I. Adoption of the Agenda

II. Minutes of the February 11, 2016 College Council (attachment A), Pg. 3

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B4) - Interim Associate Provost and Dean of Undergraduate Studies, Dara Byrne

   Programs
   B1. Proposal for a New Minor in Interdisciplinary Studies, Pg. 7
   B2. Proposal to Revise the Minor in Journalism, Pg. 12

   New Course
   B3. PHI 3XX (317) Philosophy of Law in Global Perspective (JCII), Pg. 21

   Course Revision
   B4. PSC 401 Seminar in Police Problems, Pg. 38

IV. Report from the Committee on Graduate Studies (attachments C1-C2) – Associate Provost and Dean of Graduate Studies, Anne Lopes

   New Course
   C1. Creation of Faculty-Mentored Research Courses, Pg. 40

   Course Revision
   C2. Change to Existing Graduate Course: CRJ 784, Pg. 41

V. Proposed Revisions to the Procedures for Awarding Honorary Degrees (attachment D), Professor Karen Kaplowitz, President, Faculty Senate Pg. 43

VI. College Council Meeting Practices and Expectations: Report from the Executive Committee

   • Based on College Council discussion at the February 11 meeting: refreshments will be served at meetings; nametags will be provided for College Council members; photos of College Council members will be included on the website.
   • Proposed orientation for new College Council members prior to the first meeting of the academic year and appreciation reception after the last meeting of the academic year.
   • Proposed open forum meeting sponsored by the College Council on a topic to be determined.
   • Matters of attendance: excused vs unexcused absences; role of alternates.
VII. New Business

VIII. Administrative Announcements – President Travis

IX. Administrative from Faculty Senate – President Kaplowitz

X. Announcements from the Student Council – President Kabir
The College Council held its fifth meeting of the 2015-2016 academic year on Thursday, February 11, 2016. The meeting was called to order at 1:53 p.m. and the following members were present: Schevaletta Alford, Rosemary Barberet, Ellen Belcher, Warren Benton, Jane Bowers, Dara Byrne, Lynette Cook-Francis, James DiGiovanna, Artem Domashevskiy, Janice Dunham, Jennifer Dysart, Lisa Farrington, Ming Feng*, Anthony Forbez, Joel Freiser, Terry Furst, Jay Gates, Lior Gideon, John Gutierrez, Maki Haberfeld, Jay Hamilton, Faika Kabir, Karen Kaplowitz, Patricia Ketterer, Maria Kiriakova, Louis Kontos, Tom Kucharski, Anne Lopes, Yue Ma, Vincent Maiorino, Gerald Markowitz, Nancy Marshall, Roger McDonald, Mickey Melendez, Chuck Nemeth*, Naomi Nwosu, Edward Paulino, Antoan Peychev, Maria Plata, Muhammad Rehman, Belinda Rincon, Kyle Roberts, Kadeem Robinson, David Shapiro, Francis Sheehan, Carmen Solis, Charles Stone, Dante Tawfeeq, Betty Taylor*, Robert Till, Charlotte Walker Said, Rebecca Weiss, Janet Winter, and Marline Wright.


*Alternates.

I. Adoption of the Agenda

A motion was made to amend the agenda as follows: add new agenda item III, “Approval of the Members of the College Council Committees”. The motion was seconded and approved unanimously.

II. Minutes of the December 14, 2015 College Council

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

III. Approval of the Members of the College Council

A motion was made to approve the following changes to the College Council membership list:

1. Maria Plata is reinstated to the College Council as the Elected At-Large student representative.
2. Professor Gerald Markowitz replaces Professor Amy Green on College Council as the faculty representative for the Interdisciplinary Studies Department.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B12)
A motion was made to adopt course revisions B1-B3 as a slate. The motion was amended to remove B1 from the slate for separate discussion. The motion was seconded and approved unanimously.

A motion was made to adopt program revision marked “B1. Proposal to Revise the BS in Fire Science”. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked B2-B3 as a slate, “B2. Proposal to Revise the Minor in Latin American and Latina/o Studies”, and “B3. Proposal to Revise the Minor in Sustainability and Environmental Justice”. The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked B4-B6 as a slate, “B4. ART 2XX African American Art: A Visual and Cultural History”, “B5. TOX 4XX Techniques of Analytical Toxicology”, “B6. TOX 4YY Analytical & Quantitative Toxicology Laboratory”. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions B7-B12 as a slate.

A motion was made to adopt course revisions marked B7-B12:

| B7. ENG 255  | Argument Writing |
| B8. LIT 230  | Expressions of the Living Past: Reading Ancient Worlds (already CE) |
| B9. LIT 232  | Breaking with Tradition: Reading Ancient Worlds (already I&S) |
| B10. LIT 236 | Literary Perspectives on Culture & Globalization (already WC) |
| B11. MAT 242 | Calculus II |
| B12. MAT 243 | Calculus III |

The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (attachments C1-C5)

A motion was made to adopt program marked “C1. New Degree Program: Master of Arts in Human Rights.” The motion was seconded and approved unanimously.

A motion was made to adopt program marked “C2. New Dual-Degree Program: MPA-MPA in Protection Management and Public Administration.” The motion was seconded and approved unanimously.

A motion was made to adopt program marked “C3. New Advanced Certificate Program: Advanced Certificate in Health Care Inspection and Oversight.” The motion was seconded and passed unanimously.

A motion was made to adopt program revision marked “C4. Change in Degree Program: MPA-PPA – revision to the Policy Analysis specialization.” The motion was seconded and passed unanimously.

A motion was made to adopt academic standard marked “C5. Proposal to change credit requirements for full-time status for graduate student veterans at John Jay.” The motion was seconded and passed unanimously.
VI. Report from the Executive Committee of the College Council (attachments D1-D2)

D1. College Council Meeting Practices and Expectations:

The Executive Committee of the College Council is currently discussing how the College Council operates, including how it might operate more effectively. One change that the Executive Committee made effective now is to offer refreshments at College Council meetings.

The report that was included with the agenda is presented as a series of questions to discuss today. It is hoped that members will bring this discussion to their constituents and collect feedback for presentation at the March meeting. The Executive Committee will return to the College Council with any suggestions for changes for discussion at the April meeting. The College Council could consider any such suggestions at its May meeting, with plans for implementation during the next academic year:

1. Communication
   a. It was suggested that an electronic database of College Council members be created, complete with photos and email addresses (similar to Facebook) to enhance communication between members and the college community.
   b. It was suggested posting a public link to the agenda on the John Jay home page in order to get more input regarding matters before the College Council.
   c. Following a suggestion that the agenda be sent in electronic form, it was pointed out that electronic versions of the agenda are now distributed. There was some discussion regarding the relative benefits of paper versus electronic copies of the agenda. It was suggested that the agenda be placed on the drop down screen behind the chair’s table. The Executive Committee will consider ways to present agendas at Council meetings.
   d. It was suggested creating a non-public “wiki” to solicit items for the agenda or share ideas amongst students, faculty and administration. It was pointed out that the agenda might then include items that would otherwise not be considered.

2. The Agenda
   a. There was discussion regarding whether the College Council should continue voting on and approving the proposals and items submitted by the College Council committees. Speakers pointed out the history of changing rules permitting the committees to cast the final vote regarding committee proposals. It was suggested that the Council is a check and balance on the committees, consisting of students, faculty and administrators. The students have a comparatively small voice on the committees and a major voice on the College Council and the voting practice should be continued, it was argued.
   b. It was suggested that UCASC and CGS have already extensively vetted and voted on the proposals that are presented to the College Council. Some members suggested that the committees should include a summary of conflicts or issues that may have been brought up during the vetting process, including how the committee voted on the respective issues.
   c. It was suggested that the committees have specific perspectives that are different from the broader interests of the college and one speaker cautioned against the College Council receiving information about
conflicts that occurred within the committees. This practice could jeopardize the Council’s perspective.

d. A speaker suggested that College advertising campaigns be brought to the Council for discussion.

3. Attendance and Quorum
   a. It was pointed out that this matter was discussed within the Faculty Senate. There was no support within the Senate for assigned seats.
   b. Votes must be recorded so we must know who is in attendance at the meetings. Perhaps the smaller group (‘for’ or ‘against’) can stand so their votes are noted. Members suggested that a seating chart could be created for meetings.
   c. In the past, members were asked to tell their departments not to schedule meetings when the College Council meets. Perhaps this can be reinforced again.
   d. It was recommended ending the meetings at exactly 2:50pm so that all members are part of the discussions.

4. Schedule and Frequency of Meetings
   a. One speaker noted that community hour is a good time to schedule meetings because it forces the body to get the job done within this time frame.

D2. Proposed College Council Calendar for 2016-2017

This is the proposed College Council Calendar which will be finalized when the CUNY Board of Trustees meeting dates are confirmed for Spring 2017.

The meeting was adjourned at 3:00 p.m.
March 31, 2015

To: UCASC (Undergraduate Curriculum and Academic Standards Committee)
From: Richard Haw, Chair of the Department of Interdisciplinary Studies

Re: New Minor in Interdisciplinary Studies

Proposal to Create a New Minor in Interdisciplinary Studies

The Department of Interdisciplinary Studies proposes the creation of a Minor in Interdisciplinary Studies that will serve students who wish to study and research topics that span multiple disciplines. This minor will build on the strengths of the department’s current offerings by providing a more structured and scaffolded curriculum that makes explicit the interdisciplinary approaches that inform our courses.

