The program outlined below is designed to ensure that students’ community college coursework counts toward the John Jay English major in a manner that recognizes their prior study while providing essential upper level coursework at John Jay. To this end, students in the degree completion program will not need to complete the standard version of the English major’s Foundational Course requirement (3 cr), or two of the Elective requirements (6 credits). In addition, students who complete an Introduction to Literary Studies course at the community college will not need to take LIT 260 Introduction to Literary Studies (3 credits) at John Jay. All students in CUNY English programs, and many from other English programs do bring in a course equivalent to LIT 260; students who do not bring in this course may consult with the major coordinator to see if their community college course work can instead count toward an elective requirement, for the total 12 credits. In turn, the variety of offerings in the Historical Perspectives courses has been narrowed, and at least one Elective course must be taken at the 300 level or higher to ensure that students in the degree completion program focus on rigorous, higher level courses in their junior and senior year at John Jay. Most students will therefore...
enter the major at John Jay with 12 credits completed, and take the remaining 27-30 credits at John Jay.\footnote{It is possible that in rare cases, students could bring in one to (very rarely) two additional elective courses through direct equivalencies, although all students would have to meet the minimum of 50\% of courses (7 courses) in the major in residency at John Jay. This is true for current transfer students as well; the difference is that this program guarantees a minimum of 9 credits toward the major.}

The proposed program will only admit students who have completed an associate’s degree in English or Liberal Arts with an English or Literature Concentration (defined as a program in which 4 or more literature courses are completed, not including composition and creative writing). These students will continue their studies with substantial progress in the English major regardless of the specific courses that they took in their associate’s-level English program. The Admissions office, with the guidance of the English department, will vet students’ records to determine eligibility for the program.

Approved by UCASC, April 20, to College Council, May 9, 2018
English, Bachelor of Arts: Degree Completion Program

The English Bachelor of Arts Degree Completion Program allows students who have completed an Associate’s degree (AA) in English at an accredited college to enter the English degree program at John Jay at the Junior level. In order to be admitted to the program, students must have completed an Associate’s degree in English (defined as a program in which 4 or more Literature courses are completed. Composition and creative writing courses do not count toward the 4 Literature courses).

English majors read, discuss, and write about literature, film, popular culture and the law from a variety of perspectives. In doing so, they build skills in critical reading and analysis, verbal presentation, argumentation, and persuasive writing. In John Jay’s unique English curriculum, students acquire a comprehensive and varied foundation in literary study, and then choose to pursue either the field of Literature in greater depth or an optional concentration in Literature and the Law. The major prepares students for a variety of careers and graduate work in law, public policy, business, education, writing, and government.

Learning Outcomes. Students will:

- Read texts closely, paying attention to the significance of words, syntax, and their contribution to the meaning of the text as a whole.
- Identify the key elements and terms of literature, such as tone, form, point of view, figurative language, and plot structure in their analysis of literature.
- Show awareness of a given genre and its conventions within a historical context.
- Appropriately use secondary and theoretical sources in support of literary analysis.
- Write critically on literature, including setting up a thesis, incorporating textual evidence, writing a coherent argument, and citing sources correctly according to a standardized format.
- Produce papers that are edited for clarity and grammatical correctness.

Credits Required.

<table>
<thead>
<tr>
<th>Category</th>
<th>Required Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Major</td>
<td>27 (at John Jay)</td>
</tr>
<tr>
<td>General Education</td>
<td>6 (at John Jay)</td>
</tr>
<tr>
<td>Electives</td>
<td>24 (at John Jay)</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
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</tbody>
</table>

Note: Students must take at least 20 credits in the major in residency at John Jay in order to receive a John Jay BA degree.

Approved by UCASC, April 20, to College Council, May 9, 2018
Coordinator. Professor John Staines (646.557.4555, jstaines@jjay.cuny.edu)

Advising resources. Department of English webpage - information for students. English Major Advising Resources, Sample Four-year Plan of Study.

Honors option. To receive Honors in Literature, a student must take both the Literature Seminar and an Independent Study that includes a research project, maintaining a GPA of 3.5 within the major. To receive Honors in Literature and the Law, a student must take both the Literature and the Law Seminar and an Independent Study that includes a research project, maintaining a GPA of 3.5 within the major.

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2018 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major.

Part One. Critical Skills

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 260</td>
<td>Introduction to Literary Study</td>
<td>0-3</td>
</tr>
</tbody>
</table>

(Note: this course may be completed in some associate’s programs. Check your degree audit or see the major coordinator/ advisor. Students who are required to take LIT 260 at John Jay may consult with the English major coordinator to see if their community college course work can instead count toward an elective requirement.)

Subtotal: 0-3

Part Two. Critical Methods

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 300</td>
<td>Text and Context</td>
<td>3</td>
</tr>
<tr>
<td>LIT 305</td>
<td>Foundations of Literature and Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 6

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Part Three. Historical Perspectives

Choose four

- **LIT 370** Topics in Ancient Literature 3
- **LIT 371** Topics in Medieval Literature 3
- **LIT 372** Topics in Early Modern Literature 3
- **LIT 373** Topics in Seventeenth- and Eighteenth-century Literature 3
- **LIT 374** Topics in Nineteenth-century Literature 3
- **LIT 375** Topics in Twentieth-century Literature 3
- **LIT 379** Selected Historical Topics in Literature 3

Subtotal: 12

Part Four. Electives

Choose two courses from the list below. At least one course must be at 300 level or higher.

Students who are required to take LIT 260 at John Jay may consult with the English major coordinator to see if their community college course work can instead count toward an elective requirement.

Students requiring additional major courses at John Jay to meet the requirement of 20 credits in residency may choose additional courses from those listed below.

If concentrating in “Literature and the Law”, choose courses identified in the bottom note.

- **ENG 212** Introduction to Creative Writing 3
- **ENG 215** Poetry Writing and Reading 3
- **ENG 216** Fiction Writing 3
- **ENG 221** Screenwriting for Film, Television, and Internet 3

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 228</td>
<td>Introduction to Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Journalism in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>ENG 233</td>
<td>News Reporting and Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Writing for Management, Business and Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>ENG 242</td>
<td>Contemporary Media in Everyday Life</td>
<td>3</td>
</tr>
<tr>
<td>ENG 245</td>
<td>Creative Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>ENG 250</td>
<td>Writing for Legal Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 255</td>
<td>Argument Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Grammar, Syntax, and Style: Writing for All Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>ENG 316</td>
<td>Advanced Argument Writing and Response: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Writing Workshop in Autobiography: An Eye on the Self</td>
<td>3</td>
</tr>
<tr>
<td>ENG 328</td>
<td>Forensic Linguistics: Language as Evidence in the Courts</td>
<td>3</td>
</tr>
<tr>
<td>ENG 334</td>
<td>Intermediate News Reporting and Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 336</td>
<td>Digital Journalism</td>
<td>4</td>
</tr>
<tr>
<td>ENG 350</td>
<td>Advanced Legal Writing: Advocacy and Oral Argument</td>
<td>3</td>
</tr>
<tr>
<td>ENG 380</td>
<td>Selected Topics in Creative Writing</td>
<td>3</td>
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<tr>
<td>ISP 321</td>
<td>Moral, Legal and Ethical Dilemmas that Shape the U.S.A.</td>
<td>3</td>
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<tr>
<td>ISP 322</td>
<td>Making Waves: Troublemakers, Gadflies and Whistleblowers</td>
<td>3</td>
</tr>
<tr>
<td>LIT 203</td>
<td>New York City in Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 212</td>
<td>Literature of the African World</td>
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<thead>
<tr>
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<th>Credits</th>
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<tr>
<td>LIT 219</td>
<td>The Word as Weapon</td>
<td>3</td>
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<tr>
<td>LIT 223/AFR 223</td>
<td>African-American Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 265</td>
<td>Foundations of U.S. Latino/a Literature</td>
<td>3</td>
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<tr>
<td>LIT 270</td>
<td>Reading and Writing Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 275</td>
<td>The Language of Film</td>
<td>3</td>
</tr>
<tr>
<td>LIT 283</td>
<td>New York City in Film</td>
<td>3</td>
</tr>
<tr>
<td>LIT 284</td>
<td>Film and Society</td>
<td>3</td>
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<tr>
<td>LIT 285</td>
<td>The Rebel in Film</td>
<td>3</td>
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<tr>
<td>LIT 286</td>
<td>The Horror Film</td>
<td>3</td>
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<tr>
<td>LIT 287</td>
<td>Selected Topics in Literature</td>
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<tr>
<td>LIT 309</td>
<td>Contemporary Fiction</td>
<td>3</td>
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<tr>
<td>LIT 311</td>
<td>Literature and Ethics</td>
<td>3</td>
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<tr>
<td>LIT 313</td>
<td>Shakespeare</td>
<td>3</td>
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<tr>
<td>LIT 314</td>
<td>Shakespeare and Justice</td>
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<tr>
<td>LIT 315</td>
<td>American Literature and the Law</td>
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<tr>
<td>LIT 316</td>
<td>Gender and Identity in Literary Traditions</td>
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<tr>
<td>LIT 319</td>
<td>Law and Justice in European Medieval Literature</td>
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<tr>
<td>LIT 323</td>
<td>The Crime Film</td>
<td>3</td>
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<tr>
<td>LIT 324</td>
<td>Road Movies</td>
<td>3</td>
</tr>
<tr>
<td>LIT 325</td>
<td>Science Fiction Film</td>
<td>3</td>
</tr>
<tr>
<td>LIT 328</td>
<td>Film Criticism</td>
<td>3</td>
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<th>Course Title</th>
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<tr>
<td>LIT 329</td>
<td>Documentary Film and Media</td>
<td>3</td>
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<tr>
<td>LIT 330</td>
<td>Alfred Hitchcock</td>
<td>3</td>
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<tr>
<td>LIT 331</td>
<td>Steven Spielberg</td>
<td>3</td>
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<tr>
<td>LIT 332</td>
<td>Martin Scorsese and Spike Lee</td>
<td>3</td>
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<tr>
<td>LIT 340/AFR 340</td>
<td>The African-American Experience in America: Comparative Racial Perspectives</td>
<td>3</td>
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<tr>
<td>LIT 342</td>
<td>Perspectives on Literature and Human Rights</td>
<td>3</td>
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<td>LIT 344</td>
<td>Caribbean Literature and Culture</td>
<td>3</td>
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<td>LIT 346</td>
<td>Cultures in Conflict</td>
<td>3</td>
</tr>
<tr>
<td>LIT 348</td>
<td>Native American Literature</td>
<td>3</td>
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<tr>
<td>LIT 352</td>
<td>New Fiction</td>
<td>3</td>
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<td>LIT 353</td>
<td>Comic Books and Graphic Novels: Investigating a Literary Medium</td>
<td>3</td>
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<tr>
<td>LIT 357</td>
<td>Violence of Language: U.S. Latino/a Street Literature</td>
<td>3</td>
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<tr>
<td>LIT 360</td>
<td>Mythology in Literature</td>
<td>3</td>
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<tr>
<td>LIT 362</td>
<td>The Bible as Literature</td>
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<td>LIT 366</td>
<td>Writing Nature: Literature and Ecology</td>
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<td>LIT 380</td>
<td>Advanced Selected Topics in Literature</td>
<td>3</td>
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<tr>
<td>LIT 383</td>
<td>Gender and Sexuality in U.S. Latino/a Literature</td>
<td>3</td>
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<tr>
<td>LIT 401</td>
<td>Special Topics</td>
<td>3</td>
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<tr>
<td>LIT 409</td>
<td>Seminar in U.S. Latino/a Literature</td>
<td>3</td>
</tr>
<tr>
<td>LLS 362</td>
<td>Entangled Tongues: Bilingualism in U.S. Latino/a Literature</td>
<td>3</td>
</tr>
</tbody>
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**LLS 363**  
Il-Legal Subjects: U.S. Latino/a Lit & the Law  
3

**LLS 364**  
Ethical Strains in U.S. Latino/a Literature  
3

Students who wish to do the LIT and LAW concentration should choose their electives from this list:  
**ENG 328/ANT 328, ENG 350, ISP 321, ISP 322, LIT 219, LIT 311, LIT 314, LIT 315, LIT 319, LIT 322, LIT 342, LIT 348, LLS 363.**

Students should also consult the current course schedule for offerings

Subtotal: 3-6

**Part Five. Major Seminar**

Choose one

(If concentrating in Literature and the Law, choose Literature and the Law Seminar)

**LIT 400**  
Senior Seminar in Literature  
3

**LIT 405**  
Senior Seminar in Literature and Law  
3

Subtotal: 3

**TOTAL CREDITS IN MAJOR: 39 (27 TAKEN AT JOHN JAY)**

**GENERAL EDUCATION: 42**

**ELECTIVES: 39**

**TOTAL FOR BA DEGREE: 120**
To: Raymond Patton, Director of Educational Partnerships and General Education

From: Matthew Perry, Interim Chair, Department of History

Date: 1/19/2018

Re: Degree Completion Program for Global History

John Jay’s History department would like to create a degree completion program in Global History that recognizes all students with Associate’s degrees in History (or in Liberal Arts who have taken 12 credits of history) as having attained an introductory education in the field of history, and allows them to enter the Global History major at the Junior level.

This program is designed to allow students with an associate’s degree in History to apply at least 12 credits of prior History coursework toward their major at John Jay regardless of the specific classes they took at the other institution. Currently, due to the wide variety in curriculum in History programs, courses that count toward a History Associate’s Degree may or may not count toward the Global History major at John Jay. This creates a large amount of uncertainty for transfer students, since it is often not clear how their prior course work will count toward the major. It also leaves students who come from a program whose courses do not happen to have equivalents in the John Jay degree program at a disadvantage, since they would need to take many introductory History courses despite the fact that they have already completed an associate’s level program in History.

These disadvantages to transfer students exist as an unnecessary byproduct of the mechanics of the degree articulation process, not because they have an academic purpose. In point of fact, most associate’s level history programs provide their students with similar skills and knowledge. They include an introduction to the discipline of history, including skills in primary and secondary sources, and an assortment of courses on various historical topics, regions, and time periods. From the perspective of the John Jay Global History program, the specific regions and time periods a student choses to study are less important than a general proficiency in disciplinarily appropriate skills in thinking, analysis, research, and expression.

The program outlined below is designed to ensure that students’ community college coursework counts toward the John Jay Global History major in a manner that recognizes their prior study while providing essential upper level coursework at John Jay. To this end, students in the degree completion program will not need to complete the standard version of the Global History major’s Introductory course (3 cr.) or survey courses (9 cr.) at John Jay. In addition, students who complete a Historiography course at the community college will not need to take HIS 240 Historiography (3 cr.) at John Jay. Most students will therefore enter the major at John Jay with 12 or occasionally 15 credits completed, and take the remaining 24-27 credits at John Jay.\footnote{It is possible that in rare cases, students could bring in additional elective courses through direct equivalencies, although all students would have to meet the minimum of 50% of courses (7 courses) in the major in residency at John Jay. This is true for current transfer students as well; the difference is that this program guarantees a minimum of 12 credits toward the major.}

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turn, the general elective options in the major have been eliminated to encourage students to focus on advanced coursework.

The proposed program will only admit students who have completed an associate’s degree with a History focus (defined as a program in which 4 or more History courses are completed). These students will be allowed to continue their studies at the Junior level in the Global History major regardless of the specific courses that they took in their associates level History program. The Admissions office, with the guidance of the History department, will vet students’ records to determine eligibility for the program.
Global History, Bachelor of Arts: Degree Completion Program

The Global History Bachelor of Arts Degree Program allows students who have completed an associate’s degree in History at an accredited college to enter the Global History degree program at John Jay at the Junior level. In order to be admitted to the program, students must have completed an Associate's degree (AA) in History (defined as a program in which 4 or more History courses are completed).

The Global History major is derived from the discipline of global history, which emphasizes interactions and collisions between and among cultures. This program provides undergraduates with the knowledge and research skills to better understand the world, to think critically about the past, present, and future problems facing different peoples and communities. After completing the required three–part survey in global history, Global History majors choose the degree electives on the topics or regions that most interest them. The required skills courses introduce students to the main schools of historical thought, varied techniques and approaches to doing historical research, and provide them with the opportunity to do original research in their capstone seminar.

Learning Outcomes. Students will:

1. Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern world history.
2. Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).
3. Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
4. Identify different theories and methods used in the historical profession.
5. Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.

Credits Required.

<table>
<thead>
<tr>
<th>Global History Major</th>
<th>24-27 (at John Jay)</th>
<th>12-15 (from Associate’s Degree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>6 (at John Jay)</td>
<td>30 (from Associate’s Degree)</td>
</tr>
<tr>
<td>Electives</td>
<td>27-30 (at John Jay)</td>
<td>15-18 (from Associate’s Degree)</td>
</tr>
</tbody>
</table>

**Total Credits Required for B.A. Degree**

120

Note: Students must take at least 20 credits in the major in residency at John Jay in order to receive a John Jay BA degree.
Coordinator. Professor Michael Pfeifer, Department of History (212.237.8856, mpfeifer@jjay.cuny.edu)

Advisor. Professors James DeLorenzi (646.557.4653, jdelorenzi@jjay.cuny.edu), and Anissa Helie (646.557.4646, ahelie@jjay.cuny.edu), Department of History


Honors option. To receive Honors in Global History, a student must complete an extended senior thesis over the course of their senior year (two semesters) while achieving a 3.5 grade point average in their major courses. Eligible students may enroll in the honors track as upper juniors (having accumulated at least 75 to 90 credits) by meeting with the major coordinator.

Additional information. Students who enrolled for the first time at the College in September 2018 or thereafter must complete the major in the form presented here.

PART ONE. RESEARCH and METHODOLOGY (Subtotal: 3-6)

Required

HIS 240 Historiography
(note: this course may be completed in some associate’s programs. Check your degree audit or see an advisor.)

HIS 300 Research Methods in History

PART TWO. ELECTIVES (Subtotal: 15-18)

Students will complete six elective courses (18 credits). History majors who are in the Honors track will complete five elective courses (15 credits). Two of the elective courses for all students must be at the 300–level or above.

Students will choose one of three chronological tracks: Prehistory to 500 CE; 500–1650; or 1650 to the Present. At least four elective courses (12 credits) must be taken from the declared chronological track.

Category A. Prehistory to 500 CE

ART 222 Body Politics
HIS 252 Warfare in the Ancient Near East and Egypt
HIS 254 History of Ancient Greece and Rome

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<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>HIS 264</td>
<td>China to 1650</td>
</tr>
<tr>
<td>HIS 269</td>
<td>History of World Slavery (to 1650 CE)</td>
</tr>
<tr>
<td>HIS 270</td>
<td>Marriage in Medieval Europe</td>
</tr>
<tr>
<td>HIS 282</td>
<td>Selected Topics in History</td>
</tr>
<tr>
<td>HIS 323</td>
<td>History of Lynching and Collective Violence</td>
</tr>
<tr>
<td>HIS 354</td>
<td>Law and Society in Ancient Athens and Rome</td>
</tr>
<tr>
<td>HIS 362</td>
<td>History of Science and Medicine: Prehistory to 1650</td>
</tr>
<tr>
<td>HIS 364/GEN 364</td>
<td>History of Gender and Sexuality: Prehistory to 1650</td>
</tr>
<tr>
<td>HIS 366</td>
<td>Religions of the Ancient World</td>
</tr>
<tr>
<td>HIS 368</td>
<td>Law and Society in the Ancient Near East</td>
</tr>
<tr>
<td>HIS 370</td>
<td>Ancient Egypt</td>
</tr>
<tr>
<td>HIS 374</td>
<td>Premodern Punishment</td>
</tr>
<tr>
<td>HIS 375</td>
<td>Female Felons in the Premodern World (was Female Felons in Premodern Europe &amp; Americas)</td>
</tr>
</tbody>
</table>

**HIS 282 Selected Topics in History:** When topic is appropriate.

**Category B. 500–1650**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 222</td>
<td>Body Politics</td>
</tr>
<tr>
<td>HIS 201</td>
<td>American Civilization- From Colonialism through the Civil War</td>
</tr>
<tr>
<td>HIS 208</td>
<td>Exploring Global History</td>
</tr>
<tr>
<td>HIS 217</td>
<td>History of NYC (was Three Hundred Years of NYC)</td>
</tr>
<tr>
<td>HIS 224</td>
<td>A History of Crime in New York City</td>
</tr>
<tr>
<td>HIS 256</td>
<td>History of Muslim Societies and Communities</td>
</tr>
<tr>
<td>HIS 264</td>
<td>China to 1650</td>
</tr>
<tr>
<td>HIS 269</td>
<td>History of World Slavery (to 1650 CE)</td>
</tr>
<tr>
<td>HIS 270</td>
<td>Marriage in Medieval Europe</td>
</tr>
<tr>
<td>HIS 282</td>
<td>Selected Topics in History</td>
</tr>
<tr>
<td>HIS 323</td>
<td>History of Lynching and Collective Violence</td>
</tr>
<tr>
<td>HIS 356/GEN 356</td>
<td>Sexuality, Gender, and Culture in Muslim Societies</td>
</tr>
<tr>
<td>HIS 359</td>
<td>History of Islamic Law</td>
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</tbody>
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<tr>
<td>HIS 374</td>
<td>Premodern Punishment</td>
</tr>
<tr>
<td>HIS 375</td>
<td>Female Felons in the Premodern World (was Female Felons in Premodern Europe &amp; Americas)</td>
</tr>
<tr>
<td>HIS 381</td>
<td>Social History of Catholicism in the Modern World</td>
</tr>
<tr>
<td>HIS 383</td>
<td>History of Terrorism</td>
</tr>
<tr>
<td>HIS 3XX</td>
<td>African Diaspora History II: Since 1808</td>
</tr>
<tr>
<td>MUS 310</td>
<td>Comparative History of African American Musics</td>
</tr>
</tbody>
</table>

*HIS 208 Exploring Global History: If topic meets appropriate time period.*

*HIS 282 Selected Topics in History: When topic is appropriate.*

### Category C. 1650 to the Present

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ART 222</td>
<td>Body Politics</td>
</tr>
<tr>
<td>HIS 201</td>
<td>American Civilization- From Colonialism through the Civil War</td>
</tr>
<tr>
<td>HIS 202</td>
<td>American Civilization - From 1865 to the Present</td>
</tr>
<tr>
<td>HIS 206/MUS 206</td>
<td>Orchestral Music and the World Wars</td>
</tr>
<tr>
<td>HIS 208</td>
<td>Exploring Global History</td>
</tr>
<tr>
<td>HIS 217</td>
<td>History of NYC (was Three Hundred Years of NYC)</td>
</tr>
<tr>
<td>HIS 219</td>
<td>Violence and Social Change in America</td>
</tr>
<tr>
<td>HIS 224</td>
<td>A History of Crime in New York City</td>
</tr>
<tr>
<td>HIS 225</td>
<td>American Problems of Peace, War, and Imperialism, 1840 to the Present</td>
</tr>
<tr>
<td>HIS 242/POL 242/LLS 242</td>
<td>U.S. Foreign Policy in Latin America</td>
</tr>
<tr>
<td>HIS 256</td>
<td>History of Muslim Societies and Communities</td>
</tr>
<tr>
<td>HIS 260/LLS 260</td>
<td>History of Contemporary Cuba</td>
</tr>
<tr>
<td>HIS 265/LLS 265</td>
<td>Class, Race and Family in Latin American History</td>
</tr>
<tr>
<td>HIS 274</td>
<td>China: 1650-Present</td>
</tr>
<tr>
<td>HIS 277</td>
<td>American Legal History</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
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<tbody>
<tr>
<td>HIS 281</td>
<td>Imperialism in Africa, South Asia, and the Middle East</td>
</tr>
<tr>
<td>HIS 282</td>
<td>Selected Topics in History</td>
</tr>
<tr>
<td>HIS 320</td>
<td>Topics in the History of Crime &amp; Punishment in U.S (was History of Crime &amp; Punishment in U.S.)</td>
</tr>
<tr>
<td>HIS 323</td>
<td>History of Lynching and Collective Violence</td>
</tr>
<tr>
<td>HIS 325</td>
<td>Criminal Justice in European Society, 1750 to the Present</td>
</tr>
<tr>
<td>HIS 340</td>
<td>Modern Military History from the Eighteenth Century to the Present</td>
</tr>
<tr>
<td>HIS 356/GEN 356</td>
<td>Sexuality, Gender, and Culture in Muslim Societies</td>
</tr>
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<td>HIS 359</td>
<td>History of Islamic Law</td>
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</table>

**HIS 208:** If topic meets appropriate time period.  
**HIS 282:** When topic is appropriate.

**PART FOUR. CAPSTONE SEMINAR**  
(Subtotal: 3-6)

All Global History majors will complete a capstone seminar in their senior year in which they will complete a research paper and present their work at a departmental colloquium.

**Required**  
HIS 425 Senior Seminar in History

**Note:** Students on the Honors track will enroll in an Independent Study (HIS 489) with a faculty mentor in the first semester of their senior year, and then in HIS 425 the following semester.

**Total Credits for Major:** 21-24 taken at John Jay (39 total)  
General Education: 42  
Electives: 42  
TOTAL CREDITS FOR BA: 120

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New Minor Proposal Form*

1. Department(s) proposing this minor: Africana Studies

2. Name of minor: Community Justice

3. Credits required (minors must consist of 18-21 credits): 18 credits

4. Description of minor as it will appear in the Undergraduate Bulletin (write in full sentences):

The Community Justice minor uses interdisciplinary analyses through Africana Studies to expose students to different ways of thinking about and enacting alternative justice strategies, community-based economic development, and community wellness. Community justice refers to resident involvement in and citizen-police partnerships in justice decision-making, oversight, and restorative justice; as well as the development of legal, economic, social, educational and health alternatives at the local level that complement and/or transform traditional public safety strategies to establish meaningful justice, peace, stability, and community wellbeing. Students will explore theories, strategies, and practices that address racial and economic inequity and place community well-being at the center, to strengthen the capacity of families, friends, neighborhood groups, civic and community organizations, and local institutions to resolve conflict and create solutions. Through community-based projects and experiential learning, students will engage in real-life application of community-based approaches to justice, and inclusionary community practices to prepare for careers in justice, community and non-profit organizations; and for graduate school.

5. Statement of learning outcomes (what knowledge and/or skills should all students have acquired upon completion of the minor?):

   • Students will investigate relationships between a variety of community-based approaches to justice, community initiated and based development, school reform initiatives, preventive health and mental health initiatives, youth development strategies, and innovations in public safety and criminal justice practices that establish meaningful justice, peace and community wellbeing.
   • Students will explain the core ideas, key concepts, theories and methodologies, of community wellness and Community Justice, especially as they relate to justice challenges such as racial and economic inequity, and solutions such as community asset building, community policing, and restorative justice.

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• Students will acquire and hone their critical thinking skills as applied to problem solving around justice themes within communities and among people of color, using the interdisciplinary tools and methodologies of Africana Studies.
• Students will examine how an individual’s place in society affects their experiences, values, or choices, and recognize how societal conditions such as access, involvement, and equity as well as their own biases, values and interpersonal styles limit justice and effect people in diverse communities.
• Students will demonstrate an understanding of themselves and how to operate as members of groups and communities, and of their own agency as community organizers, social justice advocates, and policy analysts.
• Students will evaluate evidence and arguments critically and analytically, and produce well-reasoned, high level written and oral arguments using evidence to support conclusions.

6. **Rationale/justification for the minor** (Why is this minor important to include in the College’s curriculum? what benefits do students derive from taking this minor?):

The Community Justice minor uses interdisciplinary analyses through Africana Studies to expose students to different ways of thinking about and enacting alternative justice strategies, community-based economic development, and community wellness. The minor provides tools to study and address racism, and historical and contemporary challenges to prosperity, well-being and equitable justice. The traditional criminal justice system is fed by institutional racism and disproportionately negatively impacts and oppresses communities of color, particularly African Americans. Effective alternative strategies and community-based approaches to justice will require systemic analyses of racism, colonialism, and other oppressions, as well as anti-oppression theories and practices. Students will learn to utilize systems and problem-solving analyses and evidence-based research to apply knowledge to developing community solutions.

The courses in this minor are scaffolded to build, develop, and expand both academic skills and community justice content. The minor requires introductory courses as well as intermediate and capstone level courses; and incorporates a 300-level general education justice course into the requirements. The requirements of and assignments included in the courses help build student’s critical thinking, analytical, research, writing and speaking skills; expose them to unique content and community practices. Through community-based projects and experiential learning required in several of the courses, students will be more attuned to real-life application of community-based approaches to justice and restorative justice practices. This in turn will contribute to their ability to thrive in an increasingly diverse and globalizing world, and to adapt to changing work environments; as well as to become well-rounded thinkers, problem solvers and team players who will be attractive to employers and graduate schools.

This minor will be an important complement to several majors including Criminology, Criminal Justice, Forensic Psychology, Gender Studies, International Criminal Justice, Latin American and Latina/o Studies, Law and Society, Police Studies, Political Science, Public Administration, Sociology, as well as Human Services and Community Justice.

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For those majoring in Human Services and Community Justice, the Community Justice minor will enable them to delve more deeply into community justice and restorative justice theories, research, and practices by providing added course content and skill sets focused on community-based approaches to justice. For those choosing between the Africana Studies Minor or the Community Justice Minor, the CJ Minor requires students to specialize in community organizing, community based asset building, restorative justice, and/or alternative criminal justice systems, and engages students in a wider variety of such courses across multiple departments.

7. List of courses constituting the minor with required pre-requisites

Please note: New courses developed for minors must be approved prior to (or concurrent with) the submission of the proposal for the minor. New courses will be subject to the usual approval process.

Part 1: Required Courses – 3 courses  (Subtotal: 9 credits)

[recommended that the courses be taken in order of their listing below, as much as possible – however the 200- and/or 300-level courses can be taken in the same semester as long as the prerequisites are followed. With permission from the minor coordinator there can be changes to the order of courses taken):

1. AFR 145 “Introduction to Community Justice in Human Systems” OR AFR 121 “Africana Communities in the US” OR AFR 140 “Introduction to Africana Studies”
2. AFR 227 “Community-based Approaches to Justice.” (pre-requisite: any AFR course)

Part 2: Electives      (Subtotal: 9 credits)
Choose any 3, at least 1 must be a 300-level course or higher):

AFR 215 “The Police and Urban Communities”
AFR 243 “Africana Youth and Social Justice Struggles.” (sophomore standing)
AFR 229 “Restoring Justice: Making Peace and Resolving Conflict”
AFR 237 “Institutional Racism”
AFR 317 “Environmental Racism”
AFR 320 “Justice in the Africana World”
AFR 3XX “Africana Fieldwork” 1 or AFR 3YY “Africana Fieldwork” 2
AFR/PSY 347 “Psychology of Oppression” (prerequisites: PSY 101 or AFR/PSY 129)
AFR 410 Independent Study (junior or senior)
ANT 208 “Urban Anthropology”
ANT 230 “Culture and Crime”
ANT 347 “Structural Violence and Social Suffering” (prerequisites: ANT 101)
CJBA 365 “Change and Innovation in Criminal Justice” (prerequisites: CJBA 110, 111, 241)
CRJ/SOC 236 “Victimology” (prerequisites: CRJ 101, CJBS 101 or ICJ 101)
ECO 170 “Crime, Class, Capitalism: The Economics of Justice” (restricted to Freshmen only)
ECO 260 “Environmental Economics, Regulation and Policy” (prerequisites: ECO 101 or 120 or 125)
ECO 270 “Urban Economics” (prerequisites: ECO 101 or 120 or 125)
GEN 140 “Gender, Activism, and Social Change” (restricted to Freshmen only)
LLS 241 “Latina/os and the City”
LLS/HIS 261 “Revolution and Social Change in Contemporary Latin America”

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LLS/HIS 265 “Class, Race and Family in Latin American History”
LLS 321 “Puerto Rican/Latina/o Community Fieldwork” (prerequisites: LLS 241)
LLS 322 “Latina/o Struggles for Civil Rights and Social Justice” (junior)
LLS 325 “Latina/o Experience of Criminal Justice” (junior)
POL 210 “Comparative Urban Political Systems” (prerequisites: GOV 101 or POL 101)
POL 320 “International Human Rights” (prerequisites: GOV 101 or POL 101, and junior stdg)
POL 405 “Seminar in New York City Politics” (prerequisites: GOV 101 or POL 101, and senior stdg)
PSC 202 “Police and Diversity” (prerequisites: PSC 101 or CRJ 101 or CJBS 101 or ICJ 101)
PSC 245 “Community Policing” (prerequisites: PSC 101 or CRJ 101 or CJBS 101 or ICJ 101)
SOC 206 “The Sociology of Conflict and Dispute Resolution” (prerequisites: SOC 101)
SOC 215 “Social Control and Gender: Women in American Society” (prerequisites: SOC 101 or PSY 101 or ANT 101)
SOC 222 “Crime, Media, and Public Opinion” (prerequisites: SOC 101)
SOC 251 “Sociology of Human Rights” (prerequisites: SOC 101)
SOC 364 “Food Justice” (prerequisites: SOC 101)

Notes: Students may NOT minor in both Africana Studies and Community Justice.

Students majoring in Human Services and Community Justice may use up to two courses to satisfy both the HSCJ Major and the CJ Minor (AFR 145 and AFR 227). No other courses/electives may overlap, please see the Minor coordinator for course planning.

8. **Administration of the minor:**

   a. **Name, location, phone number, and email address of the minor advisor** (to be used in college publications):

      Professor Jessica Gordon-Nembhard. Email: jnembhard@jjay.cuny.edu

   b. **Requirements for admission and/or completion of the minor if any** (i.e. GPA, course grades, deadlines, etc.):

      There are no admission requirements. The Community Justice Minor recommends that the required courses be taken in order of their listing, as much as possible – however any order will be accepted with permission of the Minor Coordinator. To complete the minor, students must have passed all 6 courses.

9. **Statement on expected enrollment and resources required:**

   Expected enrollment:

   First year, 10 students; second year 25 students; 70-100 within 5 years.
10. **Evaluate the library resources available to support this minor** (paragraph form, please include the names of specific resources as appropriate)

We consulted Maria Kiriakova, the Collection Development Librarian, and Maureen Richards, the Digital Resources Librarian - both in charge of library acquisitions when creating the Human Services and Community Justice Major last year. They informed us that they have adequate resources to support the proposed major and are especially strong in the electronic-based materials. The Library subscribes to over 100 databases with students having unlimited remote access to these databases and all electronic journals. In addition, the Library’s electronic serial holdings currently include over 40,000 serial titles, from major publishers including Elsevier, Sage, Wiley, Springer, and more. SFX/link resolving software connects full text to most database indexes, and federated searching software enables cross-database searching. Finally, the library’s reference collections include encyclopedias and dictionaries of social sciences in both electronic and print formats, including works from Oxford University Press and Gale. The existing courses in the proposed minor already access the appropriate literature in the social sciences and major databases for courses drawing from Criminology, Criminal Justice, Africana Studies, Latino Studies, Sociology, Political Economy, and Restorative Justice. In addition, the library has new video streaming capabilities relevant to the minor.

11. **Identify new library resources that are needed** (provide bibliography):


*British Journal of Community Justice*, published by De Montfort University.


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12. **Evaluate the facilities, computer labs, or other resources needed to support this minor:**

No specific additional facilities are needed.

13. **Summarize consultations with other departments that may be affected:**

N/A

14. **Name(s) of the Chairperson(s):**

Professor Jessica Gordon-Nembhard ([jnembhard@jjay.cuny.edu](mailto:jnembhard@jjay.cuny.edu))

15. **Provide the meeting date at which the departmental curriculum committee has approved this proposal.** **Meeting date:** November 30, 2017
John Jay College has several longstanding Bachelor’s/ Master’s degree programs. This proposal is to refresh the curriculum for the BS in Criminal Justice Management / MPA programs in Public Administration. The MPA has two specializations with separate NYSED Registration Codes so this proposal includes the curriculum outline for both.

This program has not been revised since the implementation of the new Undergraduate Gen Ed Program which significantly reduces the number of credits dedicated to general education (from 59 to 42 credits). This opens space in the program to add credits to the undergraduate criminal justice management requirements to ensure students are prepared for graduate-level work. The undergraduate major in Criminal Justice Management has undergone several revisions since the last time this joint degree program was reviewed so we are aligning the joint degree with the revised undergraduate major as well.

In the past, the responsibility for managing these programs fell to Graduate Studies. Now both Graduate and Undergraduate Studies will be working together on their management. Students are required to complete the entire Master’s degree curriculum in the joint degree. Right now we are proposing changes to the undergraduate portion of the program to align it more closely with the current BS in Criminal Justice Management. These curricular requirements need to be refreshed to add them to the UG and GRAD Bulletins and to get them accurately reflected in DegreeWorks. If the Master’s part of the programs are changed in the future, these joint degrees would have to be revised to reflect those changes.

Dr. Yi Lu, the undergraduate major coordinator and Ms. Yvonne Purdie, Major Advisor originated the refreshed curriculum in this proposal and the Department of Public Administration
Curriculum Committee has approved these changes.

FYI, the old BS/MPA Requirements on the undergraduate side of the program totaled 12 credits and included: PAD 101 (formerly PAD 140, PAD 240) Introduction to Public Administration, LAW 203 Constitutional Law, STA 250 Principles and Methods of Statistics and one 300-level course.

The new undergraduate requirements now total 21 credits and, in addition to those listed above, include PAD 121 (formerly PAD 141, PAD 241) Information in Public Administration, PAD 314 Leadership and Supervision, PAD 318 Decisions in Crises, PAD 348 Justice Planning and Policy Analysis, PAD 360 Court Administration. The general 300-level elective is being removed. Depending on their math placement, students may have to take MAT 108 Social Science Math or MAT 141 Pre-Calculus as a prerequisite for statistics.
BS in CRIMINAL JUSTICE MANAGEMENT / MPA in PUBLIC ADMINISTRATION (INSPECTION AND OVERSIGHT)

Total: 134 credits

General Education requirements - 42 credits

Criminal Justice Management Major Required Courses - 21 credits

PAD 101 (140/240): Introduction to Public Administration - 3 cr
PAD 121 (141/241): Information in Public Administration - 3 cr
PAD 314 Leadership and Supervision - 3 cr
PAD 318 Decisions in Crisis - 3 cr
PAD 348: Justice Planning and Policy Analysis - 3 cr
PAD 360: Court Administration - 3 cr
*STA 250: Principles and Methods of Statistics - 3 cr

OR

*PAD 2xx: Quantitative Reasoning - 3 cr

Note: Students must take PAD 2xx or STA 250 in the undergraduate portion of the program

Other Required Undergraduate Courses - 0-3 credits

(depending upon math placement)
MAT 108 Social Science Mathematics OR
MAT 141: Pre-Calculus - 3 cr

Liberal Arts Undergraduate Electives - 15-18 credits

General Undergraduate Electives - 8-11 credits

Courses required for an MPA in Inspection and Oversight - 42 credits

Required courses - 21 credits
Students must also pass the qualifying examination (MPAQE) which is administered as part of PAD 700. Students are advised to complete PAD 700, PAD 706 and PAD 723 within the first 15 credits of matriculation.

**Research Methods and Quantitative Skills**

**Research Methods**

Required

PAD 715: Research Methods in Public Administration - 3 cr

**Quantitative Methods and Information Management**

Select one course:

PAD 713: Management of Information Technology - 3 cr
PAD 745: Program Development and Evaluation - 3 cr
PAD 747/CRJ 747: Computer Applications in Public Policy and Management - 3 cr

PAD 767: Analytical Methods in Health Care - 3 cr

**Specializations**

There are eight areas of specialization offered under MPA Inspection and Oversight. Students are required to complete three courses from at least one specialization

**Forensic Accounting**

Required Courses (select three)

ACC 702: Strategic Cost Management - 3 cr
ACC 703: Advanced Taxation       -3 cr
ACC 705: Forensic Accounting and Auditing      -3 cr
ACC 720 Advanced Auditing with Analytical Applications -3 cr

**Independent and Contractual inspection and Oversight**

Required Courses:
PAD 731: Oversight by Independent Regulatory and Political Authorities    -3 cr

Electives:
CRJ754/PAD 754: Investigative Techniques       -3 cr
PAD 701: Fraud, Abuse Waste and Corruption        -3 cr
PAD 706: Bureaupathology                        -3 cr
PAD 726: The Politics and Process of Outsourcing -3 cr
PAD 732 The Independent Sector – Contemporary Issues in Nonprofit and Philanthropy - 3 cr
PAD 745: Program Development and                - 3 cr
PAD 749: Public Sector Accounting and Auditing II - 3 cr

**Inspection and Oversight of Health Services**

Students in this specialization must take PAD 767 as their required quantitative methods course in addition to the three required courses below:

Required Courses
PAD 763: Public Health Policy and Administration - 3 cr
PAD 764: Health Services Fraud, Waste and Abuse - 3 cr
PAD 766: Inspection and Oversight of Health Care Delivery - 3 cr

Students may complete their two program electives by taking Public Health courses in the CUNY School of Public Health

**International Inspection and Oversight**

Required Courses
PAD 718: International Public Policy and Administration -3 cr
PAD 772: International Inspection and Oversight -3 cr
Electives:
CRJ 744: Terrorism and Politics - 3 cr
PAD 779: Public Oversight of Policing - 3 cr
CRJ 774: Immigration and Crime - 3 cr
PAD 746: Comparative Public Administration - 3 cr

Investigation and Operational Inspection

Required Courses:
CRJ754/PAD 754: Investigative techniques - 3 cr
PAD 701: Fraud, Abuse, Waste and Corruption - 3 cr
Electives:
CRJ 739: Crime Mapping - 3 cr
CRJ 751: Crime Scene Investigation - 3 cr
PAD 706: Bureaupathology - 3 cr
PAD 710: The Ethical and Legal Environment of Public Employment - 3 cr
PAD 726: The Politics and Process of Outsourcing
PAD 732: The Independent Sector: Contemporary Issues - 3 cr
PAD 745: Program Development and Evaluation - 3 cr
PAD 749: Public Sector Accounting and Auditing II - 3 cr
PAD 759: Public oversight of Policing - 3 cr

Justice Policy and Oversight (Honors Specialization)

Required Courses:
CRJU 88100/PAD 881: Criminology and Public Policy - 3 cr
CRJU 84100/PAD 841: Advanced Policy Analysis - 3 cr
PAD 770: Cases and Techniques in Quantitative Policy Analysis - 3 cr

Law and Inspection and Oversight

Required Courses:
PAD 741: Administrative Law and Regulation - 3 cr

**Electives:**
At least 6 credits of Law courses completed at the CUNY Law School or other Law schools.

**Organizational Assessment and Monitoring**

**Required Courses:**
- PAD 714: Organizational Performance Assessment - 3 cr
- PAD 745: Program Development and Evaluation - 3 cr

**Electives:**
- PAD 701: Fraud, Abuse, Waste and Corruption - 3 cr
- PAD 726: The policies an Process of Outsourcing - 3 cr
- PAD 731: Oversight by independent, Regulatory And political Authorities - 3 cr
- PAD 732: The Independent Sector: Contemporary In nonprofits and Philanthropy - 3 cr
- PAD 741: Administrative Law and Regulation - 3 cr
- PAD 748: Project Management - 3 cr
- PAD 749: Public Sector Accounting and Auditing II - 3 cr
- PAD 759: Public Oversight of Policing - 3 cr
- PAD 770: Cases and Techniques in Quantitative Policy Analysis - 3 cr

**Dual Specializations and Common Electives**
Dual Specializations can only be taken within a student’s degree area. Courses used in one specialization may not be used to fulfill the requirements for a second specialization.

**Independent and Contractual Inspection and Oversight and Organizational Assessment and Monitoring:**
- PAD 726
- PAD 755
- PAD 780
Organizational Assessment and Monitoring AND International Inspection and Oversight
PAD 726
PAD 748,
PAD 758
PAD 755
PAD 780

Investigation and Operational Inspection AND Organizational Assessment and Monitoring
PMT 781
PAD 726
PAD 758
PAD 755
PAD 780

International Inspection and Oversight AND Investigation and Operational Inspection
PAD 726
PAD 745
PAD 758
PAD 755
PAD 780

Independent and Contractual Inspection AND Investigation and Operational Inspection
PAD 726
PAD 755
PAD 780

<table>
<thead>
<tr>
<th>Areas</th>
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<td>General Education</td>
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<td>Undergraduate Liberal Arts</td>
<td>15-18</td>
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<td>Electives</td>
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<td>Undergraduate Electives</td>
<td>8-11</td>
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<tr>
<td>MPA Required</td>
<td>42</td>
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<tr>
<td>Total for Joint Degree</td>
<td>134</td>
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</table>
BS in CRIMINAL JUSTICE MANAGEMENT / MPA in PUBLIC ADMINISTRATION (PUBLIC POLICY AND ADMINISTRATION)

Total: 134 credits

| General Education requirements | - | 42 credits |
| Public Administration Major Required Courses | - | 21 credits |
| - | | |
| PAD 101 (140/240): Introduction to Public Administration | - | 3 cr |
| PAD 121 (141/241): Information in Public Administration | - | 3 cr |
| PAD 314 Leadership and Supervision | - | 3 cr |
| PAD 318 Decisions in Crisis | - | 3 cr |
| PAD 348: Justice Planning and Policy Analysis | - | 3 cr |
| PAD 360: Court Administration | - | 3 cr |
| *STA 250: Principles and Methods of Statistics OR *PAD 2xx: Quantitative Reasoning | - | 3 cr |

*Students must take STA 250 of PAD 2xx in the undergraduate portion of the program

| Other Required Undergraduate Courses | - | 0-3 credits |
| (depending on math placement or credit) | | |
| MAT 108 Social Science Mathematics OR MAT 141: Pre-Calculus | - | 3 cr |

| Liberal Arts Undergraduate Electives | 15-18 credits |
| General Undergraduate Electives | 8-11 credits |
| MPA in Public Policy and Administration | - | 42 credits |
| Required courses | - | 21 credits |
| PAD 700: Intro to Public Administration | - | 3 cr |
| PAD 702: Human Resources Management | - | 3 cr |
| PAD 704: Economics for Public Administration | - | 3 cr |

Approved by UCASC, April 20, to College Council, May 9, 2018
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>PAD 705: Organization Theory and Management</td>
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<tr>
<td>PAD 739: Policy Analysis</td>
<td>3 cr</td>
</tr>
<tr>
<td>PAD 743: Public Sector Financial Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>PAD 771: Capstone Seminar</td>
<td>3 cr</td>
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</table>

Students must also pass the qualifying examination (MPAQE) which is administered as part of PAD 700. Students are advised to complete PAD 700, PAD 702 and PAD 705 within the first 15 credits of matriculation.

**RESEARCH METHODS and QUANTITATIVE SKILLS**

Students must complete a course in each of the following categories:

**Research Methods**

- **PAD 715: Research Methods in Public Administration** - 3 cr

**Quantitative Methods and Information Management**

Select one of the following courses:

- **PAD 713: Management of Information Technology** - 3 cr
- **PAD 745: Program Development and Evaluation** - 3 cr
- **PAD 747/CRJ 747: Computer Applications in Public Policy and Management** - 3 cr
- **PAD 770: Cases and Techniques in Quantitative Policy Analysis** - 3 cr

**Specializations**

- 9 credits

There are eight areas of specialization offered under MPA Public Policy and Administration. **Students are required to complete three courses from at least one specialization**

**Court Administration**

**Required Course**

- **PAD 760: Court Administration** - 3 cr

**Electives**
CRJ 735: Prosecuting Crime  - 3 cr
PAD 710: The Ethical and Legal Environment of Public Employment  - 3 cr
PAD 713: Management of Information Technology  - 3 cr
PAD 726: The Politics and Process of Outsourcing  - 3 cr
PAD 741: Administrative Law and Regulation  - 3 cr
PAD 745: Program Development and Evaluation  - 3 cr
PAD 758: Ethics, Integrity and Accountability  - 3 cr
PAD 761: Contemporary Issues in Court Administration  - 3 cr

**Criminal Justice Policy and Administration**

**Required Courses:**

CRJ 730: Policy Analysis in Criminal Justice  - 3 cr
PAD 719: Delivery Systems in Justice and Urban Services Systems  - 3 cr

PAD 715 or CRJ 715 is a prerequisite for CRJ 730

**Electives:**

CRJ 704: Probation and Parole: Theory and Practice  - 3 cr
CRJ 728: Critical Issues in Corrections  - 3 cr
CRJ 736: Seminar in Civil Rights and Civil Liberties  - 3 cr
CRJ 741: An Economic Analysis in Crime  - 3 cr
CRJ 750/PAD 750: Security Information and Technology  - 3 cr
CRJ 757: Police and the Community  - 3 cr
CRJ 761: Youth Crime and Delinquency Control  - 3 cr
PMT 711: Introduction to Emergency Management  - 3 cr
PMT 781: Risk Analysis and Loss Prevention  - 3 cr
PAD 726: The Politics and Process of Outsourcing  - 3 cr
PAD 745: Program Development and Evaluation  - 3 cr
PAD 758: Ethics, Integrity and Accountability  - 3 cr
PAD 760: Court Administration  - 3 cr
PAD 770: Cases and Techniques in Quantitative Policy Analysis  - 3 cr

**Emergency Management**

Approved by UCASC, April 20, to College Council, May 9, 2018
Required Courses

PMT 711: Introduction to Emergency Management - 3 cr
PMT 760: Emergency Management: Mitigation and Recovery - 3 cr
PMT 763: Emergency Management Preparedness - 3 cr

Electives

PMT 703: Analysis of Building and Fire Codes - 3 cr
PMT 712: Theory and Design of Fire Protection Systems - 3 cr
PMT 751: Contemporary Fire Protection Issues - 3 cr
PMT 761: Technology in Emergency Management - 3 cr
PMT 762: Business Continuity Planning - 3 cr
PMT 781: Risk Analysis and Loss Prevention - 3 cr
PAD 726: The Politics and Process of Outsourcing - 3 cr
PAD 748: Project Management - 3 cr
PAD 758: Ethics, Integrity and Accountability - 3 cr

Human Resource Management

Required Courses

PAD 703: Techniques and Tools of Human Resources Administration - 3 cr
PAD 707: Managing People: A Human Resources Perspective - 3 cr

Electives

PAD 708: Human Resources and Labor in the Public Sector - 3 cr
PAD 710: The Ethical and Legal Environment of Public Employment - 3 cr
PAD 723: Assessments, Audits and Investigation in Human Resources - 3 cr
PAD 726: The Politics and Process of Outsourcing - 3 cr

Law and Public Management

Students enrolled in the MPA program in Public Policy and Administration may complete the Law and Public Management specialization by completing three courses at the CUNY Law School. Students may also complete this specialization while attending Law School. Students

Approved by UCASC, April 20, to College Council, May 9, 2018
must apply to, and be accepted at, law school while enrolled in the MPA program in Public Policy and Administration and complete their specialization while attending law school.