Background and Rationale
For over forty years, Interdisciplinary Studies has provided a rigorous and supportive learning community for John Jay students. Our department’s emphasis on pedagogy, student skills, experiential learning, and critical thinking prepares students to succeed in their majors, in graduate and professional studies, and in their careers. Our courses address complex topics, incorporating issues such as race, class, gender, inequality, and ethics. Classes are interactive, and field trips, internships, and other experiential learning activities provide opportunities to further students’ intellectual reach and to test new knowledge in real-world settings. Students develop critical thinking and skills in speaking, listening, writing, and information technology through individual and collaborative projects in and outside the classroom. This minor is designed to benefit students by structuring their experience of Interdisciplinary Studies courses while offering the freedom to explore interdisciplinary coursework of their choosing.

I am attaching the proposal for the new Minor in Interdisciplinary Studies and am available to answer any questions that arise.

Thank you and best regards,

Richard

Richard Haw
Chair, Interdisciplinary Studies Program
Coordinator, CUNY BA program
John Jay College of Criminal Justice
524 West 59th Street
New York, NY 10019
rhaw@jjay.cuny.edu

Approved by UCASC, Jan 29, to College Council, March 10, 2016
John Jay College of Criminal Justice
The City University of New York
College Curriculum Committee

New Minor Proposal Form*

1. **Department(s) proposing this minor:** Interdisciplinary Studies

2. **Name of minor:** Minor in Interdisciplinary Studies

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 field of Interdisciplinary Studies recognizes that we live in a complex and interrelated world. This minor introduces students to the practices of interdisciplinarity: using critical methods and bodies of knowledge from multiple disciplines to understand real-world issues and problems. A sophisticated comprehension of serious topics – such as sexual violence, mass incarceration, poverty, racial and economic inequality, environmental degradation, technological change, epidemics, or global migration, for example – requires analysis of dimensions that include the cultural, historical, political, psychological, social, gender, and economic. Through a pedagogy centered on active learning, students in the Minor in Interdisciplinary Studies develop critical thinking and analytical skills that prepare them to tackle the difficult topics and advanced work required in law and graduate schools and high-level careers.

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

   - Students will read, write, and communicate orally in response to a wide variety of disciplinary and interdisciplinary texts.
   - Students will analyze and synthesize ideas and information from multiple disciplinary sources and perspectives.
   - Students will identify, articulate, and reflect upon theoretical and methodological differences among disciplines across the arts, humanities, and sciences.
   - Students will select and apply appropriate tools from two or more disciplines to significant questions, issues, or problems that would benefit from interdisciplinary analysis.
   - Students will construct knowledge together and collaborate effectively and respectfully.

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?):
Supreme Court Justice Sonia Sotomayor recently declared—at John Jay’s own convocation, no less—that “no one field is enough” to comprehend and solve “the problems of the modern world. You need [instead] to approach problems from multiple disciplines.” Although the College has strong interdisciplinary majors and minors that address specific content areas, the Minor in Interdisciplinary Studies fills a gap in the undergraduate curriculum through a course of study that pursues interdisciplinarity as a distinct methodology.

For over forty years, Interdisciplinary Studies has provided a rigorous and supportive learning community for John Jay students. Our courses are co-taught by professors from different academic and professional backgrounds. The topics addressed are complex, incorporating issues such as race, class, gender, inequality, and ethics. Classes are interactive. Field trips, internships, and other experiential learning activities provide opportunities to further students’ intellectual reach and to test new knowledge in real-world settings. Students develop critical thinking and skills in speaking, listening, writing, and information technology through individual and collaborative projects in and outside the classroom.

The Minor in Interdisciplinary Studies builds on the strengths of IS’s current offerings by providing a more structured and scaffolded curriculum that makes explicit the interdisciplinary approaches that inform IS courses. In the required introductory course, students will gain an overview of the interdisciplinary approach and discuss how disciplines overlap and differ; the 300-level requirement allows students to develop their understanding over time. The analytical and communication capabilities acquired in the Minor complement the disciplinary specialization students develop in their majors. Moreover, IS’s emphasis on pedagogy, student skills, experiential learning, and critical thinking prepares students to succeed in their majors, in graduate and professional studies, and in their careers.

### 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 One. Required Courses

ISP 1XX Interdisciplinary Perspectives on the Past

**Credits: 3**

#### Part Two. Electives

*Select five courses from the 200- and 300-level. At least one course must be at or above the 300-level.*

(Students who have completed at least one semester (9 credits) in the IS Freshman Program may apply one ISP 100-level course toward this requirement).

The following list is illustrative and not exhaustive:

- ISP 211 Revolutions
- ISP 224 Constructions of Difference in the USA
- ISP 235 Apples and Oranges: Form and Meaning in the Arts
- ISP 236 Truth and Creativity
- ISP 248 Getting Even: Forgiveness and Revenge
- ISP 255 Technology and Culture
- ISP 264 Remembering and Forgetting in Public and Private
- ISP 265 Life and Evolution
- ISP 273 The Stories We Tell
ISP 3XX Interdisciplinary Methodologies
ISP 321 Moral, Legal, and Ethical Dilemmas that Shape the USA
ISP 322 Troublemakers, Gadflies, and Whistleblowers in the Struggle for Justice in America
ISP 334 Sex, Gender, and Justice in Global Perspective
ISP 335 Violence in the Pursuit of Justice
ISP 336 Just Intentions: International Humanitarianism
ISP 390/1 Vera Fellows Seminar
ISP 392/3 Internship

7. Administration of the minor:

   a. Name, location, phone number, and email address of the minor advisor (to be used in college publications): Professor Amy S. Green, agreen@jjay.cuny.edu

   b. Requirements for admission and/or completion of the minor if any (i.e. GPA, course grades, deadlines, etc.): None

8. Statement on expected enrollment and resources required:

   Expected enrollment: first year, 10 students; we hope to have 30 students within five years.

9. Evaluate the library resources available to support this minor (paragraph form, please include the names of specific resources as appropriate)

   A productive conversation with Ellen Sexton about library resources revealed that they are more than adequate to support the IS minor. Several titles have been requested for purchase, listed below. In addition, library and faculty visits were identified as a promising resource to explore in the future.

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


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

No specific additional facilities are needed.

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

The Minor in Interdisciplinary Studies joins the College’s existing interdisciplinary majors and minors, such as Africana Studies, Gender Studies, Human Rights, Humanities and Justice, Latin American and Latina/o Studies, and Sustainability and Environmental Justice. While these area-studies programs emphasize a body of content, the Minor in Interdisciplinary Studies invites students to look at interdisciplinarity as a methodology in itself.

The Department of Interdisciplinary Studies has consulted with all the above named minors and has ascertained that there is no significant curriculum overlap, and no opposition to the Minor in Interdisciplinary Studies. We also consulted with several long-standing Humanities and Justice faculty members, none of whom raised any objections to the proposal.

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

Professor Richard Haw (rhaw@jjay.cuny.edu)

Provide the meeting date at which the departmental curriculum committee has approved this proposal. **Meeting date:** January 11, 2016
To:
Katherine Killoran, Executive Academic Director
Scott Stoddard, Associate Provost and Dean of Undergraduate Studies

From:
Assistant Prof. Alexa Capeloto (English), Associate Prof. Kathleen Collins (Library), Assistant
Prof. Lyell Davies (English) and Associate Prof. Devin Harner (English)

Re: Revision of the Journalism Minor

Introduction
The following is a proposal to revise the Journalism Minor and reintroduce it as the Digital Media
and Journalism Minor (DMJ) with updated program learning objectives, an updated course list
and curricular map. We propose these changes in acknowledgement of the importance of digital
media literacy, analysis and production skills for students in the contemporary job market and in
society in general.

Contrary to the existing Journalism Minor, which offers a linked and linear course path that often
constricts students, Digital Media and Journalism would offer a wider and more flexible set of
courses drawn from what we already offer in film, writing, design, photography and journalism,
with information and digital literacy threaded throughout the curriculum. This would be a truly
interdisciplinary minor that would focus on the study and production of converged media, with a
strong practicum component in which students create a wide variety of digital content.

Journalism as a discipline and a profession has changed drastically in the early years of the
21st century thanks to digital technology. Whereas mass communication was once organized
around a standardized production structure mediated by ordained senders (professional
journalists at newspapers, television and other legacy outlets), the Internet and social media
have made potential journalists of us all. Our current students are of a generation that has
known no differently. In fact digital media production has already become an essential part of
their lives as they use Facebook, Instagram, Snapchat and other platforms. They need
instruction on how to harness those abilities and use them for legitimately journalistic purposes.

Journal of Communication, 1, 238-266.