**Management and Operations**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PAD 712</td>
<td>Management Systems and Techniques in the Public Sector</td>
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<tr>
<td>PAD 714</td>
<td>Organizational Performance Assessment</td>
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**Electives**

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PAD 713</td>
<td>Management of Information Technology</td>
<td>3 cr</td>
</tr>
<tr>
<td>PAD 716</td>
<td>Cases in Productive Public Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>PAD 718</td>
<td>International Public Policy and Administration</td>
<td>3 cr</td>
</tr>
<tr>
<td>PAD 719</td>
<td>Delivery Systems in Justice and Urban Services Systems</td>
<td>3 cr</td>
</tr>
<tr>
<td>PAD 726</td>
<td>The Politics and Process of Outsourcing</td>
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<td>Ethics, Integrity and Accountability</td>
<td>3 cr</td>
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<tr>
<td>PAD 770</td>
<td>Cases and Techniques in Quantitative Policy Analysis</td>
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</table>

**Public Policy Analysis**

**Required Courses**

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<tr>
<td>PAD 756</td>
<td>Tools and Techniques of Policy Analysis</td>
<td>3 cr</td>
</tr>
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<td>PAD 745</td>
<td>Program Development and Evaluation</td>
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**Electives**

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<tr>
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<tbody>
<tr>
<td>PAD 718</td>
<td>International Public Policy and Administration</td>
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<tr>
<td>PAD 730</td>
<td>Policy Analysis in Criminal Justice</td>
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<tr>
<td>PAD 740</td>
<td>Public Sector Inspection and Oversight</td>
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<tr>
<td>PAD 747/CRIJ 747</td>
<td>Computer Application in Public Policy and Management</td>
<td>3 cr</td>
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<tr>
<td>PAD 756</td>
<td>Tools and Techniques in Quantitative Policy Analysis</td>
<td>3 cr</td>
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<tr>
<td>PAD 770</td>
<td>Cases and Techniques in Quantitative Policy Analysis</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
PMT 715: Analytical Methods in Protection Management - 3 cr
CRJ 741: An Economic Analysis of Crime - 3 cr
CRJU 88100 Criminology and Public Policy - 3 cr
CRJU 84100 Advanced Policy Analysis

CRJU 88100 and CRJU 84100 requires the permission of the CUNY PhD Program in Criminal Justice

**Urban Affairs**

The three courses in this specialization are taken at the Department of Urban Affairs and Planning at Hunter College. Courses should be selected in consultation with the specialization advisor.

**Free Electives**

Students must select two elective courses from any MPA offering - 6 cr

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</tbody>
</table>
TO: Kathy Killoran and UCASC

FROM: Johanna Lessinger, Major Coordinator, Anthropology Major
Department of Anthropology

RE: Revisions to the Requirements for the Bachelor of Arts in Anthropology

DATE: March 14, 2018

The Anthropology Department is requesting to make several revisions to the requirements for the Bachelor of Arts in Anthropology. Although we have not yet conducted a formal self-study for this major (the official roll out of this program began Spring 2015), the faculty have suggested several areas in which the major could be more effective for both students and instructors. We discuss specific rationales in more detail for each the revisions proposed below:

Revision #1: Simplifying prerequisites/foundations
ANT 101 remains the only prerequisite for the major. The department wishes to drop MAT 105 and MAT 108, prerequisites for STA 250

Rationale
ANT 101, Introduction to Cultural Anthropology, remains the single most important gateway to the discipline’s concepts and methods. MAT 105 and 108 are relevant only to STA 250, which we would like to drop as a requirement in the major (see below).

Revision #2: Increase Qualitative Skills component
We propose to replace STA 250 Principles and Methods of Statistics with our new ethnographic writing course ANT 327 Ethnographic Writing: Writing for a Multi-Cultural World.

Rationale
Our department surveyed other undergraduate programs in anthropology and found that a majority of them did not require a separate course covering quantitative methods, analysis and theory. Instead, these programs have substantially more robust training for students in qualitative methods and theory, and in particular, significant focus on writing skills for qualitative research. Additionally, our department does not teach STA 250 and we have found that students generally do not benefit from it. Moreover, STA 250 includes the 3-credit hidden math pre-requisite (MAT 105 or MAT 108). We also recently revised ANT 325, Ethnographic Research Methods in Anthropology, to include a quantitative research module focused on quantitative literacy (how to read descriptive statistics, which statistical

Approved by UCASC, April 20, to College Council, May 9, 2018
data and operations to use in different inquiries, how to read and construct graphs, etc.) to reflect more clearly how anthropology most commonly uses and generates statistical material.

We wish to replace STA 250 with ANT 327. This new revision will enable us to teach this course in sequence with ANT 325 (ethnographic research methods). ANT 325 emphasizes the kind of experiential research and learning that anthropology encourages. ANT 327 builds on qualitative skills and trains students in various facets of written communication and analysis for research. It emphasizes transcription, note-taking, summarizing, content analysis, case study reporting, and other methods of communicating interpretations of qualitative data. The ability to write clearly, coherently, even passionately, and to convey complex ideas in the framework of traditional and new genres of writing is a crucial skill for students who will need to be ever more flexible in the job markets of the future.

**Revision #3: eliminate the current thematic division of major electives into Concentration A (social inequality) or Concentration B (law).**

We propose to eliminate the current grouping of electives and to eliminate the requirement that students choose group A OR group B.

**Rationale:** The current plan divides the three electives which students are required to take into concentration A (social inequality) and Concentration B (law). We have found that this division unnecessarily restricts student choice and the ability to encounter and make connections with the full range of ethnographic approaches to a variety of real-life issues, from law and crime to public health. As the department strengthens its training of students in the ethnographic method through new hiring, we do not see an intellectual or pedagogical justification for the original division.

**Revision #4: Improve Scaffolding of the Major’s Core Courses.**

We propose to reorganize the original Anthropology Core (See Appendix 1) into two parts: a 12-credit lower-level, **Topical Core** and a more advanced 12-credit **Methods and Theory Core**, with a concurrent set of electives.

**NEW CORE SCAFFOLDING**

**FOUNDATIONAL COURSE**

**Required**  
ANT 101  Introduction to Anthropology  

Advisors recommendation: ANT 101 satisfies the Flex Core: World Cultures and Global Issues area of the Gen Ed program.

**PART ONE: TOPICAL CORE**  

**Choose Three**  
ANT 208 Urban Anthropology  
ANT 210/PSY 210 Sex and Culture  
ANT 220 Language and Culture  
ANT 315 Systems of Law  

**REQUIRED**
ANT 332 Class, Race, Ethnicity and Gender in Anthropological Perspective

PART TWO: METHODS and THEORY CORE

Required
ANT 305 Theory in Anthropology
ANT 325 Ethnographic Research Methods in Anthropology
ANT 327 Ethnographic Writing: Writing for a Multicultural World
ANT 405 Senior Seminar in Anthropology

PART THREE: ANTHROPOLOGY ELECTIVES

Choose Three
ANT 212 Applied Anthropology
ANT 224/PHI 224/ PSY 224/SOC 224 Death, Dying and Society
ANT 228/ENG 228 Introduction to Language
ANT 230 Culture and Crime
ANT 310/PSY 310/SOC 310 Culture and Personality
ANT 317 Anthropology of Development
ANT 319 Anthropology of Global Health
ANT 324 Anthropology of Work
ANT 328/ENG 328 Forensic Linguistics
ANT 330 American Cultural Pluralism and the Law
ANT 347 Structural Violence and Social Suffering
ANT 380 Selected Topics in Anthropology

Total Credits for Major: 36

Rationale

Revision #4 better clarifies the intended learning objectives at each stage of student progress through the major. The revision groups together, and requires, a series of four topical core courses at the 200 and 300 level which introduce students to the basic elements of social structure, social interaction and human communication in contemporary societies.

There follows a series of three theoretical and methodological core courses at the 300-level. As we described above, one of these, ANT 327 Ethnographic Writing, replaces STA 250. The methodological core introduce students to the manner in which professional researchers and scholars do anthropology, asking them to apply their understandings of society through examining theory, carrying out observation and interviewing projects, and writing about the results, culminating in the ANT 405 capstone course. The capstone is designed to enable students to conduct and complete a substantial ethnographic research and writing project.

Concurrently students are required to take three topical electives which allow them to explore in greater depth particular areas of interest: for example, law and criminal justice (ANT 230, ANT 330); the psychological aspects of culture (ANT 310); health (ANT 224, ANT 319); language and its cultural construction (ANT 228, ANT 328); economic development (ANT 212, ANT 317); and social justice issues (ANT 317, ANT 324, ANT 347). Alongside the required topical core courses, these electives introduce students to the anthropology’s breadth and depth as a discipline committed to cross-cultural comparison and understanding.
Appendix 1: Original Anthropology Core:

### Part One. Anthropology Core

**Required**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ANT 101</td>
<td>Introduction to Anthropology</td>
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<tr>
<td>ANT 208</td>
<td>Urban Anthropology</td>
</tr>
<tr>
<td>ANT 212</td>
<td>Applied Anthropology</td>
</tr>
<tr>
<td>ANT 220</td>
<td>Language and Culture</td>
</tr>
<tr>
<td>ANT 305</td>
<td>Theory in Anthropology</td>
</tr>
<tr>
<td>ANT 332</td>
<td>Race, Class, Ethnicity and Gender</td>
</tr>
<tr>
<td>ANT 405</td>
<td>Senior Seminar in Anthropology</td>
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Subtotal: 21

### Part Two. Research Methods

**Required**

<table>
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<tr>
<td>STA 250 Principles and Methods of Statistics</td>
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<tr>
<td>ANT 325 Ethnographic Research Methods in Anthropology</td>
<td>3</td>
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</tbody>
</table>

Subtotal: 6
Appendix 2: Revised Major Core Components

Revised Topical Core - Subtotal: 12

Choose 3 of 4
ANT 208 Urban Anthropology
ANT 210/PSY 210 Sex and Culture (former elective)
Ant 212 Applied Anthropology (an elective now)
ANT 220 Language and Culture
ANT 315 Systems of Law (former elective)

Required—no choice
Ant 332 Race, Class, Ethnicity and Gender

Revised Methodology and Theory Core - Subtotal: 12

Required
STA 250 Principles and Methods of Statistics
ANT 305 Theory in Anthropology
ANT 325 Ethnographic Research Methods in Anthropology
ANT 327 Ethnographic Writing (new)
ANT 405 Senior seminar in Anthropology
Anthropology, Bachelor of Arts

The major in Anthropology provides students with a strong foundation in Cultural Anthropology and the perspectives and expertise it offers: knowledge of regions, peoples, cultures, international/global issues; skills to research, analyze, communicate, work and use information in global, cross-cultural settings; and the values of respect and concern for other cultures and peoples. The major also provides students experience in applying that knowledge to social problems that affect their own communities.

Learning Outcomes. Students will:

- Have a broad-based familiarity with the theories, positions, methodologies and topic areas that occupy the discipline of Anthropology.
- Develop a sense of the major historical trends in Anthropology from its origins to the present, including the discipline’s distinctive concern with humankind in all its aspects, the culture concept, cultural relativism, and ethnocentrism among other foundational ideas, the historical role of anthropology in relation to the colonized world, and the application of anthropological knowledge to the solution of human problems in global, cross-cultural settings.
- Understand and appreciate diversity in all its dynamic complexity, exploring the subject both at the level of the individual and of whole societies.
- Present a considered written interpretation of a passage from a primary source anthropological text, laying out the main conclusion(s) and the argument(s) that the text advances, evaluating their significance in relation to other arguments and positions within anthropology, and presenting a critical analysis of the text.
- Carry out a research project (fieldwork-based or library-based) that includes formulating and justifying a research question, collecting and analyzing data, and articulating conclusions.
- Work in fields that require a nuanced perception of cultural difference; the ability to analyze, contextualize and interpret culture/cultural behaviors and beliefs; and the ability to integrate multiple threads of inquiry into a comprehensive whole.

Credits.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
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<td>Anthropology Major</td>
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<td>General Education</td>
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<td>Electives</td>
<td>42</td>
</tr>
<tr>
<td><strong>Total Credits Required for B.A. Degree</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

Note: Students considering graduate programs in this field should consider taking an undergraduate statistics course. Some programs require a grade of B or higher in statistics. Consult the major coordinator for more information.

Prerequisites. Depending on their mathematics placement, students may need to take MAT 105, and MAT 108 (or MAT 141) as a prerequisite for the required statistics course, STA 250.
Coordinator. Professor Johanna (Hanna) Lessinger, Department of Anthropology
(212.237.8293, jlessinger@jjay.cuny.edu)

Advising information. Anthropology Advising Resources Page
Sample Four-year Advising Plan

Foundational COURSE

Required

ANT 101 Introduction to Anthropology

Advisors recommendation: ANT 101 can satisfy the Flex Core: World Cultures and Global Issues area of the Gen Ed Program.

PART ONE. TOPICAL CORE REQUIRED COURSES

Required

ANT 101 Introduction to Anthropology (moved to Foundations)
ANT 332 Class, Race, Ethnicity and Gender in Anthropological Perspective

Choose Three

ANT 208 Urban Anthropology
ANT 210/ PSY 210 Sex and Culture
ANT 212 Applied Anthropology (moved to electives)
ANT 220 Language and Culture
ANT 315 Systems of Law
ANT 305 Theory in Anthropology (moved to Part Two)
ANT 405 Senior Seminar in Anthropology (moved to Part Two)

PART TWO. RESEARCH METHODS AND THEORY CORE

Required

STA 250 Principles and Methods of Statistics
ANT 305 Theory in Anthropology
ANT 325 Ethnographic Research Methods in Anthropology
ANT 327 Ethnographic Writing: Writing for a Multi-Cultural World
ANT 405 Senior Seminar in Anthropology
PART THREE. ANTHROPOLOGY MAJOR ELECTIVES  

Subtotal: 9

Select one of the following two concentrations, A) Global Cultural Forms and Social Inequalities or B) Anthropology of Law, Power, and Politics.

Concentration A: Global Cultural Forms and Social Inequalities ("Social Inequality")

This concentration provides students the opportunity to explore deeply various dimensions of social inequality now manifest on a global scale and across shifting cultural landscapes. Globalization—a process that began centuries ago—has reached new, unprecedented heights in the 21st century bringing with it new ideas, new symbols, new institutions, new social problems, new forms of inequality, as well as new forms of response and resistance. Courses in this concentration provide insight and information on key patterns and processes of social stratification, difference and disparity and global responses to disparity. They examine the structural and institutional forces implicated in inequality, global, national and local policies and practices, gendered aspects of inequality and resistance, and shifting cultural beliefs, rituals, and practices.

Select three courses

ANT 210/PSY 210/SOC 210  
ANT 224/PHI 224/PSY 224/SOC 224  
ANT 230  
ANT 310/PSY 310/SOC 310  
ANT 317  
ANT 319  
ANT 324  
ANT 347  
ANT 380

Sex and Culture  
Death, Dying and Society: A Life Crises Management Issue  
Culture and Crime  
Culture and Personality  
Anthropology of Development  
Anthropology of Global Health  
Anthropology of Work  
Structural Violence & Social Suffering  
Selected Topics in Anthropology

Concentration B: Anthropology of Law, Power and Politics ("Law")

This concentration is in keeping with John Jay College's traditional area of focus on legal systems and the law. These areas are situated in broader contexts of power and politics, viewed from an anthropological, cross-cultural perspective.

This concentration is for students with a particular interest in legal systems and how these are constructed, structured, experienced, and rooted historically and culturally. Courses in this concentration provide insight and information on
cross-cultural legal systems, the intersections of law, power and culture, the role of language in the construction and experience of legal systems, and structural and institutional forces implicated in social inequality.

Choose three courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 212</td>
<td>Applied Anthropology</td>
</tr>
<tr>
<td>ANT 224/ PHI 224/ PSY 224/ SOC 224</td>
<td>Death, Dying, and Society</td>
</tr>
<tr>
<td>ANT 228/ENG 228</td>
<td>Introduction to Language</td>
</tr>
<tr>
<td>ANT 230</td>
<td>Culture and Crime</td>
</tr>
<tr>
<td>ANT 310/PSY 310/ SOC 310</td>
<td>Culture and Personality</td>
</tr>
<tr>
<td>ANT 315</td>
<td>Systems of Law (moved to Part One)</td>
</tr>
<tr>
<td>ANT 317</td>
<td>Anthropology of Development</td>
</tr>
<tr>
<td>ANT 319</td>
<td>Anthropology of Global Health</td>
</tr>
<tr>
<td>ANT 324</td>
<td>Anthropology of Work</td>
</tr>
<tr>
<td>ANT 328/ENG 328</td>
<td>Forensic Linguistics: Language as Evidence in the Courts</td>
</tr>
<tr>
<td>ANT 330</td>
<td>American Cultural Pluralism and the Law</td>
</tr>
<tr>
<td>ANT 347</td>
<td>Structural Violence &amp; Social Suffering</td>
</tr>
<tr>
<td>ANT 380</td>
<td>Selected Topics in Anthropology</td>
</tr>
<tr>
<td>STA 250</td>
<td>Principles and Methods of Statistics</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS IN MAJOR:** 36  
**GENERAL EDUCATION:** 42  
**ELECTIVES:** 42  
**TOTAL CREDITS FOR BA:** 120
TO: Kathy Killoran and UCASC

FROM: Ed Snajdr, Coordinator, Culture and Deviance Studies Major
Department of Anthropology

RE: Revisions to the Requirements for the Bachelor of Arts in Culture and Deviance Studies

DATE: March 6, 2018

The Anthropology Department is requesting to make several revisions to the requirements for the Bachelor of Arts in Culture and Deviance Studies. These revisions are proposed following our 2016 Departmental Self Study, feedback from external evaluators and faculty discussion.

Revision # 1: Broaden Selection of Foundational Courses
We propose to expand the choice of foundational courses from requiring both ANT 101 and SOC 101 as prerequisites to completing any one of a selection of 100-level social science and criminal justice courses - ANT 101, SOC 101, PSY 101, CJBS 101 or CJBA 110.

Rationale
While students pursuing this major benefit from introductory experience in the social sciences, one introductory course is sufficient for students to build upon this learning foundation in more advanced courses in the major. We have found that many seniors successfully completing upper-level core courses have needed to take either ANT 101 or SOC 101 simply to complete the previously required pre-requisite. Many of our students have also become interested in this major through their introduction to the broad field of criminal justice. We therefore would like to include both CJBA and CJBS introductory courses as optional foundational courses for the major.

Revision #2: Increase Qualitative Skills component
We propose to drop STA 250 Principles and Methods of Statistics and add ANT 327 Writing for a Multi-Cultural World: Ethnographic Writing, to this component.

Rationale
Our department does not teach STA 250. Students generally do not benefit from it, and must take a 3-credit hidden Math pre-requisite (MAT 105 or MAT 108). We recently revised ANT 325 Ethnographic Research Methods in Anthropology, to include a quantitative research module focused on quantitative literacy (how to read descriptive statistics, which statistical data and operations to use in different inquiries, etc.). ANT 327 builds on qualitative skills and trains students in various facets of written
communication and analysis. ANT325 and ANT 327 can be taught in sequence in order to increase and sustain student training in qualitative research methods and analysis.

**Revision # 3: Improve Scaffolding of the remainder of the Major's Core Courses.**

We propose to divide the original Anthropology Core (See Appendix 1) into two-parts: a 9-credit lower-level, topical Ethnographic Core and a more advanced 6-credit Theory Core.

### NEW CORE SCAFFOLDING

#### Foundational Course

**Choose one**

- ANT 101 Introduction to Anthropology
- CJBA 110 Introduction to Major Problems in Criminal Justice I
- CJBS 101 Introduction to the American Criminal Justice System
- PSY 101 Introduction to Psychology
- SOC 101 Introduction to Sociology

Credits Subtotal: 3

#### Part One: Ethnographies of Deviance Topical Core

**Required**

- ANT 110/SOC 110 Drug Use and Abuse in American Society
- ANT 210/PSY 210 Sex and Culture
- ANT 230 Culture and Crime

Credits Subtotal: 9

#### Part Two: Theoretical Foundations

**Select Two**

- ANT 315 Systems of Law
- ANT 330 American Cultural Pluralism and the Law
- ANT 340 Anthropology and the Abnormal

Credits Subtotal: 6

#### Part Three: Methodological Skills

**Required**

- ANT 325 Ethnographic Research Methods in Anthropology
- ANT 327 Ethnographic Writing: Writing for a Multicultural World

Credits Subtotal: 6

#### Part Four: Interdisciplinary Thematic Clusters

**Select Four**

- A. Abuse, Interpersonal Relationships and Interventions
- B. Crime, Deviance and Institutions
- C. Individual and Group Identities and Inequalities

(NOTE - See Appendix 2 for full list of courses)

Credits Subtotal: 12

#### Part Five: Capstone

**Required**

- ANT 450/SOC 450 Major Works in Deviance and Social Control

Credits Subtotal: 3

Total credits: 39
Rationale
By replacing one current core course, ANT 208 Urban Anthropology, with two topical courses (ANT/SOC 110 Drug Use and Abuse in American Society and ANT 230 Culture and Crime), students will more fully engage with ethnographic and cross-cultural case studies in deviance and transgression. Most of our majors in the past have consistently taken these two courses as either Gen Ed requirements or as Thematic Electives in the major. Adding ANT 315 Systems of Law, another course commonly taken by CDS students on top of the original core, provides students with more choice in selecting upper-level theory-focused courses as they prepare to take the capstone seminar (ANT 450 Major Works in Deviance and Social Control).

Revision # 4: Update Interdisciplinary Thematic Cluster courses
We propose eliminating courses in this component which have not been offered at the college for some time and adding several relevant courses in Africana Studies, Corrections, Criminal Justice, Political Science, Psychology, and Sociology.

Rationale
This 4-course, 12 credit interdisciplinary component of the major was highly praised by evaluators as offering students an opportunity to specialize in different disciplines or thematic areas of interest, in a sense, a "mini-minor" within the major. Keeping this section current ensures student choice and success.

See Appendix 2 for proposed additions and subtractions.

Revision # 5: Update Name, Description and Learning Outcomes
We proposed to:

A) Update the name of the major to Deviance, Crime and Culture.

B) Update the description of the major

Revised description:

The major in Deviance, Crime and Culture uses an interdisciplinary and ethnographic approach to train students to research, analyze and understand deviance and crime in the context of culture. With a focus on experiential learning through ethnographic fieldwork, core requirements include first-hand study of social problems, theoretical training in cross-cultural analysis, in social, political and structural inequality and in historical and contemporary interventions aimed at achieving social justice. Students learn qualitative research and writing skills including observation, participant-observation, interviewing, mapping, case studies and archival research as well as quantitative literacy. A wide range of interdisciplinary elective courses give students an opportunity to develop their own areas of expertise such as interpersonal violence, crime and transgression, and individual and group conflict. In the capstone seminar students integrate current social and cultural theory with real-world ethnography to design and deliver a senior research proposal or an ethnographic field study on a subject of their choice. The professional skills students develop through this major prepare them for either careers or advanced study in the fields of criminal and
social justice, law enforcement, community justice and intervention, civic activism and social science research.

Previous description:

The major in **Culture and Deviance Studies** is designed to provide students with a basic interdisciplinary understanding of deviance as a concept of difference and diversity within the framework of cross-cultural research, and how deviance has been related to important social problems and institutional responses to treat and control them. This foundation is enhanced by a comprehensive and critical understanding of cultural variation and macro- and micro-social and historical contexts, as these apply to human conflict. This major also teaches students the ethnographic and ethnological perspectives and skills used in professional field research, while maintaining strong interdisciplinary content. The Culture and Deviance Studies major prepares students to be professionally effective in diverse and challenging fields, including social services, protective and corrective services, probation, parole, community reintegration and treatment. The research, writing, and interdisciplinary theoretical training provide majors with the background necessary for graduate programs in social work, law, or the social sciences. The core requirements pertain to theory, ethnographic methods, cross-cultural research and analysis, while electives demonstrate applications of both theory and method to particular problems.

C) Update Learning Outcomes:

**Revised Learning Outcomes.**

Students will:

- Understand and appreciate culture and diversity, exploring these subjects at the level of the individual and at the level of whole societies.
- Understand social science concepts of deviance, **crime and culture**.
- Develop and refine written and oral communication skills including the presentation of data and analysis.
- Develop information and ethical literacy skills.
- Demonstrate experience in carrying out a research project involving ethnographic fieldwork utilizing qualitative research methods.
- Be prepared to work in fields that require a nuanced perception of cultural difference and the ability to integrate multiple threads of inquiry into a comprehensive whole.

Current Learning Outcomes.

Students will:

- Understand and appreciate culture and diversity in all their dynamic complexity, exploring the subject at the level of the individual and at the level of whole societies.
- Understand social science conceptions of deviance including how the study of deviance has shifted with theoretical and political developments.
- Develop and refine communication skills, including writing, oral presentation, and data presentation in various formats.
- Demonstrate experience in carrying out a research project (fieldwork-based, or library-based) that includes: formulating and justifying a research question, collecting and analyzing data, and articulating conclusions.
- Be prepared to work in fields that require: a nuanced perception of cultural difference; the ability to analyze and interpret culture; and the ability to integrate multiple threads of inquiry into a comprehensive whole.

**Rationale**

Following the Culture and Deviance Studies self-study, which included valuable feedback from external evaluators, our department felt it was necessary to make revisions in these three areas (name, description and learning outcomes) largely for the reason of truth in advertising. First, our major has always included a consideration of crime as a central subject of research and analysis of deviance and transgressive behavior, and many of the core courses in the major directly engage with crime or behaviors that, whether justly or not, are considered by certain societies to be transgressive. Our majors also routinely pursue careers in criminal justice in addition to the human services and social research fields. Second, the revised description of the major now better emphasizes the program’s focus on qualitative and ethnographic research alongside its interdisciplinary and student-choice features. Third, our learning outcomes now include clearer and more concise statements of outcomes and also an additional outcome of information and ethical literacy skills development. Both of these are pedagogical areas that were always included in the major, but not explicitly so stated.
Appendix 1: Original Cultural and Deviance Studies Core:

**Prerequisite**

**Required**

ANT 101 Introduction to Anthropology  
SOC 101 Introduction to Sociology

**Part One. Anthropology Core**

**Required**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ANT 208</td>
<td>Urban Anthropology</td>
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<td>ANT 210/PSY 210</td>
<td>Sex and Culture</td>
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<td>ANT 330</td>
<td>American Cultural Pluralism and the Law</td>
<td>3</td>
</tr>
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<td>ANT 340</td>
<td>Anthropology and the Abnormal</td>
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<tr>
<td>ANT 450/SOC450</td>
<td>Major Works in Deviance and Social Control</td>
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Subtotal: 15

**Part Two. Interdisciplinary Core**

**Required**

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>STA 250</td>
<td>Principles and Methods of Statistics</td>
</tr>
<tr>
<td>ANT 325</td>
<td>Ethnographic Research Methods in Anthropology</td>
</tr>
</tbody>
</table>

Subtotal: 6
APPENDIX 2: Original and Revised Thematic Electives

PART THREE FOUR. INTERDISCIPLINARY THEMATIC CLUSTERS

Subtotal: 12 credits

Select four of the following courses. Only two may be at the 100-level. (Note: Students are encouraged, but not required, to take at least two courses in one of the clusters below.)

The Deviance, Crime and Culture major enables students to select thematic clusters both across disciplines and within disciplines. Thus students are advised to consult the College Bulletin course descriptions for specific prerequisite information for particular courses. For example, all POL, PSC, PSY, and SOC courses require a 101 prerequisite in their respective disciplines. Students are advised to plan their cluster course selections with this in mind. Likewise, some 200-, 300-, and 400-level courses are sequence-based, meaning that the topic and theme is continued at the upper-level, should students wish to pursue further study of a topic or subject. Students wishing to concentrate their courses in psychology should be aware that, for example, PSY 331 requires PSY 266 and PSY 268 as prerequisites. PSY 350 requires PSY 266, PSY 268 as well as PSY 331 as prerequisites. Please note that some concentration courses do not require specific prerequisites beyond the basic 101-level but do require sophomore or junior standing or permission of the instructor.

A. Abuse, Interpersonal Relationships and Human Services

ANT 110 Drug Use and Abuse (moved to Core)
ANT 224/PHI 224/PSY 224/SOC 224 Death, Dying and Society
ANT 319 Anthropology and Global Health
COR / PSC 230 Sex Offenders (added)
LLS 265/HIS 265 Class, Race and Family in Latin American History
PSY 161 Chemical Dependency and the Dysfunctional Family
PSY 231 Developmental Psychology (added)
PSY 234 Psychology of Human Sexuality
PSY 255 Group Dynamics in Chemical Dependency Counseling
PSY 266 Understanding Addiction through Research
PSY 268 Therapeutic Interventions in Chemical Dependency
PSY 331/CSL 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling
PSY 332 Psychology of Adolescence (moved to C.)
PSY 336 Group Dynamics (moved to C.)
PSY 342/CSL 342 Introduction to Counseling Psychology
PSY 350/CSL 350 Advanced Topics in Chemical Dependency Counseling
PSY 375 Family Conflict and the Family Court
PSY 480 Ethical and Professional Issues in Chemical Dependency Counseling
SOC 160 Social Aspects of Alcohol Abuse
SOC 380 Sociology Laboratory in Dispute Resolution Skill Building
SOC 435 Current Controversies in Alcoholism and Substance Abuse
STA 250 Principles and Methods of Statistics (moved from Part Two)
B. Crime, Deviance, Institutions and Culture

AFR 210 Drugs and Crime in Africa
AFR 232/LLS 232 Comparative Perspectives on Crime in the Caribbean
ANT 230 Culture and Crime (moved to Core)
ANT 315 Systems of Law (moved to Core)
ANT 317 Anthropology of Development
ANT 328/ENG 328 Forensic Linguistics: Language as Evidence in the Courts
ANT 345/PSY 345 Culture, Psychopathology and Healing
ANT 347 Structural Violence and Social Suffering
COR 101 Introduction to Corrections
COR 201 The Law and Institutional Treatment
COR 202 The Administration of Correctional Programs for Juveniles
COR 250 Rehabilitation of the Offender
ECO 170 Crime, Class, Capitalism: The Economics of Justice
ECO 215 Economics of Regulation and the Law
ECO 315/PSC 315 An Economic Analysis of Crime
HIS 224 A History of Crime in New York City
HIS 320 Topics in the History of Crime and Punishment in the U.S.
POL 250 International Law and Justice
POL 375 Law, Order, Justice and Society
PSC 101 Introduction to Police Studies
PSC 201 Police Organization and Administration
PSC 202 Police and Diversity (added)
PSC 235 Women in Policing
PSY 242 Abnormal Psychology
PSY 370/LAW 370 Psychology and the Law
PSY 372 Psychology of Criminal Behavior
PSY 373 Correctional Psychology
SOC 203 Criminology
SOC 216 Probation and Parole: Theoretical and Practical Approaches
SOC/CRJ 236 Victimology (added)
SOC 240 Social Deviance
SOC 301 Penology
SOC 302 Social Problems (added)
SOC 308 The Sociology of Violence

C. Individual and Group Identities and Inequalities

AFR 110 Race and Urban Communities
AFR 220 Law and Justice in Africa
AFR 237 Institutional Racism
AFR 250 Political Economy of Racism
AFR 317 Environmental Racism
ANT 212 Applied Anthropology
ANT 220 Language and Culture
ANT 324 Anthropology of Work
ANT 332 Class, Race, Ethnicity and Gender in Anthropological Perspective
HIS 214 Immigration and Ethnicity in the United States
LAW 313/POL 313 The Law and Politics of Race Relations
LLS 220 Human Rights and Law in Latin America
LLS 241 Latina/o and the City
LLS 250 Drugs, Crime and Law in Latin America
LLS 255 The Latin American Woman in Global Society
LLS 261/HIS 261 Revolution and Social Change in Contemporary Latin America
LLS 267/AFR 267/HIS 267 History of Caribbean Migrations to the United States
LLS 321 Puerto Rican/Latina/o Community Fieldwork
LLS 322 Latina/o Struggles for Civil Rights and Social Justice
LLS 325 Latina/o Experience of Criminal Justice
**POL 246 Police and Global Inequality (added)**
POL 320 International Human Rights
**PSY 221 Social Psychology (added)**
**PSY 332 Psychology of Adolescence (moved from A.)**
PSY 333 Psychology of Gender
**PSY 336 Group Dynamics (moved from A.)**
SOC 215 Social Control and Gender: Women in American Society
**SOC 232 Social Stratification**
SOC 309 Juvenile Delinquency
SOC 314 Theories of Social Order
SOC 351 Crime and Delinquency in Asia
SOC 420/CRJ 420 Women and Crime

**NOTE:** deleted indicates removal of the course from the major, while bold and underline indicates adding the course to the major's electives.
Deviance, Crime and Culture, Bachelor of Arts

The major in Deviance, Crime and Culture uses an interdisciplinary and ethnographic approach to train students to research, analyze and understand deviance and crime in the context of culture. With a focus on experiential learning through ethnographic fieldwork, core requirements include first-hand study of social problems, theoretical training in cross-cultural analysis, in social, political and structural inequality and in historical and contemporary interventions aimed at achieving social justice. Students learn qualitative research and writing skills including observation, participant–observation, interviewing, mapping, case studies and archival research as well as quantitative literacy. A wide range of interdisciplinary elective courses give students an opportunity to develop their own areas of expertise such as interpersonal violence, crime and transgression and individual and group conflict. In the capstone seminar students integrate current social and cultural theory with real-world ethnography to design and deliver a senior research proposal or an ethnographic field study on a subject of their choice. The professional skills students develop through this major prepare them for either careers or advanced study in the fields of criminal and social justice, law enforcement, community justice and intervention, civic activism and social science research.

The major in Culture and Deviance Studies is designed to provide students with a basic interdisciplinary understanding of deviance as a concept of difference and diversity within the framework of cross-cultural research, and how deviance has been related to important social problems and institutional responses to treat and control them. This foundation is enhanced by a comprehensive and critical understanding of cultural variation and macro- and micro-social and historical contexts, as these apply to human conflict. This major also teaches students the ethnographic and ethnological perspectives and skills used in professional field research, while maintaining strong interdisciplinary content. The Culture and Deviance Studies major prepares students to be professionally effective in diverse and challenging fields, including social services, protective and corrective services, probation, parole, community reintegration and treatment. The research, writing, and interdisciplinary theoretical training provide majors with the background necessary for graduate programs in social work, law, or the social sciences. The core requirements pertain to theory, ethnographic methods, cross-cultural research and analysis, while electives demonstrate applications of both theory and method to particular problems.

Learning Outcomes. Students will:

- Understand and appreciate culture and diversity, exploring these subjects at the level of the individual and at the level of whole societies.
- Understand social science concepts of deviance, crime and culture.
- Develop and refine written and oral communication skills including the presentation of data and analysis.
- Develop information and ethical literacy skills.
- Demonstrate experience in carrying out a research project involving ethnographic fieldwork utilizing qualitative research methods.
- Be prepared to work in fields that require: a nuanced perception of cultural difference and the ability to integrate multiple threads of inquiry into a comprehensive whole.
- Understand and appreciate culture and diversity in all their dynamic complexity, exploring the subject at the level of the individual and at the level of whole societies.
- Understand social science conceptions of deviance, including how the study of deviance has shifted with theoretical and political developments.
- Develop and refine communication skills, including writing, oral presentation, and data presentation in various formats.
- Demonstrate experience in carrying out a research project (fieldwork-based, or library-based) that includes: formulating and justifying a research question, collecting and analyzing data, and articulating conclusions.
- Be prepared to work in fields that require: a nuanced perception of cultural difference; the ability to analyze and interpret culture; and the ability to integrate multiple threads of inquiry into a comprehensive whole.

Credits Required.

<table>
<thead>
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<th>Deviance, Crime and Culture and Deviance Studies Major (or more depending on math placement)</th>
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<td>Electives</td>
<td></td>
</tr>
<tr>
<td>Total Credits Required for B.A. Degree</td>
<td>120</td>
</tr>
</tbody>
</table>

Note: Students considering graduate programs in this field should consider taking an undergraduate statistics course. Some graduate programs require a grade of B or higher in statistics. Consult the major coordinator for more information.

Prerequisites. ANT 101 and SOC 101. These courses fulfill the College’s general education requirements in the Flexible Core: World Cultures and Global Issues and Flexible Core: Individual and Society areas respectively. Depending on math placement, students may need to take MAT 105 and/or MAT 108 (or MAT 141) as prerequisites for the required statistics course, STA 250.

Coordinator. Professor Edward Snajdr, Department of Anthropology (212.237.8262, esnajdr@jjay.cuny.edu)


Additional information. Students who enrolled for the first time at the College or changed to this major in September 2018 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2017-18 2014–2015 Undergraduate Bulletin.

Foundational Courses Subtotal: 3
Choose one
ANT 101 Introduction to Anthropology
CJBA 110  Introduction to Major Problems in Criminal Justice I  
CJBS 101  Introduction to the American Criminal Justice System  
PSY 101  Introduction to Psychology  
SOC 101  Introduction to Sociology  

Advisors’ recommendation: Several of these courses can fulfill areas of the Gen Ed Program: ANT 101 satisfies the Flex Core: World Cultures and Global Issues, PSY 101 and SOC 101 fulfill the Flex Core: Individual and Society.

Part One. Ethnographies of Deviance Topical Core   Anthropology Core

Required

<table>
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<tr>
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<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>ANT 208</td>
<td>Urban Anthropology</td>
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<tr>
<td>ANT 110/SOC 110</td>
<td>Drug Use and Abuse in American Society</td>
</tr>
<tr>
<td>ANT 210/PSY 210</td>
<td>Sex and Culture</td>
</tr>
<tr>
<td>SOC 230</td>
<td>Culture and Crime</td>
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<tr>
<td>ANT 330</td>
<td>American Cultural Pluralism and the Law</td>
</tr>
<tr>
<td>ANT 340</td>
<td>Anthropology and the Abnormal</td>
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<tr>
<td>ANT 450/SOC 450</td>
<td>Majors Works in Deviance and Social Control</td>
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</table>

Subtotal: 9 15

Part Two. Theoretical Foundations   Interdisciplinary Core

Select Two  Required

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>STA 250</td>
<td>Principles and Methods of Statistics</td>
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<td>ANT 325</td>
<td>Ethnographic Research Methods in Anthropology</td>
</tr>
<tr>
<td>ANT 315</td>
<td>Systems of Law</td>
</tr>
<tr>
<td>ANT 330</td>
<td>American Cultural Pluralism and the Law</td>
</tr>
<tr>
<td>ANT 340</td>
<td>Anthropology and the Abnormal</td>
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Subtotal: 6

Part Three. Methodological Skills Interdisciplinary Clusters

Required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ANT 325</td>
<td>Ethnographic Research Methods in Anthropology</td>
</tr>
<tr>
<td>ANT 327</td>
<td>Ethnographic Writing: Writing for a Multicultural World</td>
</tr>
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</table>

Subtotal: 6

Part FOUR Three. Interdisciplinary Thematic Clusters

Select four of the following courses. Only two may be at the 100-level. (Note: Students are encouraged, but not required, to take at least two courses in one of the clusters below).
The **Deviance, Crime and Culture and Deviance Studies** major enables students to select thematic clusters both across disciplines and within disciplines. Thus students are advised to consult the College Bulletin course descriptions for specific prerequisite information for particular courses. For example, all GOV, POL, PSC, PSY, and SOC courses require a 101 prerequisite in their respective disciplines. Students are advised to plan their cluster course selections with this in mind. Likewise, some 200-, 300-, and 400-level courses are sequence-based, meaning that the topic and theme is continued at the upper-level, should students wish to pursue further study of a topic or subject. Students wishing to concentrate their courses beyond the anthropology core in psychology should be aware that, for example, PSY 331 requires PSY 266 and PSY 268 as prerequisites. PSY 350 requires PSY 266, PSY 268 as well as PSY 331 as prerequisites. Please note that some concentration courses do not require specific prerequisites beyond the basic 101-level but do require sophomore or junior standing or permission of the instructor.

### Category A. Abuse, Interpersonal Relationships and Human Services

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 110/SOC 110</td>
<td>Drug Use &amp; Abuse</td>
</tr>
<tr>
<td>ANT 224/PHI 224/SOC 224</td>
<td>Death, Dying and Society: A Life Crises Management Issue</td>
</tr>
<tr>
<td>ANT 319</td>
<td>Anthropology of Global Health</td>
</tr>
<tr>
<td>COR 230/PSC 230</td>
<td>Sex Offenders</td>
</tr>
<tr>
<td>LLS 265/HIS 265</td>
<td>Class, Race and Family in Latin American History</td>
</tr>
<tr>
<td>PSY 231</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSY 234</td>
<td>Psychology of Human Sexuality</td>
</tr>
<tr>
<td>PSY 255</td>
<td>Group Dynamics in Chemical Dependency Counseling</td>
</tr>
<tr>
<td>PSY 266</td>
<td>Understanding Addiction through Research</td>
</tr>
<tr>
<td>PSY 268</td>
<td>Therapeutic Interventions in Chemical Dependency</td>
</tr>
<tr>
<td>PSY 331/CSL 331</td>
<td>Assessment and Clinical Evaluation in Chemical Dependency Counseling</td>
</tr>
<tr>
<td>PSY 332</td>
<td>Psychology of Adolescence</td>
</tr>
<tr>
<td>PSY 336</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>PSY 342/CSL 342</td>
<td>Introduction to Counseling Psychology</td>
</tr>
<tr>
<td>PSY 350/CSL 350</td>
<td>Advanced Topics in Chemical Dependency Counseling</td>
</tr>
<tr>
<td>PSY 375</td>
<td>Family Conflict and the Family Court</td>
</tr>
<tr>
<td>PSY 480</td>
<td>Ethical and Professional Issues in Chemical Dependency Counseling</td>
</tr>
<tr>
<td>SOC 110/ANT 110</td>
<td>Drug Use &amp; Abuse (was Drug &amp; Alcohol Use &amp; Abuse)</td>
</tr>
<tr>
<td>SOC 160</td>
<td>Social Aspects of Alcohol Abuse</td>
</tr>
<tr>
<td>SOC 161</td>
<td>Chemical Dependency and the Dysfunctional Family</td>
</tr>
<tr>
<td>SOC 380</td>
<td>Sociology Laboratory in Dispute Resolution Skill Building</td>
</tr>
<tr>
<td>SOC 435</td>
<td>Current Controversies in Alcoholism and Substance Abuse</td>
</tr>
</tbody>
</table>

### Category B. Crime, Deviance, Institutions and Culture

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 210</td>
<td>Drugs and Crime in Africa</td>
</tr>
<tr>
<td>AFR 232/LLS 232</td>
<td>Comparative Perspectives on Crime in the Caribbean</td>
</tr>
<tr>
<td>ANT 230</td>
<td>Culture and Crime</td>
</tr>
<tr>
<td>ANT 315</td>
<td>Systems of Law</td>
</tr>
<tr>
<td>ANT 317</td>
<td>Anthropology of Development</td>
</tr>
<tr>
<td>ANT 328/ENG 328</td>
<td>Forensic Linguistics: Language as Evidence in the Courts</td>
</tr>
<tr>
<td>ANT 345/PSY 345</td>
<td>Culture, Psychopathology and Healing</td>
</tr>
</tbody>
</table>
ANT 347 Structural Violence & Social Suffering
COR 101 Introduction to Corrections
COR 201 The Law and Institutional Treatment
COR 202 The Administration of Correctional Programs for Juveniles
COR 250 Rehabilitation of the Offender
ECO 170 Crime, Class, Capitalism: The Economics of Justice (freshmen-only)
ECO 215 Economics of Regulation and the Law
ECO 315/PSC 315 An Economic Analysis of Crime
HIS 224 A History of Crime in New York City
HIS 320 Topics in the History of Crime & Punishment in U.S. (was History of Crime & Punishment in U.S.)
POL 250 International Law and Justice
POL 375 Law, Order, Justice and Society
PSC 101 Introduction to Police Studies
PSC 201 Police Organization and Administration
PSC 202 Police and Diversity
PSC 235 Women in Policing
PSY 242 Abnormal Psychology
PSY 370/LAW 370 Psychology and the Law
PSY 372 Psychology of Criminal Behavior
PSY 373 Correctional Psychology
SOC 203 Criminology
SOC 216 Probation and Parole: Theoretical and Practical Approaches
SOC 236/CRIJ 236 Victimology
SOC 240 Social Deviance
SOC 301 Penology
SOC 302 Social Problems
SOC 308 The Sociology of Violence

Category C. Individual and Group Identities and Inequalities

AFR 220 Law and Justice in Africa
AFR 237 Institutional Racism
AFR 250 Political Economy of Racism
ANT 212 Applied Anthropology
ANT 220 Language and Culture
ANT 324 Anthropology of Work
AFR 317 Environmental Racism
ANT 332 Class, Race, Ethnicity and Gender in Anthropological Perspective
HIS 214 Immigration and Ethnicity in the United States
LAW 313/POL 313 The Law and Politics of Race Relations
LLS 220 Human Rights and Law in Latin America
LLS 241 Latina/o & the City
LLS 250 Drugs, Crime and Law in Latin America
LLS 255 Latin American Woman in Global Society
LLS 261/HIS 261 Revolution and Social Change in Contemporary Latin America
LLS 267/AFR 267/HIS 267 History of Caribbean Migrations to the United States
LLS 321 Puerto Rican/Latina/o Community Fieldwork
LLS 322 Latina/o Struggles for Civil Rights & Social Justice
LLS 325 Latina/o Experience of Criminal Justice
POL 246 Police and Global Inequality
POL 320 International Human Rights
PSY 221 Social Psychology
PSY 332 Psychology of Adolescence
PSY 333 Psychology of Gender
PSY 336 Group Dynamics
SOC 215 Social Control and Gender: Women in American Society
SOC 309 Juvenile Delinquency
SOC 314 Theories of Social Order
SOC 232 Social Stratification
SOC 351 Crime and Delinquency in Asia
SOC 420/CRJ 420 Women and Crime

Part Five. Capstone

Required

ANT 450/SOC 450 Major Works in Deviance and Social Control

Subtotal: 3

TOTAL CREDITS IN MAJOR: 39
GENERAL EDUCATION: 42
ELECTIVES: 39
TOTAL CREDITS FOR BA: 120
Date: April 18, 2018  
To: Dean of Undergraduate Studies Dara Byrne, Executive Academic Director Katherine Killoran  
From: Jessica Gordon-Nembhard, Chair  
Re: Revision to Africana Studies Minor

Introduction:
With the approval of the new Major in Human Services and Community Justice comes some new courses in the Africana Studies Department. Our department has decided that the new course AFR 325 Research Methods in Human Services and Community Justice is equivalent to AFR 310 Research Seminar in African American Studies for the purposes of fulfilling the AFR Minor. AFR 325 is an equally rigorous research seminar that explores a variety of research methods and teaches students how to write a research paper, effectively conduct research, and orally present research findings. It requires students to write a substantial research proposal in steps (including an annotated bibliography, a literature review, a description of the methods to be used and a discussion of the methodology), to give oral presentations, and to lead class discussions.

Request:
We would like to add an alternative course to the 2nd required course in the AFR Minor: AFR 325 Research Methods in Human Services and Community Justice.