Approved by UCASC, Dec 18, 2015, to College Council, Feb 11, 2016
While we conceived the Journalism Minor within this framework -- the Minor was approved and enacted in 2011 -- the landscape continues to evolve at such a pace that what was standard five years ago is now outdated. Twitter has become even more fundamental to communication, necessitating training for aspiring journalists in real-time coverage, information curation, social media promotion, and online identity cultivation. Student newspapers have gravitated more toward web coverage than print coverage, prompting student media advisers to direct student editors toward training in WordPress, digital video/audio production and other attendant skills. And these are just two evolutions, chronicled at just this moment.

To be more flexible, current and relevant, we need a curricular structure and set of courses that are also more flexible, current and relevant.

What follows is a point-by-point list of the changes to the Minor.

Program Title
“Journalism” as a program title would change to “Digital Media and Journalism.” This change reflects the larger scope of the program, which in addition to journalism would include instruction on website production, video production, digital photography and graphic design. With one glance at the title, students would know they will learn not just about journalistic work but about studying, navigating and producing content across a variety of media with special emphasis on digital.

Program Description
The following is the existing description of the Journalism Minor:

Asking the right questions -- Condensing complex information -- Writing for an audience -- these are the core skills of a journalist. The Journalism Minor will provide knowledge and experience in these areas, while also introducing students to the emerging tools of the journalistic trade in the 21st century and the media’s vital but complicated role as a public service in a democratic society. The minor will sharpen critical thinking skills, information literacy, and the ability to write for a public stage. It will engage students with the news of the day, expose the inner workings of the media and communications professions, analyze the freedoms and limitations of the American press, allow for hands-on experiences in new media, and provide a space where students create and publish their own journalistic work. For students interested in graduate study in journalism, or in a communications-focused career, the minor provides an ideal educational and vocational foundation. For others, it offers a chance to develop skills and insights that will serve them well across the professional spectrum.

The following is the proposed description for the Digital Media and Journalism Minor:

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.

**Program Learning Objectives**
The following are the existing learning objectives for the Journalism Minor:

In this program students will:

1) Develop an understanding of how the media functions in society historically, theoretically and practically.

2) Learn how newspapers and online content delivery systems are structured, and how news value, medium, audience, bias and other factors shape stories.

3) Practice and master the rules specific to journalistic writing, including journalistic attribution, AP style and grammar, the aim for objectivity, nut graphs, leads and copy editing.

4) Hone research methods in a journalism-specific manner by learning to access public records, conduct background research, identify legitimate sources, adopt sound interviewing techniques, work with sources fairly and ethically, and understand the basics of libel law.

5) Work as news gatherers, editors and page designers in order to get a sense of real-world deadlines, production and collaboration, resulting in published student work in *The John Jay Sentinel*, while also learning the basic skills of creating and editing video, digital audio, slideshows, blogging and other forms of online media.

The following are proposed learning objectives for the Digital Media and Journalism Minor:

In this program students will develop:

1) Research Skills: Identify, evaluate and effectively use legitimate information from a range of sources.

2) Knowledge Acquisition: Understand the structures and conventions that shape mass communication in the Digital Age.

3) Analytical Skills: Analyze and assess a variety of contemporary media forms in their social, cultural, and political contexts.

4) Critical Thinking Skills: Compare and critique various media with a focus on how messages are shaped in order to inform and influence audiences.

5) Writing and Production Skills: Conceive, create, publish and promote a variety of media for different audiences.

The current objectives must be updated for three reasons. First, they hew closely to the existing curricular path, which as detailed further below, would need to change under the new Minor. Second, the existing objectives (and the curriculum) skew heavily toward the elements of a traditional yet now outdated journalism education program, including lessons on Associated Press Style, nut graphs and newspaper content delivery systems. Third, the objectives are overly detailed and prescriptive, and not in keeping with the flexible, multi-directional program we envision.
The proposed objectives are more streamlined than the existing objectives. They are broader in scope, reflecting the flexibility students would have in choosing their curricular path within the program, yet specific enough to prescribe certain assignments and objectives in the Minor’s two required courses (ENG 131 and ENG 233) and other classes.

Please see the DMJ Curriculum Map for further detail about how each course helps fulfill one or more of the proposed program’s learning objectives.

Curriculum
The existing Journalism Minor requires at least 18 credits for completion and is structured as follows:

PART ONE: Required Courses  (Subtotal: 15 credits)
ENG 230: Journalism in the 21st Century (3 credits, pre-req ENG 201)
ENG 233: News Reporting and Writing (4 credits, pre-req ENG 201)
ENG 334: Intermediate Reporting and Writing (4 credits, pre-req ENG 233)
ENG 336: Digital Journalism (4 credits, pre-req ENG 334)

PART TWO: Electives  (Subtotal: 3 credits)
Choose one
COM 213: The Impact of Mass Media on the Administration of Justice
LIT 284: Film and Society (when offered as documentary film)
SOC 201: Urban Sociology (The Study of City Life)
SOC 222: Crime, Media and Public Opinion
SPE 240/ENG 242: Contemporary Media in Everyday Life
Independent Study: Either a John Jay Sentinel editorship, a journalism-related internship, or a capstone project encompassing one long-form journalism piece.

The following is the proposed curricular structure for the Digital Media and Journalism Minor, also requiring 18-19 credits for completion (depending on elective selections):

PART ONE: Required Courses  (Subtotal: 7 credits)$^3$
ENG 131: Self, Media and Society (3 credits)
ENG 233: News Reporting and Writing (4 credits, pre-req ENG 201)

PART TWO: Electives  (Subtotal: 11-12 credits)
Choose three or four. At least one must be a 300-level course.
ART 113: Digital Photography I (3 credits)
ART 125: Graphic Design (3 credits)
ART 213: Digital Photography 2 (3 credits, pre-reqs ENG 101 and ART 113)

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$^3$ Please note that under the proposed curriculum, ENG 230: Journalism in the 21st Century would no longer be offered. This is because the course is too similar to ENG 131: Self, Media and Society and ENG 242: Contemporary Media in Everyday Life, to continue as a separate course. The migration of 131 and 242 from the Theater and Communication Arts department to the English department rendered ENG 230 a redundancy.
COM 213: The Impact of Mass Media on the Administration of Justice (3 credits, pre-reqs ENG 101, and SPE 113 or COM 113)
ENG 242: Contemporary Media in Everyday Life (3 credits, pre-req ENG 101)
ENG 245: Creative Nonfiction (3 credits, pre-req ENG 101)
ENG 261: Digital Video Production (4 credits, pre-req ENG 101)
ENG 334: Intermediate Reporting and Writing (4 credits, pre-req ENG 201, ENG 131)
ENG 336: Digital Journalism (4 credits, pre-req ENG 201, ENG 131)
ENG 389: Journ Editorship (3 credits, I.S. for one semester of Sentinel editorship, pre-req ENG 233)
HUM 378: Internship Course (3 credits, internship must be approved by Minor coordinator)
LIT 329: Documentary Film and Media (3 credits, pre-reqs ENG 201 and LIT 106 or ENG 131)
SOC 222: Crime, Media and Public Opinion (3 credits, ENG 101 and SOC 101)

The existing Journalism Minor is hyper-structured and linear in its trajectory. While this has fostered an effective educational experience for several students, it has often left others in the lurch. If, for example, they need ENG 334 but the class is not offered at a time they can take it, they have few other options for continuing in the Minor. If they need Digital Journalism to complete the Minor but the class is not offered that semester (it is typically offered once a year), they either don’t complete the Minor or the coordinators have to substitute another course. The coordinators, Devin Harner and Alexa Capeloto, often have had to perform logistical somersaults with course substitutions and independent studies in order to ensure students complete the Minor, which threatens their successful acquisition of the program learning objectives.

The proposed structure of the Digital Media and Journalism Minor is less linear and more under the control of individual students, in keeping with the philosophical foundation and practical application of the CUNY Pathways general education system. In the proposed program, as you can see above, students would be required to take two courses, ENG 131 and ENG 233, but then could complete the minor with any arrangement of the courses listed under “Electives.” If, for example, a student has a particular interest in visual media, he or she could finish the Minor with Digital Video Production, Digital Photography I and II, and Documentary Film and Media. If the student wants to stay with writing, building on the skills learned in ENG 233, he or she could continue with Creative Nonfiction, Intermediate Reporting and Writing, and Digital Journalism. If the student prefers a path focused more on theory and analysis, he or she could continue with Contemporary Media in Everyday Life, The Impact of Mass Media on the Administration of Justice, and Crime, Media and Public Opinion or any combination thereof, if the student prefers a multidisciplinary, multimodal curriculum.

If and when other departments add courses that emphasize the study and/or practice of digital media, we will assess whether to add those courses as DMJ electives. We also will emphasize advisement with each student, as a more flexible curricular path necessitates closer attention to the choices each Minor makes. With three co-coordinators running the program (Profs. Capeloto, Davies and Harner), this should be achievable even as the number of Minors grows.
Assessment

Any Minor, whether new or revised, should have a concrete Outcomes Assessment plan in place at the outset. The existing Journalism Minor has a Curriculum Map and a four-year assessment cycle, with each year dedicated to one of the four required courses. The proposed DMJ Minor also has a curriculum map in order to connect each course with one or more of the program learning objectives, and coordinators would assess at least one course per semester, starting with the required courses of ENG 131 and ENG 233. We propose a four-year cycle for DMJ as well, structured as follows:

Year 1: ENG 131 (Fall and Spring)
Year 2: ENG 233 (Fall and Spring)
Year 3: Two electives, one inside the English Department and one outside (one per semester)
Year 4: Two electives, one inside the English Department and one outside (one per semester)

We propose repeating assessment for the required courses across two semesters because as we have learned with the Journalism Minor, it helps to identify possible gaps in learning during fall assessment, then immediately implement assignments or goals the following semester and conduct assessment again to discern whether the gaps have been addressed. ENG 131 and ENG 233 are the only courses that all Minors will take and the gateways to the rest of the program. Examining the learning in these two courses is critical and requires assessment, reflection, implementation of changes and assessment again.