The new description of the requirement would read:

**PART ONE. REQUIRED COURSES**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Subtotal: 6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 140 Introduction to Africana Studies</td>
<td></td>
</tr>
<tr>
<td>AFR 310 Research Seminar in African American Studies** or AFR 325 Research Methods in Human Services and Community Justice**</td>
<td></td>
</tr>
</tbody>
</table>

Note: Students who take AFR 390 McNair Research Methods, AFR 410 Independent Study or a 300 or 400-level “Experience Course” equivalent (such as one of the courses below indicated below with an asterisk) can use such a course in lieu of AFR 310, see Minor coordinator for more information).

This revision is only for the Africana Studies Minor, NOT the Honors Minor.

Approved by UCASC, April 20, to College Council, May 9, 2018
Africana Studies Minor (Revised for 2018-19)

Description. The Minor in Africana Studies provides students with interdisciplinary approaches to the study of the historical and contemporary experiences of peoples of African heritage. Using themes such as culture, agency, struggle and justice, students will master multidisciplinary knowledge about Africa and the African diaspora, and will explore new ways of thinking about the cultures, philosophies, history and society of African peoples and their communities throughout the diaspora.

Learning Outcomes. Students will:

- Explain the core ideas (key concepts, theories and methodologies) of Africana Studies, especially as they relate to themes of justice.
- Acquire and hone their critical thinking skills as applied to problems around justice themes within Africana Studies and among people of color.
- Use high level written and oral communication skills to work effectively and collaboratively with others.
- Have a better understanding of themselves, and of their relationship(s) to the broader society, as a result of exposure to Africana Studies.

Rationale. The Africana Studies minor uses interdisciplinary studies to expose students to different ways of thinking about and communicating both the diversity and commonality of cultural, political, social, economic, and historical experiences. With a focus on African people throughout the diaspora (people of color) this minor increases students’ familiarity with themes of inequality and justice, and provides tools students can use to study and address historical and contemporary racial inequality. Students will also learn more about the accomplishments, cultural richness and uniqueness, and contributions to the past and present world of Africana. Through community-based projects offered in several of the courses, students will be more attuned to real-life application of Africana perspectives and methodology. This in turn contributes to their ability to thrive in an increasingly diverse and globalizing world, and to adapt to changing work environments; as well as to their becoming well-rounded thinkers who will be attractive to employers and graduate schools.

Credits required. 18

Program/Minor coordinator. Professor Charlotte Walker-Said, Department of Africana Studies (212.237.8758, cwalker-said@jay.cuny.edu)

Prerequisites. The prerequisites for AFR 310 are 6 credits in AFR courses and junior standing, or permission of instructor.

Requirements. A maximum of two courses can overlap with a student’s major, other minors or programs.

Additional information. The curriculum presented here applies to students who started the minor in September 2018 and after. If you declared the minor prior to that, please see the Undergraduate Bulletin 2017-18.
Part One. Required Courses

AFR 140  Introduction to Africana Studies

AFR 310  Research Seminar in African-American Studies

OR

AFR 325  Research Methods in Human Services and Community Justice

Note: Students who take AFR 390 McNair Research Methods, AFR 410 Independent Study or a 300 or 400-level “Experience Course” equivalent (such as one of the courses below indicated below with an asterisk) can use such a course in lieu of AFR 310, see Minor coordinator for more information).

Part Two. Electives

Select any four courses

Select ANY 4 courses taught by the Africana Studies Department (AFR course prefix) or those from ICJ, LIT, LLS, MUS or SOC listed below.

The following list provides suggested groupings of courses for those students with particular interests, but does NOT include all possible course choices. Credit toward the Africana Studies Minor may be given for courses taken elsewhere at the College if they include substantial Africana content upon review of the course syllabus. Please contact the Africana Studies Minor Coordinator for guidance.

For students interested in Justice:

AFR 123  Justice, the Individual & Struggle in African American Experience

OR

AFR 125  Race & Ethnicity in America

AFR 145  Introduction to Community Justice in Human Systems

AFR 215  Police and Urban Communities

AFR 220  Law and Justice in Africa

AFR 227  Community-based Approaches to Justice

AFR 229  Restoring Justice: Making Peace and Resolving Conflict

AFR 315  Community-based Justice in Africana World

AFR 317  Environmental Racism

AFR 320  Perspectives on Justice in the Africana World

ICJ 381  Internship in International Criminal Justice

SOC 381  Internship in Dispute Resolution

ICJ 381, SOC 381: Students who take AFR 390 McNair Research Methods, AFR 410 Independent Study or a 300 or 400-level “Experience Course” equivalent can use such a course in lieu of AFR 310, see Minor coordinator for more information).

ICJ 381: Prerequisites: SOC 341 & LAW 259/POL 259

SOC 381: Prerequisite: SOC 380

For students interested in a focus on Humanities:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 132</td>
<td>Arts &amp; Culture in the African Diaspora</td>
</tr>
<tr>
<td>AFR 223/LIT 223</td>
<td>African-American Literature</td>
</tr>
<tr>
<td>AFR 230/DRA 230</td>
<td>African-American Theatre</td>
</tr>
<tr>
<td>AFR 267/LLS 267/HIS 267</td>
<td>History of Caribbean Migrations to the United States</td>
</tr>
<tr>
<td>AFR 270</td>
<td>The History of African-American Social and Intellectual Thought</td>
</tr>
<tr>
<td>AFR 280</td>
<td>Selected Topics in Africana Studies</td>
</tr>
<tr>
<td>AFR 340/LIT 340</td>
<td>The African-American Experience in America: Comparative Racial Perspectives</td>
</tr>
<tr>
<td>AFR 354/PHI 354</td>
<td>Africana Philosophy</td>
</tr>
<tr>
<td>LIT 212</td>
<td>Literature of the African World</td>
</tr>
<tr>
<td>LIT 344</td>
<td>Caribbean Literature and Culture</td>
</tr>
<tr>
<td>MUS 103</td>
<td>American Popular Music from Jazz to Rock</td>
</tr>
<tr>
<td>MUS 110/LLS 110</td>
<td>Popular Music of the Caribbean</td>
</tr>
<tr>
<td>MUS 310</td>
<td>Comparative History of African American Musics</td>
</tr>
</tbody>
</table>

MUS 310: Prerequisites: one HIS course and any 100-level MUS course.

**For students interested in Inequality:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 110</td>
<td>Race and the Urban Community</td>
</tr>
<tr>
<td>AFR 121</td>
<td>Africana Communities in U.S.</td>
</tr>
<tr>
<td>AFR 125</td>
<td>Race &amp; Ethnicity in America</td>
</tr>
<tr>
<td>AFR 227</td>
<td>Community-based Approaches to Justice</td>
</tr>
<tr>
<td>AFR 237</td>
<td>Institutional Racism</td>
</tr>
<tr>
<td>AFR 280</td>
<td>Selected Topics in Africana Studies</td>
</tr>
<tr>
<td>AFR 317</td>
<td>Environmental Racism</td>
</tr>
<tr>
<td>AFR 322</td>
<td>Inequality and Wealth</td>
</tr>
<tr>
<td>LLS 321</td>
<td>Puerto Rican/Latina/o Community Fieldwork</td>
</tr>
</tbody>
</table>

LLS 321: Students who take AFR 390 McNair Research Methods, AFR 410 Independent Study or a 300 or 400-level “Experience Course” equivalent can use such a course in lieu of AFR 310, see Minor coordinator for more information). Prerequisites: LLS 241.

**For students interested in a focus on Africa:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 150</td>
<td>Origins of Contemporary Africa</td>
</tr>
<tr>
<td>AFR 220</td>
<td>Law and Justice in Africa</td>
</tr>
<tr>
<td>AFR 263/HIS 263</td>
<td>Blacks in Latin America</td>
</tr>
<tr>
<td>AFR 271</td>
<td>African Politics</td>
</tr>
</tbody>
</table>

**For students interested in Psychology and Identity:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 129/PSY 129</td>
<td>The Psychology of the African-American Experience</td>
</tr>
<tr>
<td>AFR 245</td>
<td>Psychology of the African-American Family</td>
</tr>
<tr>
<td>AFR 248</td>
<td>Men: Masculinities in the United States</td>
</tr>
<tr>
<td>AFR 319</td>
<td>Self, Identity &amp; Justice: Global Perspectives</td>
</tr>
<tr>
<td>AFR 347/PSY 347</td>
<td>Psychology of Oppression</td>
</tr>
</tbody>
</table>

TOTAL CREDIT HOURS: 18
Date: March 14, 2018
To: Dean of Undergraduate Studies Dara Byrne, Executive Academic Director Katherine Killoran
From: Profs. Alexa Capeloto, Lyell Davies and Devin Harner, co-coordinators of the Digital Media and Journalism Minor
Re: Change in electives for the Digital Media and Journalism Minor

INTRODUCTION
We request two curricular changes in accordance with the recent revision of the Journalism Minor to the Digital Media and Journalism Minor. Rather than focusing exclusively on journalism via a linear train of courses, as was done under the Journalism Minor, the new program integrates visual and digital media, and allows students a more flexible curricular path they can construct from an expanded list of media production/studies course offerings across departments. This memo requests the removal of two electives because of confusion caused among students since the program revision, and the addition of two electives that already exist as courses in other departments. Specifically:

Item 1 requests the removal of two electives, ENG 389 and HUM 378, to clear up confusion for students.

Item 2 requests the addition of two courses as DMJ electives: SOC 104 and POL 232.

REQUESTS

Item 1: Removal of ENG 389 and HUM 278 as DMJ electives
Explanation:
ENG 389 is an Independent Study designation used by the English Department. HUM 378 is a designation for students who obtain internships in the humanities for academic credit. Within the DMJ Minor, we use these course designations with a select few students who through their academic performance prove themselves ready for independent study or an internship. It is only with proper advising and prior approval of the professor that this occurs. However, because ENG 389 and HUM 378 are listed as approved electives in the course bulletin and on the DMJ web page, students believe they can enroll in these courses and automatically receive an Independent Study or internship. Many DMJ students have tried to enroll in these courses, especially because the Minor requires one 300-level course, only to be confused when they can’t enroll or when the course is canceled. To clear up confusion, we would like to remove ENG 389 and HUM 378 as DMJ electives and simply do course substitution forms in the rare instances that students obtain an I.S. or internship for academic credit. See Appendix A for DMJ requirements with proposed changes.

Item 2: Addition of SOC 104 and POL 232 as DMJ Electives
Explanation: We would like to add SOC 104: Tabloid Justice: Causes and Consequences of Crime Sensationalism and POL 232: Media and Politics as electives for the Digital Media and Journalism Minor. As stated above, the Minor was refashioned in part to be an interdisciplinary program, rooted in the English Department with its
journalism/media professors, but also flexible enough to allow students to take electives in other departments. We continue to review media-related courses at John Jay as we discover them, and if they align with the DMJ program learning objectives we believe they should be added as options for our Minors.

**SOC 104** in part includes “the sociological study of sensationalistic media coverage of crimes, scandals, and disasters. Using international examples, it explores the history of sensationalism, how it has evolved over time with technological and economic changes in the media landscape, and why it continues to matter to justice advocates.”

We have reviewed the syllabus for SOC 104 and talked with Prof. David Green, and we believe the course clearly aligns with the DMJ Minor description and Learning Outcomes, particularly the following:

- **Analytical Skills**: Analyze and assess a variety of contemporary media forms in their social, cultural, and political contexts.
- **Critical Thinking Skills**: Compare and critique various media with a focus on how messages are shaped in order to inform and influence audiences.

We also believe the course would engage DMJ students with a study of media history and a focus on criminal justice journalism that they might not get in other DMJ courses.

**POL 232** considers the actions and interplay of the goals of producers of media content (reporters, producers, bloggers, editors and owners - both private and public) and elected officials, candidates, and parties and their relationship with citizens. As the course description states, “the study of media and politics helps students to examine the media they consume and to think critically about the messages and potential effects of that media.”

We have reviewed the syllabus for POL 232 and talked with Prof. Brian Arbour, and we believe the course clearly aligns with the DMJ Minor description and Learning Outcomes, particularly the following:

- **Knowledge Acquisition**: Understand the structures and conventions that shape mass communication in the Digital Age.
- **Analytical Skills**: Analyze and assess a variety of contemporary media forms in their social, cultural, and political contexts.
- **Critical Thinking Skills**: Compare and critique various media with a focus on how messages are shaped in order to inform and influence audiences.

We also believe the course would engage DMJ students with a study of media spin and a focus on news literacy, which is increasingly important in today’s all-access media climate.
APPENDIX A: DMJ REQUIREMENTS WITH PROPOSED CHANGES

Digital Media and Journalism Minor:

Description. This interdisciplinary minor engages students in the study, critique, and production of media across a variety of platforms, with a special emphasis on digital content. Students can choose a flexible path of courses related to journalism, film and video, photography, social media and other forms of communication, with digital and information literacy threaded throughout the curriculum. In today’s world, media is power. Learn how to analyze and harness that power in a manner that engages, informs, and advances justice.

Learning Outcomes

• Research Skills: Identify, evaluate and effectively use legitimate information from a range of sources.
• Knowledge Acquisition: Understand the structures and conventions that shape mass communication in the Digital Age.
• Analytical Skills: Analyze and assess a variety of contemporary media forms in their social, cultural, and political contexts.
• Critical Thinking Skills: Compare and critique various media with a focus on how messages are shaped in order to inform and influence audiences.
• Writing and Production Skills: Conceive, create, publish and promote a variety of media for different audiences.

Rationale. Students of all disciplines can benefit by learning about the power of media and by developing the most responsible, effective ways to wield such power. As technology democratizes media access and multiplies public voices exponentially, students need the information literacy and critical thinking skills to navigate among the chaos as consumers and cultivate their own voices as producers.

PART ONE. REQUIRED COURSES

Subtotal: 7 credits

ENG 131 Self, Media, and Society
ENG 233 News Reporting and Writing

PART TWO. ELECTIVES

Subtotal: 11-12 credits

Select three or four depending on course credits of those taken. At least one must be a 300-level course.

ART 113 Digital Photography I
ART 125 Graphic Design
ART 213 Digital Photography 2
COM 213/LAW 213 The Impact of the Mass Media on the Administration of Justice
ENG 242 Contemporary Media in Everyday Life
ENG 245 Creative Nonfiction
ENG 261 Digital Video Production
ENG 334 Intermediate News Reporting and Writing
ENG 336 Digital Journalism
ENG 389 Independent Study 300-level
HUM 378 Internship in the Humanities
LIT 389 Documentary Film and Media
POL 232 Media and Politics
SOC 104 Tabloid Justice: Causes and Consequences of Crime Sensationalism
SOC 222 Crime, Media and Public Opinion

Total Credit Hours: 18-19
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted 3/26/2017

When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. a. Department(s) or program(s) proposing this course: Mathematics and Computer Science
   b. Name and contact information of proposer(s): Shweta Jain, Priyanka Samanta
      Email address(es) sjain@jjay.cuny.edu, psamanta@jjay.cuny.edu
      Phone number(s) 212-237-8843

2. a. Title of the course: Linux System Administration and Security
   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF): Linux Admin & Security
   c. Level of this course: ____100 Level    __X__200 Level    ___300 Level    ___400 Level

   Please provide a brief rationale for why the course is at the level:

   In this course students will learn about system administration and software development on the Linux operating system. This requires an understanding of basic computer programming concepts, which are developed in Introduction to Computing (CSCI 271) and Computer Architecture (CSCI 274). Because this course depends on other courses which already considered 200 level, it makes sense that this course should be offered at least at the 200 level. At the same time the concepts in this proposed course are not particularly advanced, and a 300 level designation is not warranted. For this reason we feel that a 200 level designation is most appropriate.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): _CSCI__

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

   Linux is by some measures the most widely deployed operating system in the world. It is the basis for Google Android, and is used on many servers, Internet of Things devices (networking equipment, airplanes, and automobiles), and personal workstations. The POSIX standard, to which Linux basically adheres, is also used in Mac OS and the Unix operating system (from which Linux is largely derived). Linux has an extensive
command line interface which provides fine grained control over programs such as performing filtering and redirecting program output to perform real-time analytics. Therefore, knowledge of the Linux operating system is essential to security and forensics applications. Many software development and systems administration jobs require knowledge of Linux.

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

Linux is a free and open source operating system. Surrounding Linux is an ecosystem of actively developed open source software projects that often match, and sometime exceed, the capability of proprietary projects. This course focuses on the fundamental knowledge of Linux from usage to installation and management of system services. Topics covered in this course include installing Linux, using the command line shell environment, use of various common commands used in Linux, compiling and running programs, package management, shell programming, system administration and security.

5. **Course Prerequisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 201 as prerequisites):

   ENG 101, CSCI 271

6. Number of:
   a. Class hours ___3___
   b. Lab hours ___0___
   c. Credits ___3___

7. Has this course been taught on an experimental basis?

    ____ No  ___X  Yes. If yes, then please provide:

    a. Semester(s) and year(s): Fall 2015, Fall 2016, Spring and Fall 2017, Spring 2018
    b. Teacher(s): Henry Gallo, Evan Misshula, Priyanka Samanta
    c. Enrollment(s): 26 (average over 5 semesters)
    d. Prerequisites(s): ENG 201 and CSCI 271

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

    Students will:
1) Use, configure, maintain and troubleshoot the Linux operating system and write scripts to execute scientific tasks such as process automation, data collection and real-time processing
2) Configure Linux services and software related to network communication, set network parameters and use this knowledge in later courses to analyze computer network protocols
3) Operate services, parse log files, and navigate other areas of Linux which will help students in executing capstone tasks such as exploit vulnerabilities, detect security risks, perform forensic analysis.
4) Implement commands, compile and run programs and manipulate running processes.
5) Use terminal based text editors such as vi or emacs and configure email routing using sendmail or a similar program.

9. Will this course be part of any major(s), minor(s) or program(s)?

   _____No     ____X Yes

   If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

   This course will be an elective in both the Computer Science major and the Computer Science minor.

10a. Will this course be part of JJ’s general education program?

    No   ____X Yes ______  If yes, please indicate the area:

11. How will you assess student learning?

    Student learning will be assessed on the basis of laboratory assignments, two midterm exams, a final exam and a survey paper comparing various distributions of the Linux operating system. The lab assignments will be assigned and written lab report will be collected weekly. Students are not required to use Linux as their primary OS and are free to work in a virtual machine (VirtualBox is freely available). The midterm exams and the final exam are in-class assessments that are problems relating the core concepts or file systems, command operations, boot process and process management.

12. Did you meet with a librarian to discuss library resources for the course?

    Yes_____  No  ____X

    • If yes, please state the librarian’s name____________________________
    • Are there adequate resources in the library to support students’ work in the course
      Yes_____  No_______
• Will your students be expected to use any of the following library resources? Check all that apply.

➢ The library catalog, CUNY+  
➢ EBSCOhost Academic Search Complete  
➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)  
➢ LexisNexis Universe  
➢ Criminal Justice Abstracts  
➢ PsycINFO  
➢ Sociological Abstracts  
➢ JSTOR  
➢ SCOPUS  
➢ Other (please name)  

13. Syllabus – see attached  

14. Date of Department curriculum committee approval 3/22/18  

15. Faculty - Who will be assigned to teach this course? Priyanka Samanta  

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?  

X No  
Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.  

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?  

X Not applicable  
No  
Yes. If yes, give a short summary of the consultation process and results.  

18. Will any course be withdrawn, if this course is approved?  

X No  
Yes. If yes, number and name of course(s) to be withdrawn.  

19. Approvals: Douglas Salane, Department Chair, Mathematics and Computer Science
John Jay College of Criminal Justice
CSCI 2XX  Semester
Linux Systems Administration and Security


Credit Hours: 3  Prerequisite: English 101, CSCI 271.

Time: XXXXX.  Place: XXXXX
Instructor: XXXXXX

Office: New Building, Room 6.63.05 (6th floor)  Office Phone: 212-237-8843
email: sjain@jjay.cuny.edu

Office Hours: XXXXXX

Coverage: Chapters 1-14

Course Description: Linux is a free and open source operating system. Surrounding Linux is an ecosystem of actively developed open source software projects that often match, and sometimes exceed, the capability of proprietary projects. This course focuses on the fundamental knowledge of Linux from usage to installation and management of system services. Topics covered in this course include installing Linux, using the command line shell environment, use of various common commands used in Linux, compiling and running programs, package management, shell programming, system administration and security.

What this course is about: This course explores the capabilities of the Linux Operating System which is widely used to support Internet and other applications due to the greater control, reliability and extensibility it offers users and developers. Linux being an open-source platform allows for studying and modifying the operating system kernel. In this course students will learn to install, use, program and configure the Linux operating system.

Learning Outcomes: By the end of the term the successful student will be able to do the following:
1. Use, configure, maintain and troubleshoot the Linux operating system and write scripts to execute scientific tasks such as process automation, data collection and real-time processing
2. Configure Linux services and software related to network communication, set network parameters and use this knowledge in later courses to analyze computer network protocols
3. Operate services, parse log files, and navigate other areas of Linux which will help students in executing capstone tasks such as exploit vulnerabilities, detect security risks, perform forensic analysis.
4. Implement commands, compile and run programs and manipulate running processes.
5. Use terminal based text editors such as vi or emacs and configure email routing using sendmail or a similar program.

- Learning outcomes satisfy the following learning outcome of the computer science major: *Use and critically evaluate the variety of practical/hands-on/research approaches that are relevant to Computer Science and Information Security.*

**Means of Assessment:** Student learning will be assessed on the basis of laboratory assignments, two midterm exams, a final exam and a survey paper comparing various distributions of the Linux operating system. The lab assignments will be assigned and written lab report will be collected weekly. Students are not required to use Linux as their primary OS and are free to work in a virtual machine (VirtualBox is freely available). The midterm exams and the final exam are in-class assessments that are problems relating the core concepts or file systems, command operations, boot process and process management.

**Exams:** There will be two exams and a final exam. The exam days are XXX and XXX. The final exam will be given on XXX.

**Calculators:** The use of a calculator is permitted in any of the exams.

**Attendance Policy:** Class attendance is the student’s responsibility. There will be no make-up exams except under special circumstances, which must be discussed with the instructor before the exam.

**Homework:** A homework assignment will be given at the end of each class and discussed at the next class meeting. Reading assignments will not be collected. However, working out the reading assignments on a daily basis will enhance and reinforce understanding of the course material, and also make the exams seem easier.

**Collected Homework:** I will pass out and collect ten lab assignments throughout the semester. Most of the lab assignments will require the use of the Linux OS either installed natively on a computer or as a virtual machine.

**Determination of Final Grade:** Your grade will be determined on the basis of the following assessments. Collected labs (10 in total) will be based on the material presented in class. There will be two exams during the semester and a final exam.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework (10)</td>
<td>30</td>
</tr>
<tr>
<td>Exam I</td>
<td>20</td>
</tr>
<tr>
<td>Exam II</td>
<td>20</td>
</tr>
<tr>
<td>Final</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
<th>Percentage Range</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93%-100%</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
College wide policies for undergraduate courses

Incomplete Grade Policy: An Incomplete Grade may be given only to those students who would pass the course if they were able to satisfactorily complete the course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

Extra Work During the Semester: Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. 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 the student 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) Policies: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Statement of the College Policy on Plagiarism: Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others.
Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php).

Daily Schedule starts next page
# CSCI 2XX (proposed)-Linux System Administration and Security Syllabus

Text: *Linux with Operating System concepts, Richard Fox*

<table>
<thead>
<tr>
<th>Lectures</th>
<th>TOPICS</th>
<th>Text chapters or sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to Linux</strong>&lt;br&gt;Brief review of Operating System, concept of Linux, security features inherited from the Multics OS, Linux Command Line, Virtual Machines to isolate secure systems.</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td><strong>Installing Linux</strong>&lt;br&gt;Installing CentOS 6, installation choices, Virtual Memory</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td><strong>The Bash Shell</strong>&lt;br&gt;Brief review of Bash Shell, Entering Linux Command</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td><strong>Navigating the Linux File System</strong>&lt;br&gt;Overview of file system specification, commands, location, access control for user security, structure and compression</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td><strong>Managing Processes</strong>&lt;br&gt;Forms of Process Management, starting, pausing and resuming and killing process, use of process nobody for untrusted processes for security</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td><strong>Exam 1 (includes topics up to Managing Processes)</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>Linux Application</strong>&lt;br&gt;Text Editor, email program, network software</td>
<td>5.2, 5.6, 5.7</td>
</tr>
<tr>
<td>8</td>
<td><strong>Regular Expressions</strong>&lt;br&gt;grep, Sed, awk</td>
<td>6.4-6.6</td>
</tr>
<tr>
<td>9</td>
<td><strong>Shell Scripting</strong>&lt;br&gt;Simple Scripting, Variables, assignments, parameters, input, output, selection statements, loops, array, string manipulation, function, C-shell scripting</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td><strong>Exam 2 (includes topics up to Shell Scripting)</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td><strong>User Accounts</strong>&lt;br&gt;Creating, managing accounts and groups, passwords, PAM, sudo command, restricting access to accounts for security</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td><strong>The Linux File System, system initialization and Services</strong>&lt;br&gt;Partitions, Boot Process, initialization of Linux OS</td>
<td>10.4, 11.2-11.5</td>
</tr>
<tr>
<td>13</td>
<td><strong>Network Configuration</strong>&lt;br&gt;Computer Networks, obtaining IP addresses, configuring firewall for security and intrusion detection</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>Software Installation and Maintenance</td>
<td></td>
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<tr>
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<tr>
<td></td>
<td>Installing software from a GUI, from package manager, installation of source code, gcc compiler, checking package integrity before installation for security</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13.3-13.6</td>
<td></td>
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<tr>
<td></td>
<td>FINAL EXAM DATE: TBD</td>
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</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.

Date Submitted:

1. Name of Department or Program: Anthropology

2. Contact information of proposer(s):

   Name(s): Ed Snajdr
   Email(s): esnajdr@jjay.cuny.edu
   Phone number(s): (212) 237-8262

3. Current number and title: ANT 325 - Ethnographic Research Methods in Anthropology

4. Current course description:

   Students in this course will learn anthropological field research methods including their historical and theoretical origins, implementation and use. They will gain knowledge in project design, accessing the field, types of data and methods of data collection, primary and secondary analysis of data. They will also gain understanding of the ethics involved in doing field research and practice a range of narrative strategies for presenting research results. In addition to anthropological readings on ethnographic strategies, students will gain first-hand experience and skills in various methods such as participant observation, interviewing, conducting focus groups, compiling a case study and implementing questionnaires. Students will also learn a range of quantitative methods commonly used by anthropologists, including population sampling, census data, surveys, descriptive statistical analyses, measures of central tendency and bivariate analysis for small sample sizes. Students will develop their own ethnographic projects that focus on a topic emerging from or integrated with urban spaces and communities that live in them.

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): 3

   c. Current prerequisites: ENG 201, ANT 101
5. Describe the nature of the revision: **Revise the course prerequisites.**

6. Rationale for the proposed change(s):

**We propose to expand the prerequisite options for this course, opening it up from ANT 101 to any Anthropology course.**

7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description: **NA**
   
   b. Revised course title: **NA**
   
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): **NA**
   
   d. Revised learning outcomes: **NA**
   
   e. Revised assignments and activities related to revised outcomes: **NA**
   
   f. Revised number of credits: **NA**
   
   g. Revised number of hours: **NA**
   
   h. Revised prerequisites: **ENG 201 and any Anthropology (ANT) course.**

8. Enrollment in past semesters:

   - Fall 2017 - 18
   - Spring 2018 - 30

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?

   - No _X____   Yes _____   If yes, please indicate the area:

10. Does this change affect any other departments?

    - ____X__ No       _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: **March 29, 2018**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

   **Ed Snajdr, Johanna Lessinger, Anthony Marcus**
John Jay College of Criminal Justice
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core Form.

Date Submitted: 3/24/2014

1. Name of Department or Program: Philosophy

2. Contact information of proposer(s):

   Name(s): James DiGiovanna
   Email(s): jdigiovanna@jjay.cuny.edu
   Phone number(s): 212 237 8336

3. Current number, title, and abbreviated title of course: PHI 204 Logic

4. Current course description:

   An exposition of formal and informal methods of evaluating reasoning in arguments and texts. We will examine systems or models of deductive reasoning, problems of translation from natural to formal languages, reasoning and rhetoric in complex arguments, and the foundations of the logic of investigation.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: Eng 101

5. Describe the nature of the revision: This revision is to change the course’s Pathways category from Math and Quantitative Reasoning to Scientific World and making corresponding minor changes to the title, course description and learning outcomes.

6. Rationale for the proposed change(s): This course was approved at John Jay for Math and Quantitative Reasoning in 2012. However, the CUNY Common Core Review Committee is placing all Logic courses in Scientific World. Scientific World is a reasonable fit for the course, and this “rebucketing” is necessary to have

Approved by UCASC, April 20, to College Council, May 9, 2018
the course approved for Gen Ed credit.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description:

   Logic is the study of the necessary inferential structure of language. As such, it can be used for translating natural language sentences into symbols that yield computationally derivable conclusions, equivalences and relations of coherence and contrariety. It is also the basis for artificial language such as those used in computer programming, and in solving puzzles and games such as Sudoku and chess. This course will first cover propositional logic, and then introduce the quantified predicate logic, which combines the propositional logic with basic elements of set theory.

   b. Revised course title: **Symbolic Logic**

   c. Revised abbreviated title: **Symbolic Logic**

   d. Revised learning outcomes: Students will:

   1. Gather, interpret, and assess information from truth tables, Venn diagrams, and the formulas of formal logic.
   2. Use the formal logic to evaluate evidence and arguments critically and analytically.
   3. Orally and in writing, communicate well-reasoned written or oral arguments using evidence to support conclusions to logical problems.
   4. Identify and apply the fundamental concepts and methods of logic.
   5. Demonstrate how tools of logic can be used to analyze problems and develop solutions.
   6. Articulate and evaluate the impact of logic and logical argumentation on the contemporary world with respect to computing as well as the ethical responsibilities of logical argumentation.

   e. Revised assignments and activities related to revised outcomes: NA
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: NA

8. Enrollment in past semesters: ~40-60 students/semester

9. Will this course be offered as part of the new JJ General Education program (Common Core)?

   No _____    Yes ___X__    If yes, please indicate the area:

Approved by UCASC, April 20, to College Council, May 9, 2018
Flexible Core:

|------------------------------------|-----------------------------------|------------------------|--------------------------|---------------------|

Please explain why and how this course fits into the selected area:

Since the 19th century formal logic has been recognized as the foundational system for mathematics and computer science. The field was founded in its modern form in the nineteenth century by the mathematicians George Boole (for whom “Boolean searches” are named), John Venn (inventor of the Venn diagram, one of the central tools of categorical logic), Gottlob Frege (who introduced the modern quantification system in logic) and other members of the “algebraic school.” In the 20th century it was thought that logic could form the foundation for all of mathematics; famously, the logician/mathematician Kurt Godel showed, using the tools of the logical system, that any system with the complexity necessary to represent arithmetic must necessarily be either incomplete or that it will be impossible for the system to prove its own consistency.

Importantly, Formal or Symbolic Logic is unlike rhetorical analyses which emphasize persuasive elements. Logic is a purely formal deductive system which forgoes all semantic content and reduces language to quantifiable values that are acted upon by a system of connectives that produce output values based solely upon quantified input values. As such, it provides a mathematical system for formulating, analyzing, and expressing conclusions about the world. In this manner, it serves as a uniquely scientific / mathematical way of understanding the world.

This course meets all the learning outcomes of the Scientific World category. The course reinforces and enriches critical thinking, information literacy, and communication, as well as the study of computer science and other formalizable mathematical and linguistic systems.

It might help to look at the exam (Appendix B) to see a sample presentation of course materials.

If yes, frequency and number of sections to be offered for General Education:

- Every semester _X__ Number of sections: _2-4___
- Fall semesters only _____ Number of sections: _____
- Spring semesters only _____ Number of sections: _____

10. Does this change affect any other departments?

   _X_ No  _____ Yes (if so what consultation has taken place)?

Approved by UCASC, April 20, to College Council, May 9, 2018
11. Date of Department or Program Curriculum Committee approval:
   Approved April 2018

12. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:
   Prof. Jonathan Jacobs, Chair, Philosophy Department
CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>PHI 204</td>
</tr>
<tr>
<td>Course Title</td>
<td>Symbolic Logic (was Logic)</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Discipline</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>Eng 101</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Logic is the study of the necessary inferential structure of language. As such, it can be used for translating natural language sentences into symbols that yield computationally derivable conclusions, equivalences and relations of coherence and contrariety. It is also the basis for artificial language such as those used in computer programming, and in solving puzzles and games such as Sudoku and chess. This course will first cover propositional logic, and then introduce the quantified predicate logic, which combines the propositional logic with basic elements of set theory.</td>
</tr>
<tr>
<td>Special Features</td>
<td>N/A</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:
- [ ] current course
- [X] revision of current course
- [ ] a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Individual and Society</td>
</tr>
<tr>
<td></td>
<td>Scientific World</td>
</tr>
</tbody>
</table>

Creative Expression

Approved by UCASC, April 20, to College Council, May 9, 2018
## Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

<table>
<thead>
<tr>
<th>II. Flexible Core (18 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E. Scientific World</strong></td>
<td></td>
</tr>
<tr>
<td>A Flexible Core course must meet the three learning outcomes in the right column.</td>
<td></td>
</tr>
</tbody>
</table>

| Students will gather information and interpret and assess it using the tools of logic. Students will look at scientific, political, popular and academic statements and assess them for consistency and, in cases where conclusions are drawn, for validity, using the formal system of 1st order logic. For example, in entry 12 on the syllabus, students learn how to take a set of statements, and, applying truth-table methods, determine if it is possible for all the statements in that set to be true at the same time; if it is, the statements are said to “consistent.” Consistency will be shown to be essential to good data sets, and important for narrative accounts. We'll take sample sets of statements, including those representing scientific and political claims, and test them for consistency in this way. Similarly, in entry 14, we begin to look at arguments, that is, sets of statements that contain a conclusion and statements given in support of the conclusion (premise.) In each of the following sections, we'll use sample arguments and statement sets, some of which will be from religious, political, scientific, and popular-scientific sources. The vast majority of the class will be focused on analyzing the logical consistency and validity of claims and arguments. Essentially, this learning outcome describes the entire thrust of the course, except the very early sections where we learn the techniques of symbolization that will aid us in performing these analyses. Even in these sections, though, we'll analyze and evaluate the faithfulness of the symbolic forms to their applications. | • Gather, interpret, and assess information from a variety of sources and points of view. • Evaluate evidence and arguments critically or analytically. |

Approved by UCASC, April 20, to College Council, May 9, 2018
ordinary-language counterparts and using the
counterexample method, point out where the symbol
systems are inadequate representations.

| Students will present their homework, in both oral and
written form, which will be on the basic elements of logical
argumentation and must demonstrate the ability to create
logically coherent and valid arguments. |
|---|
| • Produce well-reasoned written or oral arguments using
evidence to support conclusions. |

We’ll be focusing on argumentation in syllabus entries 14, 15,
16, and 18 through 27. Students will be asked both to analyze
sample arguments and produce simple, valid arguments in
each section during in-class questioning and in tests and
homework assignments.

A course in this area (II.E) must meet at least three of the
additional learning outcomes in the right column. A student will:

| Logic will, of course, be the topic of every class, and the
course will identify a series of logical operations, strategies,
and tactics, and apply them to sets of statements from a wide
variety of sources. These skills will be exercised in all
homework assignments after the 3 section of the syllabus.
We’ll give specific exercises on applying the logical method
to scientific claims and sample (generally simplified and
fictional) data sets, especially in sections 12,14, 15, 16, and
17. |
|---|
| • Identify and apply the fundamental concepts and methods of
a discipline or interdisciplinary field exploring the scientific
world, including, but not limited to: computer science, history of
science, life and physical sciences, linguistics, logic,
mathematics, psychology, statistics, and technology-related
studies. |

The course will use the tools of formal logic not only to
identify valid arguments, consistent reasoning, and problems
arising from contradictory data sets, but also show how
these tools form the basis for reasoning from premises to
conclusions in all disciplines.

Due to the nature of the course, this will be our topic every
week, except in the initial weeks when we learn how to
translate ordinary language into a formal system. After that,
every class will focus on how using this formal method
allows us to draw conclusions, find solutions, and justify our
reasoning so as to show the validity of the conclusions we
give when addressing problems. We’ll also point out the
limits of this formal system, notably in sections 3 and 4.

| • Demonstrate how tools of science, mathematics, technology,
or formal analysis can be used to analyze problems and
develop solutions. |
| | • Articulate and evaluate the empirical evidence supporting a
scientific or formal theory. |

Approved by UCASC, April 20, to College Council, May 9, 2018
The course will look at logic's status as the foundation of computing, and thus connect to issues of information security and accuracy. Further, the course will discuss the ethical importance of logical coherence in putting forward policy.

In the introductory sections, 1-3, we'll introduce the relation between computer circuits and logical functions, and we'll discuss the problem of incoherence in discourse. Then we'll look closely at how the logical operators for the basis for computer systems in section 5 and 6, when we'll draw logic-circuit diagrams and show how inputs lead to outputs, and how even incomplete inputs can produce the same outputs as complete inputs in certain operations. In section 14 and 16, we'll look at cases where logical inconsistency leads to unwanted conclusions, using sample political arguments to show how one can effectively say nothing by creating tautologous discourses, and how one can slip in unwanted conclusions with seemingly innocuous premises. The logical method will here be presented as an important technological discovery, and we'll discuss its origins in the ancient world, medieval thought, and most importantly, in the 19th and 20th century when the current system was codified. We'll show how this technology has an ethical use, in that it reveals certain kinds of faulty and deceptive reasoning that can lead us astray in religious, political and social discourse.

- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.

- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.
Appendix A: Sample Syllabus

Syllabus: Philosophy 204: Symbolic Logic
Professor James DiGiovanna
jdigiovanna@jjay.cuny.edu
Office Hours: TTH 3:30-4:30 and by appt.

Course Description: Symbolic Logic is the study of the necessary inferential structure of language. As such, it can be used for translating natural language sentences into symbols that yield computationally derivable conclusions, equivalences and relations of coherence and contrariety. It is also the basis for artificial language such as those used in computer programming, and in solving puzzles and games such as Sudoku and chess. This course will first cover propositional logic, and then introduce the quantified predicate logic, which combines the propositional logic with basic elements of set theory.

Learning Outcomes:
Students will:
1. Gather, interpret, and assess information from truth tables, Venn diagrams, and the formulas of formal logic.
2. Use the formal logic to evaluate evidence and arguments critically and analytically.
3. Orally and in writing, communicate well-reasoned written or oral arguments using evidence to support conclusions to logical problems.
4. Identify and apply the fundamental concepts and methods of logic.
5. Demonstrate how tools of logic can be used to analyze problems and develop solutions.
6. Articulate and evaluate the impact of logic and logical argumentation on the contemporary world with respect to computing as well as the ethical responsibilities of logical argumentation.

Explanation of course topic and goals: Logic is the formal study of argumentation, or the process of trying to produce a convincing set of reasons for believing the truth of a claim. We’ll start with a handout on basic concepts and terms, and then move to an edited edition of Stan Baronett’s Logic. In that text we’ll study propositional logic, and, predicate logic. Both of these are branches of formal logic, the logic dealing with deductive inferences, like those found in mathematics, and in fact we’ll be converting sentences to symbolic form and assigning them hypothetical values of 0 or 1, or “False” and “True.” If there’s time, we’ll discuss logics with more values, including 3-value and infinite-value logic.

This course involves memorizing a LOT of terminology, and requires at least 3 hours of homework per class session. It is essentially a math course, in that we'll mostly be manipulating abstract symbols, and like most math courses, if you miss a few classes, you will become hopelessly lost.

If you think you have the time to dedicate to this course, you should ultimately find the class rewarding. Logic is the basis of formal reasoning in computer science and mathematics. Modern mathematics springs from the works of logicians like DeMorgan, Boule, and Godel, and modern physics uses complex, multi-value logics to

Approved by UCASC, April 20, to College Council, May 9, 2018
describe the actions of subatomic particles. Logic is also the basis of a great many games and puzzles, including Sudoku. Further, if you understand the logic deeply enough, it should help you clarify your own thinking, and show you the ways in which thought is internally structured.

Class Rules:

1. **No Cheating.** There are a lot of quizzes and tests in this class; if you look at your neighbor’s test during an examination, you fail the course immediately. If you don’t know the answer, do your best, talk to me after class, and we can work on strategies for improving your grade. I wouldn’t mention this, and I’m sure the vast majority of you would never cheat, but every semester I get one or two students who meet a tragic end as a result of cheating.

2. You have to **participate** in class. I’ll call on each student by name every day when we go over the homework. Have the homework done and be ready to answer. Answering incorrectly won’t count against you! It just gives us an opportunity to review the material.

3. **No texting or using a cell phone in class.** If your cell phone rings in class I’ll add three hard questions to the next quiz for everyone! If my cell phone rings in class I’ll give everyone 5 bonus points on the next quiz. Fair is fair.

4. **Save all your tests, quizzes, and work!** If, at the end of the semester, you think you may have received the wrong grade, you’ll need that material. It rarely happens, but just in case, hang on to your stuff! If you have a dispute about your grade, you will only be heard out if you maintain a record of that grade!

5. **Have a working email attached to the blackboard page and check it regularly.**

**Grading:**

- Quizzes: 25%
- Homework: 25%
- Class Participation: 25%
- Exams: 25%

**Quizzes:** Roughly every other week we’ll have a quiz. It will last about 20 minutes, beginning at the start of the class. **Don’t be late.** You can’t make up missed quizzes! But I’ll toss out the lowest quiz grade. I also reserve the right to throw a pop quiz at you at any time. Like, I might call you up in the middle of the night and start asking you logic questions. It could happen.

**Exams:** There will be a midterm and a final exam. These will each take an hour or so, and will be composed of **variants of the questions from the quizzes.** In other words, if you study your quizzes, you’ll know (basically) what’s on the exam!

**Text:** The texts for the class will be chapters 6, 7 and 8 of Hurley’s *Concise Introduction to Logic*, available at the school bookstore, plus various handouts that will be available for free from Blackboard.

Approved by UCASC, April 20, to College Council, May 9, 2018
Homework assignments:
Homework consists of solving problems from Hurley’s text, listed below, as well as from some handouts posted on Blackboard. There will be approximately 3 hours of homework per class!

Class Participation: Participation depends upon at least attempting all the homework problems. Each day in class I’ll call on every student. You have to be ready to answer the question I ask you. If you are, even if you get it wrong, you’ll be checked off for the day’s work. If you aren’t ready, you get a zero for the day. Zeroes aren’t good. Not good at all.

Assignments are as follows (we’ll modify this as needed.) Note that this is merely the bare minimum and required amount of homework. It’d be a good idea to do more of the exercises than I assign because you’ll need the practice. If you ever want to go over exercises that we didn’t cover in class, I’d be happy to do so during my office hours. Note that when we get to the text, I’ll represent the homework assignment in the following format: 7.1 [I. (1-10) II. (1-5)]. That means, “read chapter 7 part 1. Then, in the homework section for that chapter, do the first ten exercise in the section labeled with the roman numeral “I” and the first 5 exercises in the section labeled with the roman numeral “II”

Course Outline

1. Class Introduction.
3. Distinguishing deductive from inductive arguments. Soundness, validity, truth and cogency.
4. Quiz 1. Also, final questions on introductory concepts.
5. Begin text, Ch. 7.
   Logical Operators and Translations
   Read pp. 124-130
   Do all exercises on pp. 130-131
   Make sure you can define the following terms: Simple statement, compound statement, negation, conjunction, disjunction, conditional, biconditional.
   Know the difference between “if” and “only if.”
6. Complex statements, well-formed formulas, main operators (know these terms!)
   Read pp. 132-136
   Do all exercises on pages 133-134, and 136
7. Translations and the main operator
   Read pp. 301-302
   Do all exercises on pp. 138-140
8. Quiz 2.
   Truth functions.
   Read pp. 140-145
   Do all exercises on pp. 146-147
9. Operator truth tables and ordinary language, truth tables for propositions, order of operations
   Read pp. 148-154
   Do all exercises on pp. 154-155
10. Propositions with assigned truth values

Approved by UCASC, April 20, to College Council, May 9, 2018
Read pp. 155-156
Do all exercises on pp. 156-157

11. Contingency, tautology, self-contradiction (know these terms!)
   Read pp. 157-158
   Do all exercises on pp. 159

12. Quiz 3
   Comparing statements: logical equivalence, contradiction, consistency, inconsistency
      (know these terms!)
   Read pp. 160-164
   Do all exercises on pp. 325 and 164

13. Mid Term Exam

14. Truth tables for arguments: validity and technical validity (know these terms!)
   Read 165-166
   Do all exercises on pp. 167-170 (we'll cover these over two classes, so don’t worry if you don’t get all the way through.)

15. Continuing truth tables for arguments.

16. Quiz 4
   Indirect truth tables
   Read pp. 171-176
   Do all exercises on pp. 176-177

17. Necessary and sufficient conditions; argument form and examining statements for consistency
   Read 177-186
   Do all exercises on pp. 183-184 and 186

18. CHAPTER 8: NATURAL DEDUCTION
   Justification and the rules of implication
   Read pp. 190-197
   You should do all the exercises on pps. 197-203, but make sure to do at least the following exercises: I:1-10; II:1-10; III:1-5; IV: 1-5

19. Tactics and strategy; implication rules II
   Read 204-214
   Do the exercises on pp. 206-208, 214-221. Make sure to do at least the following exercises: 8C: I: 1-10; II: 1-5; 8B:I: 1-10; II:1-10; III: 1-10, IV: 1-5

20. Quiz 5
   Replacement rules
   Read pp. 221-228
   Do the exercises on 229-234. Make sure to do at least the following: I:1-10; II: 1-10; III: 1-10; IV: 1-5

21. Replacement rules II
   Read pp. 235-240
   Do the exercises on pp. 241-249. Make sure to do at least the following: I:1-10; II: 1-5; II: 1-5; IV: 1-10; V: 1-5

22. Conditional and Indirect proof
   Read 249-254, 257-268
   Do the exercises on pp. 254-256, especially I:1-10; II: 1-5, and on pp. 259,
especially I: 1-10, II: 1-5

23. Chapter 9: Predicate Logic
   Translating universal and particular statements
   Read 264-270, do exercises on pp. 435-436, especially 1-20

24. Four new rules of inference
   Read 273-279; do exercises on pp. 443-447, especially I. 2-3; II. 2; III. 2-13; IV. 2-4

25. Change of quantifier
   Read 283-284, do exercises on 449-451, especially I. 1-10; II 1-10; III. 1-5

26. Relational predicates
   Read 299-302, do exercises on pp. 303-304, especially 1-10

27. Proofs with relational predicates
   Read 304-306, do exercises on pp. 306-307, especially 1-15

28. Identity
   Read 308-314, do exercises on pp. 479-480, especially 1-15

Final Exam
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.

Date Submitted: March 22, 2018

1. Name of Department or Program: PHILOSOPHY

2. Contact information of proposer(s):

   Name(s): John P Pittman
   Email(s): jpittman@jjay.cuny.edu
   Phone number(s): x8331

3. Current number and title of course: PHI/LAW 310: Ethics and Law

4. Current course description:

   Inquiry into the relationship between morality and law; their organic interrelationship in the natural law tradition; their separation in positivism. The contemporary debate illustrated by the issues of human and civil rights, the enforcement of sexual morality, civil disobedience, and the ethics of law enforcement.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 201, and PHI 231 or permission of the section instructor

5. Describe the nature of the revision (what are you changing?): The course prerequisites are being revised to read “any PHI course” instead of specifically “PHI 231”

6. Rationale for the proposed change(s): The curriculum of the college has changed substantially since the course was originally designed with the prerequisites as now listed, at which time PHI 231 was a required course for graduation with a
Bachelor’s Degree from the college. That is no longer the case, and students are just as well served with other PHI offerings as prerequisites.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   
   a. Revised course description: NA
   
   b. Revised course title: NA
   
   c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): NA
   
   d. Revised learning outcomes NA
   
   e. Revised assignments and activities related to revised outcomes NA
   
   f. Revised number of credits: NA
   
   g. Revised number of hours: NA
   
   h. Revised prerequisites: ENG 201; and any PHI course or permission of the section instructor

8. Enrollment in past semesters: 8-10 sections are usually offered each semester

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?
   
   No X Yes If yes, please indicate the area:

10. Does this change affect any other departments?
   
   _____ Yes_____ Yes (if so what consultation has taken place)?

Proposed revision was approved by the Law and Police Science Curriculum Committee.

11. Date of Department or Program Curriculum Committee approval: March 20, 2018

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

   Jonathan Jacobs, Chair, Department of Philosophy

Approved by UCASC, April 20, to College Council, May 9, 2018
To: UCASC

From: Academic Standards Subcommittee

Re: Bulletin Language for Change of Major After 45 Credits Policy, 2018-19

Date: April 14, 2018

------------------------------------------------------------------------------------------------------------------------

Declaration of Major (as approved by College Council March 2018) with additional proposed changes:

Students declare a major upon application to the College. Although students may change their major at any time, they must be declared in a major before the completion of 60 credits. Transfer students entering with 60 credits or more must be declared in their major before the end of their first semester at John Jay.