In Years 3 and 4, we would revert to a more traditional cycle of assessing a rotation of courses from one semester to the next, with an English class during one semester and an external course during the other semester. Assessing courses outside the DMJ program and the department will be more challenging, as we have little say in prescribing assignments that might address gaps in learning vis-a-vis the DMJ program’s objectives. That’s why the choice of external course for assessment will depend on which courses are scheduled that semester, how many DMJ Minors are in those courses, and the instructor’s willingness to share the work of those students for the assessment process.

Conclusion

This proposal conveys the program-level changes we would like to make to the Journalism Minor. We strongly believe the revised minor better meets the needs of students who are immersed in media and information in the 21st Century, and who need a more flexible path than what Journalism currently offers. We already have the curricular infrastructure and faculty in place to support this program. We hope you will agree and approve the revision so that the Journalism Minor becomes the Digital Media and Journalism Minor.
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<tr>
<th>Learning Objective 1</th>
<th>Learning Objective 2</th>
<th>Learning Objective 3</th>
<th>Learning Objective 4</th>
<th>Learning Objective 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM LEARNING OBJECTIVES</strong></td>
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<tr>
<td>Research skills: Identify, evaluate and effectively use legitimate information from a range of media sources.</td>
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<tr>
<td>Knowledge acquisition: Understand the structures and conventions that shape mass communication in the Digital Age.</td>
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<tr>
<td>Analytical skills: Analyze and assess a variety of contemporary media forms in their social, cultural, and political contexts.</td>
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<tr>
<td>Critical Thinking skills: Compare and critique various media with a focus on how messages are shaped in order to inform and influence audiences.</td>
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<tr>
<td>Writing and production skills: Conceive, create, publish and promote a variety of media for different audiences.</td>
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<table>
<thead>
<tr>
<th>COURSE LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENG 131: Self, Media and Society (required)</strong></td>
</tr>
<tr>
<td>Students will gather, analyze, and critically assess evidence and information from a variety of sources and points of view, including broadcast media, online sites, primary research, etc.</td>
</tr>
<tr>
<td>Students will be able to identify and apply the fundamental concepts and methods used in the disciplines of media studies.</td>
</tr>
<tr>
<td>Students will have an understanding of how media communication impacts social justice and an individual's place in a local, national, and global world, and an understanding how scholarly research can be applied in their everyday lives.</td>
</tr>
<tr>
<td>Students will gather, analyze, and critically assess evidence and information from a variety of sources and points of view, including broadcast media, online sites, primary research, etc.</td>
</tr>
<tr>
<td>Students will produce well-reasoned written and oral arguments using evidence to support their conclusions; these activities will include, group and individual oral presentations, blog-based writing assignments, and other media-based communication activities.</td>
</tr>
</tbody>
</table>

| **ENG 233: News Reporting and Writing (required)** |
| Demonstrate a familiarity with current events through news quizzes and class discussion. |
| Learn and practice the basics of sound interviewing, quote selection and background research. |
| Learn and practice the process of determining what makes a story, and ethical decision-making as reporters. |
| Develop an awareness of legal and ethical considerations in journalism and write copy that is generally free of error, bias or libel. |
| Learn and practice the skills of writing content for possible publication in the student newspaper. |

| **ENG 242: Contemporary Media in Everyday Life** |
| Demonstrate competency in a variety of research methodologies that can be employed to study the impact of digital media on everyday life, culture, communication, and expression. |
| Demonstrate an understanding of the role contemporary digital media devices, infrastructure, policies, and usage play in the formation of self, real and virtual communities, nation, culture, and globalization; including an understanding of the role of digital media communication in advocacy, empowerment, creative, and justice-driven agendas. |
| Possess a well-practiced ability to analyze a variety of contemporary media forms in their local, regional, and global contexts. |
| Demonstrate an ability to author high-quality digital content that is appropriate to a professional setting, on a variety of media platforms, employing written, visual, oral, and moving image elements. Create template and content for professional blog. Use a variety of media platforms to advocate for something. |

<p>| <strong>ENG 261: Digital Video Production</strong> |
| Demonstrate an ability to use a range of digital video making approaches and genres to examine, document, or creatively interpret aspects of the social and cultural world around us. |
| Demonstrate an understanding of the technical and process-based knowledge needed for nonfiction video making: cinematography; sound recording; lighting; computer based editing using professional software; and the ethics and techniques of documentary interviewing. Employ terminology appropriate to a professional media workplace, and clerical skills appropriate to file management and archiving of digital media content. |
| Apply media literacy principles to an understanding of how a variety of genres of nonfiction media communicate a message to viewers, to influence their knowledge, opinions, or emotions. |
| Create professional quality, creative digital videos that engage viewers and communicate an intended message. Gain proficiency in the hands-on and process-based skills needed for successful video making from pre-production to post-production and distribution. Collaborate with peers, while applying profession workplace practices to the completion of shared projects. Create a short 'informational' or &quot;advocacy&quot; video, or &quot;electronic news release.&quot; |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Objectives</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 245:</td>
<td>Creative Nonfiction</td>
<td>Recognize the rhetorical dimensions of all writing, and respond with appropriate formats, structure, organization, vocabulary, tone, formality, and sources; Recognize the value of &quot;writing to learn&quot;: to discover, discuss, and critique their own ideas, to use writing to understand discipline-specific terms and concepts, and to critically evaluate those terms and concepts.</td>
<td>Recognize the value of &quot;writing to learn&quot;: to discover, discuss, and critique their own ideas, to use writing to understand discipline-specific terms and concepts, and to critically evaluate those terms and concepts.</td>
</tr>
<tr>
<td>ENG 334:</td>
<td>Intermediate Reporting and</td>
<td>Demonstrate a familiarity with current events through class discussion, and a knowledge base around a chosen &quot;beat.&quot;</td>
<td>Articulate a coherent thesis or purpose in their writing and support it with evidence and argumentation appropriate to a given discipline and/or audience.</td>
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<td></td>
<td>Writing</td>
<td>Demonstrate a familiarity with public records access and review, interview techniques for investigative or enterprise stories, and advanced web-based research.</td>
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<tr>
<td>LIT 329:</td>
<td>Documentary Film and Media</td>
<td>Demonstrate an understanding of the boundaries that exist between fiction and nonfiction media; acquired the skills needed to critically examine the categories 'fiction' and 'nonfiction'.</td>
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<td>Demonstrate an understanding of the various historical trends and theoretical approaches that have defined documentary film/media making over the last 100-years. Understand the connections between nonfiction media and social and scientific discourses of truth, objectivity, social progress, and visual evidence, and understand how nonfiction media serve to establish our societal truths and realities.</td>
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<tr>
<td>ENG 336:</td>
<td>Digital Journalism</td>
<td>Curate quotes and facts for digital presentation.</td>
<td>Learn and practice the process of what makes an online story, and ethical decision-making as digital journalists.</td>
</tr>
<tr>
<td>COM 213:</td>
<td>The Impact of Mass Media on</td>
<td>Examination of the role of the media—TV, radio, newspapers, and magazines—on the administration of justice.</td>
<td>Learn and practice the skills of producing blogs, digital audio and video, photo slideshows and other forms of online media.</td>
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<td>the Administration of Justice</td>
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<tr>
<td>SOC 222:</td>
<td>Crime, Media and Public</td>
<td>Examine international, interdisciplinary scholarship from a range of empirical and theoretical perspectives that address the relationship between crime, media and public opinion in an evolving media landscape.</td>
<td>Develop critical thinking skills both about the course materials and the messages they encounter through the media.</td>
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<td></td>
<td>Opinion</td>
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<tr>
<td>ART 113:</td>
<td>Digital Photography I</td>
<td>Develop points of view that are supported by research both online and in books.</td>
<td>Acquire and demonstrate a basic understanding of the principles of composition, lighting, Photoshop and camera operation for artistic output.</td>
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<td>Develop an introductory knowledge of concepts from history and theory of photography, which include the development of the medium since its inception to nowadays.</td>
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<tr>
<td>Course</td>
<td>Overview</td>
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<tr>
<td>ART 213: Digital Photography 2</td>
<td>Students' artistic output should reflect their exposure to artworks and concepts during the semester. This course connects image making with a direct interaction with the world around through both its material qualities as well as its social and philosophical implications.</td>
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<tr>
<td>ART 125: Graphic Design</td>
<td>This class will examine some of the principles of lighting for photography, such as 3 point lighting and the use of the pop-up flash.</td>
<td>Listens, observes, analyzes and adapts visual, oral, and written communications in a variety of situations and cultural contexts for a variety of audiences. Express themselves clearly in both verbal and visual languages, and work collaboratively through in-class group activities and critiques of the artwork made by others.</td>
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</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted 4/17/15, rvasd 1/20/16

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 PHILosophy

   b. Name and contact information of proposer(s) CATHERINE KEMP

      Email address(es) ckemp@jjay.cuny.edu
      Phone number(s) 212-237-8908/646-842-1796

2. a. Title of the course Philosophy of Law in Global Perspective

   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in SIMS) Phil of Law in Global Persp

   c. Level of this course 100 Level 200 Level X 300 Level 400 Level

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

   The course requires reading and discussion of and written work focused on legal theory and philosophical theories of law. Students will need to be familiar with college-level reading and writing to support the work for the course: in particular, students will need to have some exposure to academic English and be able to process sentences, paragraphs and descriptions as well as arguments in academic texts. Students will need to have some experience writing expository prose for academic contexts, and to have received individual feedback on their efforts in this area.