Students who fail to declare a major by the time they earn 60 credits will have a registration hold placed on their records and any TAP financial aid awarded will be removed.

Students are urged to consult with an academic advisor or major coordinator to plan their courses of study. Students may also consult DegreeWorks, an online tool, available through CUNY at http://www.cuny.edu. Be aware that individual courses may have their own prerequisites. Students are advised to read carefully all course descriptions in this bulletin and consult DegreeWorks when planning their schedules in addition to consulting with an advisor.

Please note: ENG 101 is a prerequisite for students wishing to enroll in 200-level courses, and ENG 201 is a prerequisite for students wishing to enroll in 300-level courses or above.

To declare or change a major, a student should fill out an Undergraduate Declaration of Major Form and submit it to Jay Express Services. The major declaration form must be submitted within the first
21 days of classes to apply to a Fall or Spring semester. Forms submitted after this deadline will be held until the subsequent semester. The form is available on the Jay Stop website at http://jstop.jjay.cuny.edu/forms/Declaration_of_Major.pdf.

**Changing Your Major After Earning 45 credits**

Students who change their major after they have earned 45 credits often may experience a change in financial aid status or an extension in the time to degree.

Students with 45 credits or more earned who wish to change their major are required to meet with a major coordinator or major advisor or an academic advisor* to develop an approved degree plan for the new major. The approved degree plan must be submitted to Jay Express along with the Declaration of Major Form. No change will be processed without both of these forms.

*A list of authorized approvers for each major is available at J Express.

**Rationale:** The Office of Undergraduate Studies has taken meaningful steps to convey to students the importance of committing to a program of study by the end of sophomore year. However, current policies permit students to change their major at any time and without the necessary consultation processes to ensure that students receive appropriate academic and financial review. While the policy does not prohibit changing the major, the consultation step strengthens the college’s efforts to better identify and retain at-risk students. Students who change majors after 45 credits are at greater risk of losing their TAP eligibility and extending their time to degree. Data from the Registrar’s Office indicates that an alarming number of students change their major as juniors and seniors. Of the 6518 students in the sample who changed their majors, almost 1000 changed their major two or more times. Significantly, students who change their major repeatedly are also overrepresented in the college’s Academic Review process. This policy would help identify students who are changing majors due to academic difficulty and provide them with important advisement and guidance, including information about the potential loss of TAP eligibility and the impact on one’s time-to-degree.
Grading Method for Graduate Students Taking Undergraduate Courses
Office of Graduate Studies
Spring 2018
Date of CGS Approval: 4/10/18

Effective Fall 2018, the Office of Graduate Studies proposes that the optional grading basis for graduate students taking undergraduate courses be changed from Pass/Fail to Credit/No Credit.

FROM:

2017-2018 Graduate Bulletin

Pass/Fail Option

Graduate students taking undergraduate courses to meet conditions of matriculation, such as STA 250 or PSY 311, may take them on a Pass/Fail basis. Application for the Pass/Fail Option for a class must be made at the Office of the Registrar before the conclusion of the second week of classes or before the end of the first week of classes in summer session. Once granted, this option is irrevocable. Grades received for a Pass/ Fail Option are not computed in the grade point average.

TO:

Graduate Students Taking Undergraduate Courses

Graduate students taking undergraduate courses may take them on a Credit/No Credit (CR/NC) basis. Graduate students taking undergraduate courses to meet conditions of matriculation, such as SAT 250 or PSY 311, should confirm with their programs whether a minimum grade is required in the undergraduate course. Application for the Credit/No Credit option for a particular class must be submitted to the Office of the Registrar before the conclusion of the second week of classes during the regular semester or before the end of the first week of classes in summer session. If no application is submitted, the graduate student will be graded according to the standard grading method for the course. Once a Credit/No Credit option is granted, it is irrevocable.

Rationale

Graduate students currently have the option of taking undergraduate courses as Pass/Fail. This option has created confusion, as CUNYfirst automatically (and incorrectly) includes failing grades in P/F undergraduate classes in the cumulative GPAs of graduate students, whereas failing grades in the A-F grading basis are not included. A move to the CR/NC grading basis removes this possibility while serving the same function as P/F.

The remaining changes to the bulletin entry on the Pass/Fail option are designed to clarify the policy and its purpose. The policy is actually addressing graduate students taking undergraduate courses and not a general pass/fail option. Graduate students do not have the option of choosing to take graduate courses as pass/fail or credit/no credit.
Proposal to Amend the Graduate Grade Appeal Policy
Effective Fall 2018

Date of CGS Approval: 4/10/18

The Office of Graduate Studies proposes a change to the policy for student appeals of grades in graduate classes.

From:

GRADUATE GRADE APPEAL POLICY

An appeal of a final grade must be filed by the 25th calendar day of the subsequent long semester. (Grades for courses taken in the spring or summer must be appealed by the 25th calendar day of the fall semester; grades for courses taken in the fall or winter must be appealed by the 25th calendar day of the spring semester).

To appeal a final grade of A, A–, B+, B, B–, C+, C, C– or F, a student should first meet with the faculty member to discuss the final grade. If an agreement is reached, the instructor is responsible for submitting the Change of Grade form to the Registrar’s Office.

If, after consultations with the faculty member, the final grade is reaffirmed, a student who questions the grade should consult his or her program director. If this does not resolve matters, the student has the right to appeal. To file a grade appeal, the student should complete a grade appeal form available from the Office of Graduate Studies. The form requires the specification of reasons for the appeal. Students must provide a copy of the course syllabus, all available graded course materials and any supporting documentation, such as the midterm, final exam and research papers.

Upon receiving a grade appeal request, the Dean will convene the indicated program’s grade appeal committee to hear the appeal. The committee has thirty calendar days to hear the appeal. The decision of the committee will be communicated in writing by the Chair of the grade appeal committee to the Dean who will inform the student, faculty, and Registrar of the decision. The decision of the committee is final.

To:

GRADUATE GRADE APPEAL POLICY

An appeal of a final grade must be filed by the 25th calendar day of the subsequent long semester. (Grades for courses taken in the spring or summer must be appealed by the 25th calendar day of the fall semester; grades for courses taken in the fall or winter must be appealed by the 25th calendar day of the spring semester).

To appeal a final grade of A, A–, B+, B, B–, C+, C, C– or F, a student should first meet with the faculty member to discuss the final grade. If an agreement is reached, the instructor is responsible for submitting the Change of Grade form to the Registrar’s Office.
If, after consultations with the faculty member, the final grade is reaffirmed, a student who questions the grade should consult his or her program director. If this does not resolve matters, the student has the right to appeal. To file a grade appeal, the student should complete a grade appeal form available from the Office of Graduate Studies. The form requires the specification of reasons for the appeal. Students must provide a copy of the course syllabus, all available graded course materials and any supporting documentation, such as the midterm, final exam and research papers.

Upon receiving a grade appeal request, the Dean will convene the indicated program’s grade appeal committee to hear the appeal. The student has the right to meet with the appeals committee. The committee has thirty calendar days to hear the appeal. The decision of the committee will be communicated in writing by the Chair of the grade appeal committee to the Dean who will inform the student, faculty, and Registrar of the decision. The decision of the committee is final.

Rationale
Recent experience with grade appeals indicates that students and faculty are unclear about whether students and instructors can or will meet with the appeals committee at some point during deliberations. To help ensure procedural justice for graduate students in the grade-appeal process, this proposal adds a statement to the appeals policy specifying that students have the right to meet with the committees considering the grade appeals, a right that they may ultimately waive.
The City University of New York

John Jay College of Criminal Justice

Program in Master of Public Administration

The following is the revised curriculum for the Advanced Certificate in Forensic Accounting.

Program Name and Degree Awarded: Advanced Certificate in Forensic Accounting

HEGIS Code: 0525

New York State Program Code: 39673

Effective Term: Fall 2018

Proposed Changes in a Degree Program

The educational goal of the Advanced Certificate in Forensic Accounting Program is to prepare students for professional careers in forensic accounting. The curriculum is designed to meet the content standards of the Association of Inspectors General and the coursework requirements of CPA 150. The student will receive the Advanced Certificate in Forensic Accounting upon completion of the Advanced Certificate as specified in the Official Program of Study, including the four required courses and any other requirements necessary to satisfy CPA 150.

The MPA-IO Specialization in Forensic Accounting now consists entirely of classes that are also in the Advanced Certificate. Therefore, it is easily possible for a student to complete the MPA-IO and the ACFA in 42 credits, unless the student has to take additional courses to meet CPA 150. Four courses from the Certificate are transferred to count as core, specialization and elective courses in the MPA-IO.

Proposed Changes

What has changed:

The MPA-IO Specialization in Forensic Accounting now consists entirely of classes that are also in the Advanced Certificate. Therefore, it is easily possible for a student to complete the MPA-IO and the ACFA in 42 credits, unless the student has to take additional courses to meet CPA 150. Four courses from the Certificate are transferred to count as core, specialization and elective courses in the MPA-IO.

Rationale for proposed changes:

Date of CGS Approval: April 10, 2018

Date of Program Approval: April 10, 2018
The educational goal of the Advanced Certificate in Forensic Accounting is to prepare students for professional careers in accounting with special focus on the investigation of fraud. The curriculum is designed to meet the content standards of the Association of Inspectors General and the coursework requirements of CPA 150. The student will receive the Advanced Certificate in Forensic Accounting upon completion of the additional requirements of the certificate as specified in the official program of study, including the four required courses, the two additional required courses within the MPA program, and any other requirements necessary to satisfy CPA 150.

Admissions and Curriculum Summary

To be admitted to the Advanced Certificate program, students must have completed 15 credits of coursework in the MPA in Inspection and Oversight program with an overall GPA of 3.2 or better.

Applicants must hold a bachelor's degree in accounting or the equivalent from an accredited college or university, including 24 undergraduate credits in accounting and 18 undergraduate credits in general business electives.

Within the certificate program, four courses that focus on accounting, with emphasis on forensic accounting aspects of professional practice are required.

Up to four of the courses from the certificate program may be transferred to satisfy requirements in the Master of Public Administration program.
Inspection and Oversight program.

- Students must complete the Forensic Accounting specialization of the MPA in Inspection and Oversight program, including several particular courses that are prerequisites or co-requisites to the certificate program.

- Each student who is admitted to the advanced certificate program will be provided an official program of study, signed by the MPA in Inspection and Oversight program director, the Advanced Certificate in Forensic Accounting director, and the Director of Graduate Admissions, specifying the student's program requirements, and specifying how the student's course of study satisfies the CPA 150 requirements.

- Students completing the advanced certificate program will have achieved, based on required certificate courses along with required prerequisite and co-requisite courses, the required accounting academic qualifications for admission to the CPA examination in New York State.

Requirements for the Certificate Program

- ACC 705 Forensic Accounting and Auditing
- ACC 710 Advanced Financial Reporting and Analysis
- ACC 715 Analytical Methods in Inspection and Oversight
- ACC 720 Advanced Auditing with Analytical Applications

Note: Two of the above courses may be transferred to the MPA Program and count toward program requirements.

ACC 710 Advanced Financial Reporting can be substituted for PAD 742, and ACC 701

Note: Analytical Methods can be substituted for PAD 747 to satisfy the Research Methods and Quantitative Skills requirement.

Note: In addition, the student must complete the Master of Public Administration in Inspection and Oversight program and the Forensic Accounting specialization of the MPA Program.
Forensic Accounting Specialization

To complete the Forensic Accounting specialization, students must include the following courses:

- ACC 702 Strategic Cost Management
- ACC 703 Advanced Taxation

Summary of Graduation Requirements

Upon successful completion of the requirements for the MPA program with the specialization in Forensic Accounting, the student graduates with the Master of Public Administration degree.

<table>
<thead>
<tr>
<th>Total credits required</th>
<th>12</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Note: The proposal should show the complete list of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

Does this change affect any other program?

Yes [X] No

If yes, what consultation has taken place?

[Blank]

[Blank]
PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for Human Rights leading to the Master of Arts Degree.

**Program Name and Degree Awarded:** Master of Arts Human Rights  
HEGIS: 2299  
NY State Program Code: 38851  
Effective term: Fall 2018

**Date of Program Approval:** 3/8/2017  
**Date of CGS approval:**

**Rationale for proposed changes:**

**Removal of GRE admission requirement:**

When the HR program was originally conceived, several master's programs at JJC required GRE scores for admission. Recently, several programs, including the CRJ MA and ICJ MA, have removed the GRE requirement and have not seen a decrease in the quality of applicants or in student success. While the HR program waived the GRE requirement for John Jay alumni and international students, this change will harmonize the requirements for all students seeking admission.

**Removal of Human Rights experience: research, internship, work, volunteer:** As some applicants may not come from undergraduate institutions with as many human rights experience opportunities as others, we would like to replace this requirement with a personal statement and writing sample. Students can explain why they want to apply to this program and demonstrate their potential for future human rights research.

**Clarification of required letters of recommendations**

The program states that letters of recommendation are required for admission but does not state the number. We would like to clarify this to two letters of recommendation, as a way to encourage a diverse pool of applicants, including those who have been away from higher education for some time.
Requirements for the Degree Program:

Admission Requirements

This program will seek students from diverse social science (and even STEM) backgrounds with an interest in human rights professional development. Admission to the program will be competitive based on the following criteria:

- Baccalaureate degree from an accredited institution (or its international equivalent)
- Undergraduate GPA of at least 3.0
- Letters of Recommendation (a minimum of two letters)
- A writing sample of 5-10 pages (of a research or analytical paper) on any social science topic

Applicants whose first language is not English and who were educated in a country where English is not the official language must submit scores for the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 550 for the paper-based test, 213 for the computer-based test, and 79-80 for the Internet-based test.

The Graduate Record Examination (GRE) is not required. However, the following is required for all applicants:

- A personal statement of approximately 500 words giving reasons for wanting to pursue graduate study
- A writing sample of 5-10 pages (of a research or analytical paper) on any social science topic

The application must be submitted online at www.jjay.cuny.edu/graduate/apply. The deadline for application is March 15 for the Fall semester or September 1 for the Spring semester.
Foreign students who are not citizens of United States of America, immigrants, or refugees. These may include holders of F (student) visas, H (temporary worker/trainee) visas, J (temporary educational exchange - visitor) visas, and M (vocational training) visas. Foreign students do not have long-term or permanent residence.

Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

Does this change affect any other programs?

Yes    No

If yes, what consultation has taken place?

Yes    No
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York

PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date submitted to the Office of Graduate Studies: 2/6/18  
Date of Program Approval: 12/16/17  
Date of CGS Approval: 4/10/18

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leigh Graham</td>
<td><a href="mailto:lgraham@jjay.cuny.edu">lgraham@jjay.cuny.edu</a></td>
<td>212-621-3757</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>MPA-PPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PAD 768</td>
</tr>
<tr>
<td>Course Title</td>
<td>Governing the Just City: Urban Policy &amp; Politics</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>Exploration of how to lead and foster a just city, beginning with an historical survey of U.S. urban policy and governance, followed by a focus on key topics for municipal leaders and stakeholders, including housing, crime, inequality, diversity, employment, education and health. Utilizes scholarship, media, and data on contemporary urban issues to familiarize students with urban policy challenges.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>None</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

Currently, MPA students take their Urban Affairs electives at Hunter College or Queens College, in their respective graduate Urban Affairs and Urban Studies programs. This graduate course enables the MPA-PPA program to more effectively prepare students for the range of urban coursework available in these departments, and gives them the scholarly foundation needed to succeed in graduate-level work in urban affairs. It also grounds the specialization more concretely in the MPA-PPA program, and in John Jay Graduate Studies, by operating as a graduate-level elective for interested students across the College. A review of graduate coursework at John Jay suggests this elective may be of interest to MPA-IO, and M.A. in Criminal Justice students, among others, with no comparable offerings in Graduate Studies. It may also be of interest to high performing undergraduates in the Urban Studies minor in Political Science, or act as a gateway course for them to matriculate in our M.P.A.-P.P.A. program in the future. An additional review of graduate coursework in urban-focused disciplines across CUNY’s senior colleges also suggests an opening for John Jay to build a specialization focused on cities and justice, in keeping with our mission and areas of expertise. This new course is foundational for curricular growth in the area of “Just Cities” (Fainstein, 2010; Marcuse et al., 2009) in the M.P.A.-P.P.A.

4. **Degree requirements satisfied by the course**: MPA-PPA elective/ Urban Affairs specialization required course

5. **Has this course been taught on an experimental basis?**

   Yes ______ No _X_____

   This course has not been offered on an experimental basis. However, Professor Leigh Graham taught PAD 739, Policy Analysis, a core MPA-PPA course, with a focus on Urban Sustainability and the 2013 NYC Mayoral race, in Fall 2013.

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

6. **Learning Outcomes:**
   a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

   The learning objectives for the course are adapted from and aligned with the competencies required of the MPA-PPA per NASPAA, our accreditation body:

   1. Students will acquire and apply the knowledge, skills and competencies of urban governance.
2. Students will understand political, economic, demographic, and geographic influences on urban policymaking.
3. Students will understand how public service values of diversity, equity, efficiency, and accountability shape urban governance and policymaking.

b. How do the course outcomes relate to the program’s outcomes?

The learning objectives for the course are adapted from and aligned with the competencies required of the MPA-PPA per NASPAA, our accreditation body. They address the knowledge and skills needed for urban governance as a specific area of public service we focus on in our program, as well as incorporate the goals and objectives that guide the overall MPA-PPA program.

c. Assessment: How will students demonstrate that they have achieved the learning outcomes of the course?

Diversity of assignments, including discussions, exams, experiential work (e.g., attending public meetings), case studies, and team exercises will enable them to practice and demonstrate that they are acquiring the expected skills, knowledge and competencies as outlined in our learning outcomes.

7. Proposed texts and supplementary readings (including ISBNs):


Supplemental readings available on the syllabus. Students are expected to access The New York Times via their free digital subscription through John Jay/CUNY. We will be using it regularly.

Library resources for this course: Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below. I met with Maureen Richards.

8. Identify and assess the adequacy of available library resources

a. Databases
John Jay has a good range of databases available for this course; CQ Researcher will be particularly helpful for analyzing policy issues. In addition, if students search databases by subject area, selecting Public Management takes them to Urban Studies Abstracts. The Environment and Sustainability subject
area is also particularly useful, as is the Current Events subject area, since we will often use media coverage of urban governance and policy issues to enrich class discussion and student learning.

b. Books, Journals and eJournals

Primary urban focused journals used on syllabus and recommended for student research listed below:

Economic Development Quarterly – published 1987 to present
  John Jay has from 2/01/1987 to present (all dates of publication)

Urban Affairs Review (until 1995 formerly called Urban Affairs Quarterly (United States) (0042-0816) John Jay has Urban Affairs Review from 1995 to present
  John Jay has Urban Affairs Quarterly from 9/1/1965 to 12/31/1994

9. Identify recommended additional library resources

Housing Policy Debate -- published 1/1/1990 to present; John Jay does not have full text access but it is indexed in Scopus, PubMed, EconLit and other John Jay abstract and index databases

Journal of the American Planning Association (JAPA) -- John Jay has access from 1/1/1988 to 18 months ago (first published in 1935)

10. Estimate the cost of recommended additional library resources (For new courses and programs):

Annual subscription to Housing Policy Debate: $647
Annual subscription to JAPA: $506

11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).

See 8a above.

12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

Yes ____ X ____ No ________________

If no, what resources will be needed? With whom have these resource needs been discussed?
13. Proposed instructors:
Leigh Graham, Assistant Professor
Elizabeth Nisbet, Assistant Professor
Heath Brown, Associate Professor

14. Other resources needed to offer this course: N/A

15. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken: N/A

16. Syllabus

   Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at: [OGS curriculum website]

   The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.

   Please see next page for sample syllabus.
Governing the Just City: Urban Policy and Politics

Leigh Graham, PhD
Assistant Professor, Urban Policy & Planning
Public Management, John Jay College
Room 53338, Haaren Hall
lgraham@jjay.cuny.edu; 212-621-3757

Office hours: By appointment, in person, via Zoom Conference, or by phone.

Course Overview

Exploration of how to lead and foster a just city, beginning with an historical survey of U.S. urban policy and governance, followed by a focus on key topics for municipal leaders and stakeholders, including housing, crime, inequality, diversity, employment, education and health. Utilizes scholarship, media, and data on contemporary urban issues to familiarize students with urban policy challenges.

This course explores how to lead and foster a just city, beginning with an historical survey of U.S. urban policy and governance, followed by a focus on key topics for municipal leaders and stakeholders, including housing, crime, inequality, diversity, employment, education and health. We will utilize scholarship, media, and data on contemporary urban issues to familiarize students with urban policy challenges, enabling you to tailor your subsequent specialization electives to your professional and scholarly interests.

II. Course Goals and Objectives

At the end of the course, students will be able to…

1. Demonstrate the knowledge, skills and competencies of urban governance.

2. Understand political, economic, demographic, and geographic influences on urban policymaking.

3. Understand how public service values of diversity, equity, efficiency, and accountability shape urban governance and policymaking.

III. Course Communications

All e-mail communication will be to your jjay e-mail accounts. You must check this account regularly to keep up with any course announcements. I will not use your gmail or other personal accounts.

We will be using the Blackboard course site for some readings, for downloading and uploading assignments, for some class exercises, and for other communications as needed.
Please be aware that I may use it to send e-mails about the course as well; they will appear in your in-box from me.

We are a diverse group of adults working together to develop your analytical and communication skills and understanding of cities. To become empathetic, ethical and effective policymakers, bureaucrats, advocates, or elected officials, you will need to be comfortable working with, working in and communicating in diverse, often highly charged political environments. **Please be respectful and courteous of your colleagues in our course discussions.** Please feel free and encouraged to draw on your personal experiences in New York City and elsewhere and in your professions when thinking about and analyzing the readings and course content. Our lived experiences are fundamental in our professional development.

IV. Required Text & Readings


Most readings not in the required text will be available digitally via Lloyd Sealy Library resources; when not available, they will be posted on Blackboard. Items on Blackboard have a (BB) following them on the syllabus.

**You must read or listen to the local and national news daily.** The NY Times is available digitally for free to any student with a CUNY address: [http://www.lib.jjay.cuny.edu/nyt](http://www.lib.jjay.cuny.edu/nyt). Please sign up for your free subscription.

*The Washington Post*, WNYC, NY1, the BBC, ProPublica, and the PBS Newshour are all reliable, quality news resources. *Gotham Gazette* and *City Limits* are both excellent websites for keeping up with politics and policy in New York City. *The Albany Times Union* is a terrific resource for politics and policy at the state level.

V. Course Requirements and Grading

**Grading Scale**

All numeric grades are translated to letter equivalents as follows: 93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 (B); 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-) 69 and below (F).

Students are expected to attend all classes on time and participate in class discussions. Absences and lateness will affect your class participation grade. You are responsible for all missed class work. Late assignments will be reduced by one third of a letter grade for each additional day late (e.g., A to an A-, A- to B+, etc.). After one week assignments will no longer be accepted without prior faculty consent. Please make sure you’re in touch with at least one other student in the course so you can stay on top of assignment deadlines, etc. Please also check the BB site and
course syllabus regularly. If you have an emergency or other difficulty that impacts the class, please see me immediately to discuss what support you might need.

**Your course grade is based on the following:**

- Class participation, incl. discussion board: 30%
- Midterm: 20%
- Public meeting observation: 25%
- Urban policy analysis report: 25%

**Students with Disabilities**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

**Statement of College Policy about Plagiarism**

**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 source
- Failing to acknowledge collaborators on homework and laboratory assignments

**Internet plagiarism** includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

*(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)*

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.
Course Outline

I. INTRODUCTION TO URBAN POLICY & GOVERNANCE

Session 1: Introductions and overview

Readings: Judd & Swanstrom, Ch. 1, “City Politics in America: An Introduction”


Choose one of the pieces from this series in Gotham Gazette, “Dissecting Mayor de Blasio’s record as he seeks re-election:”
http://www.gothamgazette.com/city/7221-dissecting-mayor-de-blasio-s-record-as-he-seeks-reelection

Assignment: Please see the discussion board for prompt.

II. HISTORY OF URBAN POLICY AND POLITICS IN THE U.S.

Session 2: The origins of U.S. urban politics: Early 20th century developments

Readings: Judd & Swanstrom, Ch. 3 & 4, “Party Machines and the Immigrants” and “The Reform Crusades”


Assignment: Please see the discussion board for prompt.