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

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.)

   Philosophy of Law courses are staples of regular undergraduate philosophy department curricula nationwide. While John Jay offers many law-related courses, it does not have a course that extends the inquiry and analysis developed in a traditional Philosophy of Law course, or a

Approved by UCASC, Jan 29, to College Council, March 10, 2016
course that develops this inquiry in the context of global and especially post-colonial issues of the nature and identification of law.

The existing LAW 301(Jurisprudence) course introduces students to the varieties of legal theory familiar to law faculties and relied on by legal scholars in discussions of particular legal issues of all kinds, including “civil disobedience, the role of courts, "non-victim" crimes, and the relationship of the police to the rule of law” as well as “disobedience, the nature of the judicial process, and the relations between law and personal morality.” Contemporary legal theory (Critical Legal Studies/Postmodernism, Critical Race Theory, GLBT Legal Theory, Feminist Legal Theory, Law and Economics, Legal Positivism, Law and Literature, Legal Pragmatism) in many cases has roots in traditional philosophical material (notably natural law theory and legal positivism), and LAW 301 introduces students to those roots in its application of contemporary legal theory to legal and sociolegal issues in the US, especially issues arising under the criminal law and in the relation between law and society.

By contrast, traditional Philosophy of Law courses focus on questions about the nature of law, including the history of the treatment of these questions in the western philosophical tradition. The questions are developed in natural law theory, classical common law theory, legal positivism, and interpretivism by means of sustained reflection on the nature of law. The course proposed raises these questions in natural law theory, classical common law theory, legal positivism, and interpretivism and develops the traditional philosophical material in the context of global and post-colonial contexts in which identification of law is urgent and philosophically compelling. John Jay students, with the College’s traditional focus, are often concerned in their studies with legal and socio-legal questions as well as issues surrounding particular legal arrangements and cultures, would benefit not only by the existing course in Jurisprudence taught by the Law and Police Science faculty but also by an introduction of traditional questions in the Philosophy of Law in a global context taught by the Philosophy faculty. The proposed course provides students with a foundation for all other theoretical discussions of law in any discipline.

The course satisfies curricular requirements for Part Two: Ethics and Values of the Philosophy Major in its presentation and treatment of issues of justice that are “crucial to contemporary legal, political, and public policy debates” (Bulletin 2014-15, p. 155).

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.)

This course asks the big philosophical question about the nature of law—what is it? Students will consider problems of the nature and identification of law in post-colonial, post-revolutionary, traditional, customary, and international contexts. The course will introduce particular problems drawn from struggles for justice in jurisdictions around the globe, and then look at how philosophers and legal theorists have tried to answer the what-is-law question in these contexts. Critical perspectives on the nature and identification of law will emerge from inquiry into problems arising in particular jurisdictions. Issues with the identification of law
may be drawn from jurisdictions in the Americas, Asia, Africa, and Europe, and theoretical perspectives may vary by semester.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

   ENG 102/201.

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): Spring 2015
   b. Teacher(s): Catherine Kemp, Kyoo Lee
   c. Enrollment(s): 14
   d. Prerequisites(s): ENG 102/201

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 develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world by examining particular problems of the nature and identification of law drawn from jurisdictions across the globe.
   • Students will be able to analyze philosophical questions about law arising out of the conflict and coexistence among different sources of law as these have shaped particular cultures and societies.
   • Students will differentiate the perspectives of natural law theory, classical common law theory, positivism, and interpretivism, among others, in order to evaluate solutions to the problem of the nature and identification of law in global contexts.
   • Students will be able to explain a specific philosophical theory of law.
   • Students will be able to explain a particular issue of the nature and identification of law.
   • Students will be able to recognize and to construct arguments about the nature and identification of law in a specific global context.

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)

**Philosophy Major, Part Two: Ethics and Value Theory:** additional option to satisfy requirement.

**Philosophy Minor:** Part II: Any course at the 300 level or higher (elective).

**Justice Studies Major/Minor:** Elective.

Dear Cathy,

It certainly looks like it could become one of the electives for HJS. (…..) cheers, Dr. David P.D. Munns,” Justice Studies Coordinator.

10a. **Will this course be part of JJ’s general education program?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

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

**College Option:**

<table>
<thead>
<tr>
<th>Justice core 100-level: Justice &amp; the Individual</th>
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<tbody>
<tr>
<td>Justice core 300-level: Struggle for Justice &amp; Equality in U.S.</td>
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<tr>
<td>Justice core 300-level: Justice in Global Perspective</td>
<td>X</td>
</tr>
<tr>
<td>Learning from the Past</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
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</table>

10b. Please explain why this course should be part of the selected area.

This course should be part of the College Option Justice Core II: Justice in Global Perspective because it requires students to develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in conflicts arising out of questions about the nature and identification of law in jurisdictions throughout the world. The course analyzes how issues of the nature and identification of law in struggles for justice have shaped societies and cultures around the world. The course requires students to differentiate and deploy the multiple perspectives of natural law theory, common law theory, legal positivism and legal interpretivism in order to address issues of the nature and identification of law arising out of these struggles.

The course is especially well-suited to the College-Option Justice Core II: Justice in Global Perspective because it serves as both a re-encounter with the questions of justice raised in the 100 level Justice Core courses and, as the one area required of all transfer students, as a
place of orientation to the mission of John Jay for students new to the college. I have taught a
version of this course at four public universities in twenty years, including a very successful
experiment section at John Jay in Spring 2015. It is particularly effective for general education
students because its interdisciplinary subject matter is accessible to students in all kinds of
programs. Any necessary philosophical background is easily conveyed in the course of the
semester, and nearly everyone starts at zero when it comes to legal theory. Political science
students come in knowing about the US Constitution and about some interpretive questions;
philosophy students come in knowing perhaps a bit about natural law; sociology students bring
a sense of the relationship between societies and the arrangements that order them, but
everyone has to learn the legal theory together. The course appeals to students who are
interested in or thinking about law school, so enrollments are invariably quite robust (even
during this period of declining law school matriculation nationally), and the presence of the
course in the curriculum as a way to fill a general education requirement is invariably a draw for
students considering prospective colleges.

10c. If yes, frequency and number of sections to be offered for General Education:

Every semester __X__   Number of sections: _1-3_
Fall semesters only _____   Number of sections: _____
Spring semesters only _____   Number of sections: _____

11. How will you assess student learning?

Direct assessment of student assignments. For example:

**Outcome:** Students will be able to analyze philosophical questions about law arising out of the conflict and coexistence among different sources of law as these have shaped particular cultures and societies.

**Assignment:** First Position Paper (Should the Americans of 1817 accept Bentham's proposal?)

*Scaffolding for this assignment under this objective takes place in the in-class writing assignments of weeks 2-3 (see sample syllabus).

**Outcome:** Students will develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world by examining particular problems of the nature and identification of law drawn from jurisdictions across the globe.

**Assignment:** Second Position Paper (For one of the articles assigned in weeks 4-7 (Quarmyne, Powles, Tamanaha, OR Weisbrot), what are the pros and cons of Bentham's codification proposal for resolution of the problem of the identification of law for the jurisdiction discussed in the article you selected?

*Scaffolding for this assignment under this objective takes place in the in-class writing assignments of weeks 2-3 (see sample syllabus).
**Outcome:** Students will differentiate the perspectives of natural law theory, classical common law theory, positivism, and interpretivism, among others, in order to evaluate solutions to the problem of the nature and identification of law in global contexts.

**Assignment:** Fourth Position Paper (Which is best? Hart’s “wider” or “narrower” concept of law (Hart, p. 209)?)

**Outcome:** Students will be able to explain a particular issue of the nature and identification of law.

**Assignment:** Final Oral Examination over position paper of student’s choice

*Scaffolding for this assignment under this objective takes place in the in-class oral presentations of weeks 6 & 9 (see sample syllabus).

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

   Yes _X_  No ___

   • If yes, please state the librarian’s name _Ellen Sexton_  
   • Are there adequate resources in the library to support students’ work in the course 
      Yes _X_  No ________

   • Will your students be expected to use any of the following library resources? Check all that apply.

      ➢ The library catalog, CUNY+ _X_  
      ➢ EBSCOhost Academic Search Complete _X_  
      ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _X_  
      ➢ LexisNexis Academic _X_  
      ➢ Criminal Justice Abstracts _X_  
      ➢ PsycINFO _____  
      ➢ Sociological Abstracts _X_  
      ➢ JSTOR _X_  
      ➢ SCOPUS _X_  
      ➢ Westlaw Campus _X_  
      ➢ Other (please name) __Hein Online, Loeb Digital Classical Library___

13. **Syllabus** Attach a sample syllabus for this course, based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/ModelSyllabus.pdf](http://www.jjay.cuny.edu/ModelSyllabus.pdf)

14. Date of **Department curriculum committee** approval ____April 17, 2015__________

15. **Faculty** – Who will be assigned to teach this course? Catherine Kemp, Kyoo Lee, others as needed.
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?

_____ No  
___X__ 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.

This course is related to courses offered in the Criminal Justice and Law and Police Science departments, notably LAW 301 Jurisprudence. Evan Mandery, chair of the Criminal Justice department, and Maria Haberfeld, chair of the Law and Police Science department, reviewed the course proposal materials. The existing LAW 301 (Jurisprudence) course introduces students to the varieties of legal theory familiar to law faculties and relied on by legal scholars in discussions of particular legal issues in its application of contemporary legal theory to legal and sociolegal issues in the US, especially issues arising under the criminal law and in the relation between law and society. By contrast, the proposed course raises the philosophical question of the nature and identification of law in the context of global and post-colonial contexts and addresses these questions from the perspectives of the philosophical traditions of natural law theory, classical common law theory, legal positivism, and interpretivism.

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

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

After review by department faculty and chairs, the proposal underwent revisions to reflect the relationship to and distinction from LAW 301 (above, under #3 Rational). Both the Criminal Justice and the Law and Police Science department representatives have written to express support for the course proposed.

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:

Professor Jonathan Jacobs

____________________________________________________________________________

Name of Chair giving approval, Proposer’s Department
# John Jay General Education College Option
## Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>PHI 3XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Philosophy of Law in Global Perspective</td>
</tr>
<tr>
<td>Department or Program</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>Prerequisites</td>
<td>ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>ENG 102/201.</td>
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</tbody>
</table>

### Course Description
This course asks the big philosophical question about the nature of law—what is it? Students will consider problems of the nature and identification of law in post-colonial, post-revolutionary, traditional, customary, and international contexts. The course will introduce particular problems drawn from struggles for justice in jurisdictions around the globe, and then look at how philosophers and legal theorists have tried to answer the what-is-law question in these contexts. Critical perspectives on the nature and identification of law will emerge from inquiry into problems arising in particular jurisdictions. Issues with the identification of law may be drawn from jurisdictions in the Americas, Asia, Africa, and Europe, and theoretical perspectives may vary by semester.

### Sample Syllabus
Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

- [ ] current course
- [x] revision of current course
- [ ] a new course being proposed

## John Jay College Option Location

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

### Justice Core
- [ ] Justice & the Individual (100-level)
- [ ] Struggle for Justice & Inequality in U.S. (300-level)
- [x] Justice in Global Perspective (300-level)
- [ ] Learning from the Past
- [ ] Communication

## 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>I. Justice Core II: Justice in Global Perspective</th>
<th>Please explain how your course meets these learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world</td>
</tr>
<tr>
<td>Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world by examining particular problems of the nature and identification of law drawn from jurisdictions across the globe.</td>
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<tr>
<td>Students will complete three in-class low-stakes writing assignments in which they will in Week 1 summarize Bentham's criteria for distinguishing real from fictional law, in Week 2 summarize Bentham's argument that the Americans should abandon the common law received from England during the colonial period and replace it with a newly-drafted code, and in Week 3 summarize the pros and cons of Bentham's proposal for the post-revolutionary Americans. Students will write a position paper (1250-2000 words, due in Week 8) in which they select one of the articles (covered in Weeks 4-7) presenting a specific post-colonial legal culture’s struggle with a diversity of sources of law and with the identification of law in the struggle for justice and indicate the the pros and cons of Bentham's codification proposal for resolution of the problem of the identification of law for the jurisdiction discussed in the article selected.</td>
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<tr>
<td>Student performance will be assessed, for example, in terms of whether the student makes an argument about an issue of the identification of law in a specific culture or society that relies on a criterion that recognizes traditional law as one source of law among many in a particular jurisdiction (Better than Good Enough), the student makes an argument about an issue of the identification of law in a specific culture or society that relies on more than one criterion for the identification of law (Good Enough), or the student makes an argument about an issue of the identification of law...</td>
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</table>
law in a specific culture or society that relies on only one criterion for the identification of law (Not Good Enough).

Be able to analyze philosophical questions about law arising out of the conflict and coexistence among different sources of law as these have shaped particular cultures and societies.

Students will complete three in-class low-stakes writing assignments in which they will in Week 1 summarize Bentham’s criteria for distinguishing real from fictional law, in Week 2 summarize Bentham’s argument that the Americans should abandon the common law received from England during the colonial period and replace it with a newly-drafted code, and in Week 3 summarize the pros and cons of Bentham’s proposal for the post-revolutionary Americans. Students will write a position paper (1250-2000 words, due in Week 5) in which they decide whether the Americans should accept Bentham’s proposal or not.

Student performance will be assessed, for example, in terms of whether the student makes an argument for the solution of the conflict and coexistence of different sources of law that relies on more than one criterion for the identification of law (Better than Good Enough), the student makes an argument for the solution of the conflict and coexistence of different sources of law that relies on one one criterion for the identification of law (Good Enough), or the student merely summarizes Bentham’s argument (Not Good Enough).

differentiate the perspectives of natural law theory, classical common law theory, positivism, and interpretivism, among others, in order to evaluate solutions to the problem of the nature and identification of law in global contexts.

Students will write a position paper (1250-2000 words, due in Week 15) in which they decide which is best: Hart’s “wider” or “narrower” concept of law, in light of the primary and secondary materials presenting legal theory in

- Analyze how struggles for justice have shaped societies and cultures throughout the world

- Differentiate multiple perspectives on the same subject
<table>
<thead>
<tr>
<th>Weeks 9-15.</th>
</tr>
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<tr>
<td>Student performance will be assessed, for example, in terms of whether the student provides an argument that addresses agreement and objections developed from the perspective of four or more theories of law (<em>Better than Good Enough</em>), the student provides an argument that addresses agreement and objections from the perspective of more than one theory of law (<em>Good Enough</em>), merely summarizes Hart and one or more theories of law (<em>Not Good Enough</em>).</td>
</tr>
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PHILOSOPHY OF LAW IN GLOBAL PERSPECTIVE

College name and address: John Jay College 524 West 59th St NB 8.63.23 New York NY 10019
Course title and section: Syllabus for Philosophy 3xx-01
Professor’s name: Catherine Kemp
Office location: NB 8.63.14
Contact hours: TTh 1:30-2:30, 7-8p, and by appointment
Phone: 212-237-8908
E-mail address: ckemp@jjay.cuny.edu

Course description

This course asks the big philosophical question about the nature of law—what is it? Students will consider problems of the nature and identification of law in post-colonial, post-revolutionary, traditional, customary, and international contexts. The course will introduce particular problems drawn from struggles for justice in jurisdictions around the globe, and then look at how philosophers and legal theorists have tried to answer the what-is-law question in these contexts. Critical perspectives on the nature and identification of law will emerge from inquiry into problems arising in particular jurisdictions. Issues with the identification of law may be drawn from jurisdictions in the Americas, Asia, Africa, and Europe, and theoretical perspectives may vary by semester.

Learning outcomes

- Students will develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world by examining particular problems of the nature and identification of law drawn from jurisdictions across the globe.
- Students will be able to analyze philosophical questions about law arising out of the conflict and coexistence among different sources of law as these have shaped particular cultures and societies.
- Students will differentiate the perspectives of natural law theory, classical common law theory, positivism, and interpretivism, among others, in order to evaluate solutions to the problem of the nature and identification of law in global contexts.
- Students will be able to explain a specific philosophical theory of law.
- Students will be able to explain a particular issue of the nature and identification of law.
- Students will be able to recognize and to construct arguments about the nature and identification of law in a specific global context.

Course pre-requisites or co-requisites: ENG 102/201 and any 200-level philosophy course.

Requirements / Your course policies

1. If you turn an assignment in late, you will lose credit on that assignment depending on how late it is:
   - Late papers: 1 letter grade per day late.
2. Come to class, and come on time. Be prepared to remain seated for the duration of class, except in emergencies. During regular class meetings, you may leave communication devices on ONLY in SILENT mode. **You MAY NOT talk, e-mail, message, surf, or play games on these or any other devices during class.** I will require students who disrupt class to leave for that meeting.

3. The instructor reserves the right to alter the syllabus during the semester.

4. 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.” Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed.*, City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

5. John Jay College Plagiarism Policy

- “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/6S4.php).*

**Required Texts**


**Grading**

Your grade for this course will be based on (1) attendance and participation (20%), (2) 4 position papers (15% each for 60%), and (3) An oral exam to be conducted during our final exam period (20%). Students are limited to 3 unexcused absences during the semester. For policies governing grades in the course please see the “Course Policies” on the last page of this syllabus.