Session 3: The city in crisis: Urban policy in the mid to late 20th Century

Readings: Judd & Swanstrom, Ch. 5 & 7, “Urban Voters and the Rise of a National Democratic Majority” & “National Policy and the City/Suburban Divide”

Sugrue, T. (2014). “Crisis: Detroit and the Fate of Post-Industrial America,” in


Session 4: The city in crisis: Urban policy in the mid to late 20th century – Part II

Readings: Judd & Swanstrom, Chs. 8 & 9, “Federal Programs and the Divisive Politics of Race” and “The Rise of the Sunbelt,” pp. 201-251


Assignment: Please see the discussion board for prompt.

Session 5: The contemporary city


Assignment: Take-home midterm exam, Due [date prior to next session]

III: TOPICS IN U.S. URBAN POLICY

Session 6: Inequality structures and urban governance


Kantor and Judd, Ch. 14, “Governing the Divided City”

Smith, “Obama, Race, and Urban Policy,” Ch. 3 in DeFilippis (2016).


Assignment: Please see the discussion board for prompt.

*Public Meeting Observation Assignment distributed.*

Session 7: Housing policy in NYC I: Gentrification


Davila, Arlene. (2004.) “Empowered Culture?: Tourism, the Empowerment Zone,


Session 8: Housing policy in NYC II: Homelessness, Poverty and Affordability


Assignment: Please see the discussion board for prompt.

*Final assignment distributed.*

Session 9: Urban education and health: The costs of segregation


Session 10: Urban economic and workforce development


Assignment: Please see the discussion board for prompt.

Session 11: Crime in cities: Policing, space, and race

Readings: Newman, Oscar. (1973.) Chapters 1 and IV, “Defensible Space Principles” and “Scattered-Site Public Housing in Yonkers,” in Defensible Space. (BB)


Session 12: Immigration and Sanctuary Cities

Readings: 


Assignment: Please see the discussion board for prompt.

*Public Meeting Assignment Due.*

Session 13: Urban sustainability: Lessons from Rockaway after Superstorm Sandy

Readings: Sandy news coverage reading packet (BB)


Alliance for a Just Rebuilding. 2013. *Weathering the Storm: Rebuilding a More Resilient NYCHA Post-Sandy.* (BB)


**Skim:**

NYCHA’s Office of Recovery Website:

http://www1.nyc.gov/site/nycha/about/recovery-resiliency.page

NYC Mayor’s Office of Recovery & Resiliency Sandy Progress Reports:


**Speakers:** NYC Housing Authority, VP for Energy & Sustainability; Deputy Director for Planning, NYC Mayor’s Office of Recovery & Resilience

**Assignment:** Please see the discussion board for prompt.

**Session 14:** **Participatory Budgeting**

**Readings:** *SKIM, PP. 1-6: A People’s Budget: A Research and Evaluation Report on Participatory Budgeting in NYC.* Cycle 4: Key Research Findings. New York: Community Development Project, Urban Justice Center. (Additional pages are optional – they show demographics for PB districts.)


O’Connor, 10/23/15, “Participatory budgeting grows in NYC: Why isn’t every Council Member doing it?,” *Gotham Gazette*.

**Session 15: Policymaking in the Just City**


**Final Exam Week:** Oral presentations and submissions of urban policy analysis report.
Proposal for Excellence Funding for the Criminal Justice Master of Arts Program

Proposal for Excellence Fee
Resolved that the City University of New York adopt an Excellence Fee to be applied to all students enrolled in the Master of Arts program in Criminal Justice and its Advanced Certificate Programs, which currently include the Advanced Certificate in Criminal Investigation, the Advanced Certificate in Crime Prevention and Analysis, the Advanced Certificate in Terrorism Studies, and the Advanced Certificate in Race and Criminal Justice, and students in its BA/MA programs who have accumulated at least 120 credits. This will represent a semester increase of $125 for any student taking 3-credits, $250 for 6 credits, $375 for 9 credits, and $500 for a course load of 12 credits or more.

Rationale
John Jay College’s Master of Arts in Criminal Justice — considered to be among the top in the country in this category — and its associated advanced certificates enroll approximately 450 students, including many in the fully online program launched in fall 2016. These rigorous flagship programs admit a talented and demanding student body who require career, academic, and other student services beyond the scope of services that the college can presently support. Peer and aspirational institutions routinely provide these services. The proposed Excellence Fee will allow the college to provide the level of support students seek in a rigorous plan of study, which will bolster students’ academic achievements and further the accomplishment of their career goals in an increasingly competitive market.

Recently an academic excellence fee for the Hunter College Pre-Health Professions Post-Baccalaureate Certificate Program was approved by CUNY, providing $500 per semester per student in funding for the further development of excellent programing to support student achievement. A comparable excellence fee was approved in 2015 for John Jay’s MA program in Forensic Psychology, the MA program in Forensic Mental Health Counseling, the Postgraduate Certificate in Forensic Psychology, and the MA-JD Dual Degree Program with NY Law School.

Because the Criminal Justice graduate programs enroll numerous part-time students, we propose the following excellence fee model for each program: 3 credits = $125; 6 credits = $250; 9 credits $375, and 12 credits or more $500. The implementation of excellence fees will be consistent with all other CUNY tuition policies and New York State Law. All funds will be spent on program specific enhancements that support student achievement.
The faculty and administration agree that investment of these funds will conform to the following principles.

1. New revenue generated by the Excellence Fee will be used exclusively in the Criminal Justice MA program and Advanced Certificates administered by the program.

2. The Excellence Fee will be collected and disbursed through the College’s regular enrollment management and business systems. A separate expenditure account will be created in CUNYfirst. The College will publish an annual report that details revenues and expenditures related to the Excellence Fee.

3. The Excellence Fee will be used (1) to augment services to Criminal Justice Program MA students (e.g., dedicated career development services, advising, travel to professional conferences, etc.), and (2) to enhance the general quality of the Criminal Justice MA Program and related Advanced Certificates. Only those funds that are specifically approved by the Excellence Fee Advisory Committee (see below) will be authorized and spent, and there will be no indirect college costs, or other subtractions from the total Excellence Fees generated.

4. All students in the Criminal Justice MA Program and its Advanced Certificate Programs, and students in its BA/MA Programs who have accumulated at least 120 credits, will be eligible recipients of the benefits and services made possible by the fee.

5. The fee will enhance development of the Criminal Justice MA program and will not be used to supplant existing funding or any future funding provided to all graduate programs, the current Criminal Justice MA program, or college-wide services, including funding for College Assistant positions.

The Provost will establish an Excellence Fee Advisory Committee that will include the Dean of Graduate Studies, the MA Criminal Justice Director, one Deputy Director, two core faculty of the CRJ MA Program, the college Finance Director, and two CRJ MA students appointed by Student Council. The Committee will seek to achieve consensus. When consensus cannot be reached, the committee will make decisions by majority vote. A steering subcommittee of the Excellence Fee Advisory Committee, consisting of the CRJ MA Program Director and the Dean of Graduate Studies, shall create committee agendas. The allocated budget will be administered by the Dean of Graduate Studies who will engage in regular consultation with the Program Director. The Dean’s designee shall provide the Committee with regular receipt and expenditure updates.
## Illustrative Budget for Excellence Fee & Description: Academic Year 2018-2019

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Career Advisor HEO series Students need career advising and placement help from dedicated personnel with a background in criminal justice. Services will include the development of new externship sites, student job-hunting skills, and the development of job placement contacts and opportunities.</td>
<td>$70,000</td>
</tr>
<tr>
<td>2. Academic Advisor HEO series Students need additional academic advising from dedicated personnel who can navigate CUNY First and other College systems. Services will include helping students with plans of study, course registration, registering for the qualifying exam, certifying graduation, and articulating with other student service offices outside the program.</td>
<td>$70,000</td>
</tr>
<tr>
<td>3. Book and Software Scholarships A targeted group of courses, those with significant textbook, software, licensing or other related expenses, will receive scholarships for each student to mitigate those costs.</td>
<td>$50,000</td>
</tr>
<tr>
<td>4. Faculty Mentoring &amp; Advising Students are in need of intensive faculty mentoring, for various types of career interests, in diverse areas such as pursuing doctoral and legal studies, crime control, corrections, and other criminal justice research.</td>
<td>$35,000</td>
</tr>
<tr>
<td>5. Graduate Studies Administrative Coordinator Combined with fees from the Psychology/Counseling Excellence Fee and the MPA Differential Tuition, a HEO Administrative Coordinator, is needed in Graduate Studies to take care of combined Program business and data needs at the requests of the Program Directors.</td>
<td>$15,000</td>
</tr>
<tr>
<td>6. Career &amp; Professional In-House Workshops, External Talks, Conference Travel This will facilitate the development of specialized professional and research skills beyond coursework, from experts in the field, both at John Jay and at conferences and external workshops and professional development seminars.</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

**Total:** $250,000
MEMORANDUM

FROM: Karol V. Mason
TO: Faculty Personnel Committee
DATE: March 12, 2018
SUBJECT: Appeals process

At its December meeting, the FPC voted to retain the current appeals process through this academic year. This decision avoided changing a process that has been in place since Fall 2015 and thereby not disadvantaging candidates for reappointment and promotion who were mid-stream in the process. This decision allowed me the opportunity to work within the existing system for a year before considering changes.

While I supported retaining the current appeals process during this year, I expressed a concern regarding the practice of including non-FPC members in the appeals process. This seems inconsistent with the charter and bylaws, which assign to the Committee on Faculty Personnel the power and authority to make appointment and promotion recommendations to the President. Because some participants in the appeals process are not members of the FPC, this practice raised the concern that the FPC was acting beyond its permitted (constitutional) authority. No one, however, has been negatively impacted because every appellant has a right to appeal all FPC appeals decisions to the President for a de novo review.

To address this concern I am suggesting a solution that will formally bring those faculty members who are voted to act as members of the appeals panel into the FPC, including those currently serving on the appeals panel. This solution will resolve the concern regarding authority and will retain the current appeal rights.

The proposed language appears below. If you approve this amendment to the College bylaws, it will be presented to the Executive Committee of the College Council at its April 9th meeting, followed by a first reading by the College Council at its April 19th meeting. If no issues are raised by the College Council, this amendment will be voted on at the May 9th College Council meeting and will become effective before the end of the academic year.
There may be other issues to discuss regarding the process for considering appeals, for example who participates in each appeal. These issues do not implicate the charter and bylaws but are procedural and, if necessary, can be resolved by changes to the Faculty Personnel Process Guidelines, which were last amended effective March 1, 2017. At our April 13th meeting, we can discuss any proposed changes and those can be finalized at our meeting on May 4th.

The proposed solution would amend Article I.2 e, Committee on Faculty Personnel, to add language similar to that pertaining to the six at large members of the FPC. When acting as members of the appeals panel, faculty members would be members of the FPC, just as the at large members are members of the FPC.

The election process for the appeals panel would not change; the members would be elected by the full-time faculty, just as they are now, in accordance with the Guidelines. Thus the Appeals Panel will be comprised of 12 faculty members who are elected by the faculty to staggered three-year terms. (One-third of the panel will be up for reelection each year.) The President will decide which members of the Appeals Panel serve for each appeal.

Here is the proposed language for addition to Article I.2 e of the Bylaws.

There shall be an appeals panel whose members, when participating in appeals, shall be members of the committee. The appeals panel shall consist of twelve full-time faculty, as defined in Article I, section 3.a.i of the Charter, who are elected in a general faculty election to staggered three-year terms.
RESOLUTIONS OF THE COLLEGE COUNCIL

APRIL 19, 2018

AMENDING SECTION I.2.e OF THE BYLAWS

WHEREAS, the John Jay College Charter, Article I, Section 9.e, and the College Council Bylaws, Article I, Section 2.e, establish the Committee on Faculty Personnel (“Committee”) and mandate the Committee to receive and consider appeals, and

WHEREAS, the Committee’s Guidelines for the faculty personnel process, most recently amended effective March 1, 2017, provide in Section II.E.1 for an appeals process, which includes twelve faculty members who are not members of the Committee, and

WHEREAS, the Committee has determined that these faculty members, namely those who participate in the appeals process, should act as members of the Committee, thereby formally incorporating these faculty into the Committee when hearing appeals, and

WHEREAS, at its March 16, 2018 meeting, the Committee voted unanimously in favor of an amendment to the Bylaws that would provide for members of the appeals panel, when participating in appeals, to act as members of the Committee, and

WHEREAS, procedures pertaining to appeals will continue to be determined by the Committee and will be incorporated into the Faculty Personnel Process Guidelines, it is hereby

RESOLVED, Article I, Section 2.e of the John Jay College Council Bylaws is hereby amended to include the following language as the second paragraph of the section:

There shall be an appeals panel whose members, when participating in appeals, shall be members of the committee. The appeals panel shall consist of twelve full-time faculty, as defined in Article I, section 3.a.i of the Charter, who are elected in a general faculty election to staggered three-year terms.

And it is further

RESOLVED, the Committee is hereby authorized to take actions needed to implement this amendment, and it is further

RESOLVED, the Secretary of the John Jay College Council is hereby authorized to incorporate this amendment into the Bylaws.
MEMORANDUM

TO: UCASC and CGS
FROM: Dara N. Byrne, Dean of Undergraduate Studies
RE: Proposal to adopt Institutional Learning Goals
DATE: Tuesday, February 13, 2018

1. Rationale

Standard I of the Middle States Commission on Higher Education’s revised standards requires that an institution have “clearly stated” “institutional goals” that “focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.” While the college has taken important steps in the direction of creating institutional learning goals, it has not yet completed this task by way of formally adopting our learning goals.

2. Background

In 2006, the College adopted Principles Underlying an Integrated and Cohesive Undergraduate Curriculum at John Jay College. In 2009, the college reaffirmed these principles, with minor modifications, in Learning Outcomes for Undergraduate Education. In 2016, the former Associate Provost for Institutional Effectiveness, in collaboration with a variety of campus constituencies, began work to assemble these principles / outcomes as a uniform and assessable set of Institutional Learning Goals as required by accreditation standards set by the Middle States Commission on Higher Education.

The Institutional Learning Goals proposed below harkens to 2006 Principles as well as the 2009 Learning Outcomes in both form and content. The resonance between these documents is appropriate, since all ultimately flow from the college’s mission, and from the Essential Learning Outcomes recommended by the Association of American Colleges and Universities. Moreover, Institutional Learning Goals are typically closely linked to undergraduate learning goals and general education goals.

Updates in the proposed Institutional Learning Goals are designed to accommodate assessment and Middle States standards. For instance, Quantitative Reasoning is
disaggregated from Reasoning, Analysis, and Critical Thinking (2009) and from Scientific Reasoning (2006) to indicate both the conceptual distinctness of quantitative (as opposed to qualitative) reasoning, and to emphasize that it can and should occur across disciplines. **Creativity** is integrated with **Research, Production, and Problem Solving**, which reinforces the importance of creativity in a broader range of disciplines and courses. Research and Information literacy are disaggregated from the 2009 outcomes, and **Information Literacy** is combined with **Technological Literacy**. This corresponds to both the increased importance of information in society today, and to the fact that finding, assessing, and using information increasingly requires technological proficiency. Additionally, Middle States requires technological competence as a learning goal. Finally, **Core Values** are organized to express the college’s unique emphasis on **justice advocacy**, the **global** scope of learning, the importance of **ethics**, and the much needed ability to **collaborate** in a **society of difference**. Intellectual maturity (2009) and integrating academic and professional learning (2006) are combined and redefined as **integrated experiential learning** to correspond with language currently in use by higher education professional and accrediting organizations.

In each of these areas, the learning goals preserve the spirit of the Principles Underlying a Cohesive and Integrated Undergraduate Curriculum and the Learning Outcomes for Undergraduate Education, while adapting and updating them for John Jay College today.

3. Proposed

It is proposed that John Jay College adopt the following:

**Institutional Learning Goals**

*John Jay students will gain an advanced understanding of the issues that define at least one academic discipline or a well-defined interdisciplinary area, and will develop a broad knowledge of the humanities, social sciences, and natural sciences. Over the course of their studies, John Jay Students will learn these skills and values:*

Intellectual and Practical Skills

1. Critical Thinking
2. Quantitative Reasoning
3. Oral and Written Communication
4. Creative Research, Production, and Problem Solving
5. Technological and Information Literacy

Core Values

1. Justice Advocacy
2. Global Learning
3. Ethical Reasoning
4. Leadership and Collaboration in a Society of Difference
5. Integrated Experiential Learning

Appendices:


Appendix C: Draft Institutional Learning Goals defined and mapped to AAC&U VALUE rubrics

Appendix D: Learning Goals for Undergraduate Education (2009)

Appendix C: Draft Institutional Learning Goals defined and mapped to AAC&U VALUE rubrics

1. **Critical Thinking**
   Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
   Mapped to AAC&U Critical Thinking VALUE Rubric

2. **Quantitative Reasoning**
   The skill of Quantitative Reasoning is the ability to work with numerical data. Individuals with strong Quantitative Reasoning skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).
   Mapped to AAC&U Quantitative Literacy VALUE Rubric

3. **Oral & Written Communication**
   Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.
   Mapped to AAC&U Oral Communication + Written Communication VALUE Rubric

4. **Creative Research, Production, and Problem Solving**
   Creative research is the systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments in a way that combines or synthesizes existing ideas, images, or expertise in original ways and involves thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. The creative research process may be directed toward production or problem solving – the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.
   Mapped to AAC&U Inquiry and Analysis + Creative Thinking + Problem Solving VALUE Rubrics

5. **Technological & Information Literacy**
   Technological and Information literacy is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand, and to be able to use technology in order to find, analyze, evaluate, and present that information.
   Mapped to AAC&U Information Literacy VALUE Rubric

6. **Justice Advocacy**
   Justice Advocacy is a form of civic engagement directed at achieving a more equitable society. It requires interrogating power dynamics to detect and question inequitable
distribution of power and opportunity in institutions and societies. It demands understanding difference and diversity. It involves “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” It encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Mapped to AAC&U Civic Engagement VALUE Rubric

7. **Global Citizenship**
   Global citizenship requires the critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. To become global citizens, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world’s most pressing and enduring issues collaboratively and equitably.

Mapped to AAC&U Global Learning VALUE Rubric

8. **Ethical Reasoning**
   Ethical Reasoning involves reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students’ ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Mapped to AAC&U Ethical Reasoning VALUE Rubric

9. **Leadership & Collaboration in a Society of Difference**
   Leadership & Collaboration in a Society of Difference requires students to recognize and understand difference, and to possess the cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts, in order to support effective team behaviors (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Mapped to AAC&U Teamwork and Intercultural Knowledge/Competence VALUE Rubric

10. **Experiential Integrative Learning**
    Experiential integrative learning is defined by the understanding and disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations in communities of difference within and beyond the campus.

Mapped to AAC&U Integrative Learning VALUE Rubric
Learning Outcomes for Undergraduate Education at John Jay College of Criminal Justice (2009)

Essential Knowledge
Students will become familiar with:

- formative ideas and works of key contributors to the arts, humanities, mathematics, natural sciences, and social sciences across time and place;
- science, scientific methodologies and scientific approaches to knowledge and problem-solving;
- the mathematical skills and methods required in daily, academic, and professional life;
- the history, cultures, and social, political, and economic institutions of the United States; world history and the historical contexts of diverse arts, cultures, languages, literatures, religions, and economic and political systems;
- at least one language other than English;
- global interdependence: the impact on other parts of the world of seemingly disparate social, political, economic, cultural, and environmental phenomena;
- issues and institutions of justice around the world;
- artistic work as a form of inquiry, problem solving, and pleasure;
- the complex inter-relationships among technologies, information, and culture;
- habits and choices that create and maintain wellness and optimal physical and mental health.

Intellectual and Practical Skills

Reasoning, Analysis, and Critical Thinking: Students will

- formulate meaningful and purposeful questions;
- distinguish between evaluative and factual statements;
- gather and analyze different kinds of data (textual, aural, visual, numeric, etc.), using both quantitative and qualitative methods;
- sort, prioritize, and structure evidence;
- solve problems through evidence-based inquiry (i.e., recognizing, using, and evaluating evidence in relation to a hypothesis, theory, or principle);
- apply informal and formal logic in problem-solving, analysis, and developing arguments.

Communication: Students will

- listen effectively;
• express themselves clearly in forma of written and spoken English that are appropriate to academic and professional settings and endeavors;
• target an audience;
• work collaboratively with others;
• maintain self-awareness and critical distance in their work;
• use technologies to construct and disseminate their own knowledge and opinions;
• use common academic and workplace software applications

Research and Information Literacy: Students will
• understand how information is generated and organized;
• conduct effective Internet and database searches and find and navigate appropriate resources in print and electronic formats;
• comprehend and discuss complex material, including texts, visual images, media, and numerical data;
• critically evaluate information (textual, aural, visual, numeric, etc.) for usefulness, currency, authenticity, objectivity and bias;
• understand issues surrounding plagiarism, copyright, and intellectual property and cite sources appropriately;
• use information effectively and responsibly.

Creativity: Students will
• understand the role of the creativity in all fields of inquiry, problem solving, and expression;
• develop their own creativity.

Personal Development and Social Responsibility: Ethical practice: Students will
• articulate the ethical dimensions of personal, academic, social, economic, and political issues and choices and their implications for justice;
• use cross-cultural knowledge to explore multiple perspectives and ways of understanding;
• communicate and collaborate with people of diverse age, class, ethnicity, gender, nationality, race, religion, and sexuality.

Civic engagement: Students will
• develop the habits of introspection, personal and civic responsibility, and communication necessary for effective interaction with others;
• be informed and responsible citizens of the world.

Intellectual maturity: Students will
- persist in the face of obstacles;
- accept and navigate ambiguity and disagreement;
- cultivate self-understanding by situating one’s own experiences and perceptions in historical, cultural, and psychological contexts;
- cultivate curiosity and embrace learning as a life-long process that enriches and gives meaning to daily experience.
Principles of a Cohesive and Integrated Undergraduate Curriculum

1. The John Jay College curriculum should flow from its mission of providing an education in the liberal arts, criminal justice, and public service. The curriculum integrates arts, sciences, humanities, and professional studies.

2. When John Jay advertises and offers admission to an undergraduate student, matriculates a student into a program of study, or graduates a student from a program, it is in fulfillment of a contract with the student to provide a course of study described by the college catalogue.

3. The programs of study (curriculum) are designed to achieve specific outcomes and objectives.

4. Critical to fulfilling our mission and achieving our objectives is a well-defined, clear, and consistent curricular taxonomy, expressed through a common language.

5. John Jay strives to provide the highest quality undergraduate curriculum in part by maintaining accreditation status and meeting the standards of CUNY, NYSED, Middle States, and other discipline accreditations.

6. An integrated and cohesive design of the John Jay undergraduate curriculum weaves together five basic elements (See page 2 for further elaboration of these elements):
   a. Core Values
   b. Core Competencies
   c. Credential Definitions and Standards
   d. Discipline Based Objectives
   e. Liberal Arts and Sciences

7. John Jay’s integrated and cohesive undergraduate curriculum is realized through formal programs of study.

8. Each program of study is supported by the appropriate combination of academic and student support services.

9. To ensure that John Jay is delivering its curriculum and related support services effectively and efficiently, the institution is committed to a formal and ongoing assessment and improvement program.
The Five Basic Elements of an Integrated and Cohesive Undergraduate Curriculum at John Jay College

1. **Core Values**
   - Balance of arts, sciences, and humanities with professional studies
   - Perspective and moral judgment resulting from liberal studies
   - Awareness of the cultural, historic, economic, and political forces that shape our society
   - Understanding and appreciation of diversity in American society
   - Civic engagement
   - Personal and social growth

2. **Core Competencies**
   - Information Literacy
   - Critical Analysis and Reasoning
   - Effective Oral and Written Communication
   - Creative Problem Solving
   - Technological Competency
   - Scientific and Quantitative Reasoning

3. **Credential Guidelines**
   - Degrees
     ---Creation and application of consistent degree definitions in keeping with NYSED guidelines
   - Majors and Minors
     ---Consistency and precision in terminology
     ---Appropriate components of majors and minors
   - Honors
     ---Consistency of criteria
   - External Recognition and credentialing (e.g. honors societies)
   - Internships
   - Certificates
     ---State-registered certificate programs
     ---Departmental certificates
       - Rationalize what we offer
       - Determine issuing authority and process
       - Disseminate information to students

4. **Discipline Based Objectives**
   - Integration of liberal studies, technical skills, and professional preparation
   - Learning objectives
   - Competencies
   - Core knowledge

5. **Liberal Arts and Sciences Perspectives**
   - Provided by General Education
   - Integrated into majors and programs
   - Integrated into course design
   - Provided by electives
   - Provided by some minors
   - Provided by some majors