1. **Attendance and participation:** Attendance is required. **You are permitted 3 unexcused absences for the semester.** Participation includes preparation for and attention during class, responses when called on, in-class writing, oral presentation, or other work, respect for and listening to fellow students, etc. I deduct percentage points for texting/unrelated device activity, tardiness, walking in and out of class, talking during class etc.

2. **Position Papers:** Over the course of the semester everyone will write **FOUR** position papers. Students will prepare for writing position papers in a series of in-class writing assignments early in the semester.
Guidelines for format and submission of these papers are posted on Blackboard. Papers shall answer the question listed in the assignment and offer an argument based on the materials assigned in class to support the answer given to the question. Please review the materials under the Content folder “How to Write Philosophy Papers” before you begin. Papers shall run between 1250-2000 words (this is approximately 5-8 pages double-spaced, 12 point font, 1 inch margins). Citations to texts assigned in class in parentheses in the text: no notes or bibliography, and NO external research permitted of any sort WHATEVER. YOU MUST DO YOUR OWN WORK for these papers. **Late papers lose 1 letter grade per day late** **No extensions available for explications**

**Position Paper Assignments** for the four position papers: each assignment consists either of a question or a choice, to which the paper must provide (a) an answer or a decision and (b) an argument to support that answer or decision.

**First Position Paper:** Should the Americans of 1817 accept Bentham's proposal? (You must answer YES or NO and provide an argument based on evidence in the Friedman and Bentham materials.

**Second Position Paper:** First, select ONE of the articles assigned in weeks (4-7) (Quarmyne, Powles, Tamanaha, OR Weisbrot). Second, for the article you select, what are the pros and cons of Bentham's codification proposal for resolution of the problem of the identification of law for the jurisdiction discussed in the article you selected? BE SPECIFIC. Your focus will depend on which article you select and the issues of the identification of law it raises.

**Third Position Paper:** For the English common law in England of the 17th and 18th centuries as we see it in Thompson and Postema, argue YES or NO as a response to Bentham's proposal for the common law of England as he frames it for the US citizens on pages 483-484 of his letter to them.

**Fourth Position Paper:** Which is best? Hart’s “wider” or “narrower” concept of law (Hart, p. 209)? Your argument should anticipate and address agreement and disagreement with your answer from the perspectives of natural law theory, classical common law theory, American Legal Formalism, American Legal Realism, and Tamanaha’s Legal Pluralism.

3. **Oral Exam:** During our final exam period, everyone will (a) present and defend the argument of one of the four position papers (student’s choice) in response to questions from the instructor and from fellow students and (b) formulate and present questions extemporaneously in a class participation setting directed at the presentations of fellow students. Students will prepare for the presentation of arguments and oral defense, as well as the formulation of questions in response, during a series of in-class oral presentations during the semester.

**Course calendar**

**Week 1 (1/26/15) What is law? Three Traditional Answers and the Global Crisis of the Identification of Law**


Approved by UCASC, Jan 29, to College Council, March 10, 2016
Week 2 (2/02/15) **Identity Crisis: Real Law vs. Fictional Law in the Post-colonial United States**

T: Jeremy Bentham, *Papers on Codification*: Bentham to President James Madison, October 1811 [R].
**In-class writing: summarize Bentham’s criteria for distinguishing real from fictional law**
**In-class writing: summarize Bentham’s argument that the Americans should abandon the common law received from England during the colonial period and replace it with a newly-drafted code.**

Week 3 (2/09/15) **Identity Crisis: Real Law Comes in A Code (Bentham’s Proposal)**

T: Bentham to “The Citizens of the Several American United States,” July 1817 [R].
**In-class writing: summarize the pros and cons of Bentham’s proposal for the post-revolutionary Americans**

Th: *NO CLASS MEETING—college holiday.*

Week 4 (2/16/15) **Identity Crisis: Too Many Sources of Law in Post-colonial Settings**

T: HAL 65-79 [R].
**In-class writing: for the Americans of 1817, decide whether to accept or reject Bentham’s proposal and present an argument to support your decision**

Week 5 (2/23/15) **Identity Crisis: Formal vs. Informal Law**

T: Quarmyne 483-92. **First Position Paper due**

Week 6 (3/02/15) **The Common Law as a Source of Law in Post-colonial Settings**

Th: Powles 116-130 & 134-35. **In-class [unannounced] oral presentation: present the case for or against Bentham’s proposal for resolution of the issue of the identification of the law governing witchcraft prosecutions in West Africa**

Week 7 (3/09/15) **Identity Crisis: Customary Law and Constitutions in Post-colonial Settings**


Week 8 (3/16/15) **Common Law, Custom, and Customary Law in Pre-colonial England**
Th: Thompson 126-43 & 159-75 **Second Position Paper due**

Week 9 (3/23/15) Classical Common Law Theory

T: Thompson 175-84.
Th: Gerald Postema, “Elements of Classical Common Law Theory” in Bentham and the Common Law Tradition [R]. **In-class [unannounced] oral presentation: present the case for or against Bentham’s proposal for resolution of the issue of the identification of the law in pre-colonial England, answer questions from the instructor and fellow students, and formulate questions for fellow students**

Week 10 (3/30/15) Natural Law and the Common Law as Human Positive Law


Week 11 (4/13/15) Identity Crisis: Reception of the Common Law in Post-revolutionary US

T: American Legal Formalism: HAL 463-74 & the Codification Movement: HAL 302-308.
Th: Legal Realism: Karl Llewellyn, The Bramble Bush (excerpt) & Oliver Wendell Holmes, Jr., “Codes, and the Arrangement of the Law” and “The Path of the Law” (excerpts) [R].

Week 12 (4/20/15) Identity Crisis Solved? Legal Positivism and a General Theory of Law

Th: Hart 44-61. Austin’s model of law as coercive orders.

Week 13 (4/27/15)

T: Hart 79-99. Rules, the distinction between primary and secondary rules, internal and external aspects.
Th: Hart 100-10. The rule of recognition and legal validity. **In-class writing: strengths and weaknesses of Hart’s account of law for the particular**

Week 14 (5/04/15)

Th: Hart 200-212. Law and justice, the wider and narrower concepts of law, law and morality.

Week 15 (5/11/15) Identity Crisis Revived: Legal Positivism and Legal Pluralism

T: Tamanaha, “What is Law?” (Chapter 3, A Social Theory of Law, forthcoming 2016) [R].
Th: Tamanaha “What is Law?” continued. Conclusions. **Fourth Position Paper due**

**FINAL EXAM PERIOD MAY 21, 2015 6:15-8:15 P.M.
ORAL EXAMINATION AND QUESTION PERIOD**
**College wide policies for undergraduate courses** (see the *Undergraduate Bulletin*, Chapter IV Academic Standards)

A. **Incomplete Grade Policy**
B. **Extra Work During the Semester**
C. **Americans with Disabilities Act (ADA) Policies**

Sample syllabus statement: “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.”

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

**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.

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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, see Chapter IV Academic Standards

**Plagiarism detection software** - the College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. If you will be using any plagiarism detection software in your course, you must state it on the syllabus.
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 24, 2015

1. Name of Department or Program: Law, Police Science and Criminal Justice Administration

2. Contact information of proposer(s):
   Name(s): Prof. Heath Grant
   Email(s): hgrant@jjay.cuny.edu
   Phone number(s): 212-393-6377

3. Current number and title of course: PSC 401 – Seminar in Police Problems

4. Current course description:

   An analysis of the major police problems from the viewpoints of both the administrator and the line operations officer.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 201, senior standing and majoring in Criminal Justice or Police Studies

5. Describe the nature of the revision (what are you changing?):

   The current course offers students an exposure to contemporary police problems from operational standpoints. The revised course will continue to offer students this unique perspective, but within the framework of a capstone course that ensures all core themes of the major are tied together in a meaningful way.

6. Rationale for the proposed change(s):

   The goal is to create a capstone experience that is directly linked to current challenges being faced in police supervision and management in the field. Understanding police problems remains key to understanding the dynamic between the state and the citizenry. Effective policing requires constant change and innovation, particularly in an era in which police issues dominate public discussion and even protest. Because so many PSC students aspire to careers
in law enforcement, and those who enter law enforcement may be promoted to positions of supervision and management, this capstone course prepares them for practical and policy challenges by bringing together all that they have learned at John Jay.

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

a. Revised course description:

The capstone seminar in police problems applies theories learned throughout the major to practical street-based law enforcement. Students critically apply theories and evidence-based best practices learned in the major to contemporary challenges in urban policing and crime prevention including, but not limited to, police culture, patrol methods, the war on drugs, corruption, “broken windows”, use of force, race, police/community relations, and terrorism.

b. Revised course title: Capstone Seminar in Police Problems

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): Capstone Sem in Police Prob

d. Revised learning outcomes. Students will:

- Analyze the contemporary and historical issues surrounding particular police problems.
- Apply various theories of crime control, human relations and organization in a given context to resolve particular police problems
- Analyze major police problems from the viewpoints of both the administrator and the line operations officer.

e. Revised assignments and activities related to revised outcomes:

By making this seminar into a capstone, a field research component has been incorporated in which, as a class, students collect ethnographic research in the field pertaining to specific police problems such as perceptions of police legitimacy, community perceptions of crime problems and police performance, etc. They are asked to prepare policy briefs at the end of the semester based upon the data collected during the semester.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 201, PSC 255, senior standing

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: LPS Curriculum Committee – March, 2015

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
   Dr. Rick Curtis, Interim Chair, LPS Department
Office of Graduate Studies  
Proposal for Establishing Numbers for Graduate Faculty-Mentored Research Courses

<table>
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<th>Program Name</th>
<th>Multiple</th>
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| Course Prefix & Number | ACC 797  
                            CRJ 800  
                            FCM 798  
                            FOS 798  
                            ICJ 798  
                            PAD 797  
                            PMT 797  
                            PSY 798  
                            SEC 798 |
| Course Title | Faculty-Mentored Research in [discipline/program] |
| Catalog Description | A Faculty-Mentored Research Course is a 3-credit course for which a minimum of three (3) students have registered and which is taught by a full-time faculty member. Students may be engaged in individual research projects or a single research project, and must be conducting this research under the guidance and direction of the faculty member teaching the course. These may be major thesis projects, fieldwork projects, or faculty-research projects in which students are research assistants. |
| Pre- and/or Corequisites (specify which are pre, co, or both) | Permission of instructor |
| Credits | 3 |
| Contact Hours (per week) | 3 |
| Workload Credit | 1.5 |
| Effective Date | Fall 2016 |

**Rationale:** The updated college policy on independent studies effective August 27, 2015 introduced Faculty-Mentored Research courses. These 3-credit courses permit a minimum of 3 students to engage in individual or group research under the guidance of a full-time faculty member. Faculty teaching mentored research courses receive 1.5 workload credits.

This proposal creates permanent graduate-level numbers for Faculty Mentored Research courses for the graduate programs to schedule non-experimentally when appropriate. These courses will be assigned 798 numbers except where that number has already been dedicated. These courses will satisfy elective-credit requirements for their respective programs.
CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at rmecks@jjay.cuny.edu.

Date Submitted to the Office of Graduate Studies: 2/8/16
Date of Program Approval: 2/3/16
Date of CGS Approval: 2/10/16

1. Contact information of proposer(s):

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<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
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<tr>
<td>Avram Bornstein</td>
<td><a href="mailto:abornstein@jjay.cuny.edu">abornstein@jjay.cuny.edu</a></td>
<td>X8287</td>
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2. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.

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<td>CRJ MA</td>
<td>CRJ 784 Organized and Transnational Crime</td>
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<td>CRJ 784 Organized and Transnational Crime</td>
<td>CRJ 784 Organized Crime</td>
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<td>Students will become familiar with the language, issues and methods of organized crime as well as the responses that officials can undertake in combating it. Explores definitional and theoretical questions along with history and the businesses—both past and present—of American organized crime as well as more recent forms of transnational crime. Also examines the connection between organized crime and terrorism.</td>
<td>Students will become familiar with the language, issues and methods of organized crime as well as the responses that officials can undertake in combating it. Explores definitional and theoretical questions along with history and the businesses—both past and present—of American organized crime as well as organized crimes in other countries. Also examines the connection between organized crime and terrorism.</td>
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<td><strong>Description</strong></td>
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<td><strong>Effective Term</strong></td>
<td>Fall 2016</td>
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Rev. Spring 2014
Office of Graduate Studies
3. **Rationale for the proposed change(s):** The ICJ MA Program has created a new course on Transnational Crime. The small changes in this description are meant to reduce overlap with that new course.

**NOTE:** After consultation with the MPA-IO program, this course will also satisfy an elective requirement for the Organizational Assessment and Monitoring specialization of the MPA-Inspection and Oversight program.

4. **Enrollment in past semesters:** 22

5. **Does this change affect other programs?**

   _____ No   ___X___ Yes

   If yes, what consultation has taken place?

   This change was requested by the ICJ MA Program.
To: The College Council

From: The Faculty Senate

February 15, 2016

This proposal is to amend John Jay Procedure’s for Awarding Honorary Degrees by deleting the word(s) that are crossed out and by adding the words that are underlined and to make these changes retroactive to 2013.

The Faculty Senate unanimously approved these proposed revisions at its February 4, 2016, meeting. These revisions were proposed by the College’s Committee on Honorary Degrees, which has unanimously approved the proposed revisions.

The Procedure for Awarding Honorary Degrees was first proposed by the Faculty Senate and approved by the College Council in 1989; it was subsequently revised by the Faculty Senate and the College Council in 2009 and 2010.

The College Council is being asked to both make these revisions and to make them retroactive to 2013.

John Jay College Procedure for Awarding Honorary Degrees

Honorary degrees shall be awarded in accordance with the City University of New York Bylaws and the Guidelines of the Board of Trustees. The procedure shall be as follows:

1. Any member of the John Jay community may nominate a person for an honorary degree. To be valid, nominations for honorary degrees must be received by the Committee on Honorary Degrees by a date established and publicized to the College community by the Committee.

2. a. The Committee on Honorary Degrees shall consist of seven tenured full-time members of the faculty, who hold the rank of assistant, associate, full, or distinguished professor,
and who are nominated by, but not restricted to, members of the Faculty Senate and who are elected by the full-time faculty in a mail ballot to serve three-year terms. Members of the Committee may stand for election to additional three-year terms, upon nomination by the Faculty Senate. The counting of ballots shall be conducted by the Committee on Faculty Elections.

b. The members of the Committee on Honorary Degrees shall elect the chairperson of the Committee, for a two-year term, from among the members of the Committee. The Chair may be elected by the Committee for additional 2-year terms.

3. The Committee on Honorary Degrees shall examine, on a confidential basis and, except for the chairperson of the Committee, without knowledge of the identity of the nominators, the credentials of nominees for honorary degrees and shall recommend, in a timely fashion, worthy candidates to the Faculty Senate.

4. The Faculty Senate shall meet in closed session, which shall be open only to members of the Faculty Senate and any guest(s) invited by the Senate or its Executive Committee, to consider the candidates recommended by the Committee. After confidential deliberation, and without knowledge of the identity of the nominators, the Faculty Senate shall vote on the proposed candidates and shall forward the names of those candidates who have been approved for an honorary degree by a three-quarters affirmative vote of those members of the Faculty Senate present and voting to the President of the College for his or her approval and transmission to the Chancellor and the Board of Trustees for their approval.

5. If the number of honorary degree candidates approved by the Faculty Senate exceeds the number of honorary degrees that the CUNY Board of Trustees permits be granted at an academic convocation or commencement ceremony, then the Faculty Senate shall vote by secret ballot to rank order the approved candidates and shall transmit its recommendations to the President.

6. It shall be the responsibility of the President of the College, or of his or her designee, to inform forthwith each candidate approved by the Faculty Senate and by the President to receive an honorary degree that he or she has been so selected. In addition, the President of the College, or designee, shall inform the candidate that the conferral of the honorary degree is conditional on the approval of the CUNY Chancellor and of the CUNY Board of Trustees and that it is also conditional on the candidate’s attendance at the commencement or convocation ceremony at which the award is to be conferred, which is a requirement of the CUNY Board of Trustees.

7. If a candidate approved by the Faculty Senate and informed by the President of the College agrees to accept the honorary degree but is unable to attend the commencement ceremony or convocation, then the invitation shall be extended by the President of the College until the following commencement or convocation, but such an extension shall be for a maximum of two three years.
8. **Candidates approved by the Faculty Senate and by the President of the College may be invited by the President to receive an honorary degree for a period of up to three years from the date of Faculty Senate approval. In this way, there can be established and maintained a queue of approved candidates which can facilitate the process, given the demanding schedules of such highly meritorious individuals.**

8.9. An invitation or an extension of an invitation to receive an honorary degree shall be rescinded if the Faculty Senate, in consultation with the Committee on Honorary Degrees, or the President of the College, in consultation with the Faculty Senate and the Committee on Honorary Degrees, determines that this is in the best interests of the College. Similarly, a candidate who has been approved but who has not yet been invited may be removed from the queue by the same process as the one described above.

9.10. The Faculty Senate shall recommend to the President of the College which candidate or candidates shall be invited to speak at the commencement or convocation ceremony, although it shall be the right of the President to make the final decision as to who shall be the speaker(s).

10.11. The awarding of honorary degrees shall accord with the principles of pluralism and diversity to which the University is committed.

________________________________________________________________________

Faculty - definition: Faculty, for the purposes of this Procedure, comprises those full-time members of the faculty who hold the rank of distinguished professor; professor; associate professor; assistant professor; instructor; lecturer; distinguished lecturer.

**Rationale:**

The College usually does not have a firm date for May/June commencement until four or five months prior to the event. Until the date of commencement is known, candidates for an honorary degree cannot be invited to receive this honor because the CUNY Board of Trustees requires that honorary degree recipients attend commencement in order to receive the degree. Because these individuals are highly accomplished and extremely busy people, often in great demand professionally, an invitation four or five months prior to commencement is often too short a time period for an affirmative reply to be given. That is why it is essential that a queue of approved candidates be maintained for three years; in this way, the President of the College has options if candidates have prior commitments and these individuals can then be invited again when they are available.