COLLEGE COUNCIL
AGENDA
& ATTACHMENTS
THURSDAY, NOVEMBER 9, 2017
I. Adoption of the Agenda

II. Minutes of the October 11, 2017 College Council (attachment A), Pg. 3

III. Election of the Secretary to the College Council

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1 - B14) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

   New Courses

   B1. ANT 3XX (327) Writing for a Multi-cultural World: Ethnographic Writing, Pg. 5

   Course Revisions

   B2. ACC 308 Auditing, Pg. 15
   B3. CRJ 255 Computer Applications in Criminal Justice, Pg. 17
   B4. GEN 205 Gender and Justice, Pg. 19
   B5. GEN/HIS 364 History of Gender and Sexuality: Prehistory to 1650, Pg. 21
   B6. ISP 100-level Course Prerequisite Bulk Request (ISP 101,110,112,134,145,147,160), Pg. 23
   B7. PSC 216 Crime Mapping Pg. 24
   B8. SEC 378 Security Management Internship, Pg. 26
   B9. SOC 210/ANT 210/ PSY 210 Sex and Culture, Pg. 28
   B10. SOC 251 Sociology of Human Rights, Pg. 29
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   B13. SOC 327 Advanced Sociological Methodology, Pg. 35
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V. Report from the Committee on Graduate Studies (attachment C1 - C9) – Interim Dean of Graduate Studies, Avram Bornstein

   New Courses

   C1. HR 700 Introduction to Human Rights, Pg. 39
   C2. HR 701 International Human Rights: Organizations and Institutions, Pg. 50
   C3. HR 702 Human Rights: International and Domestic Legal Frameworks, Pg. 63
   C4. HR 705 Philosophy of Human Rights, Pg. 76
   C5. HR 706 Human Rights Advocacy and Activism, Pg. 88
C6. HR 750       Advanced Seminar in Human Rights, Pg. 99

Course Revision

C7. CRJ 750       Security of Information Technology, Pg. 113

Program Revision

C8. Changes to the MA program in Criminal Justice, Pg. 115

Academic Policy

C9. Transfer of credits between the BA/MA Program in Forensic Psychology Graduates and the MA Program in Forensic Mental Health Counseling, Pg. 121

VI. 2017-2018 College Council Calendar (attachment D), Pg. 122

VII. New Business

VIII. Administrative Announcements – President Karol Mason

IX.  Announcements from the Student Council – President Fatime Uruci

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

XI.  Announcements from the HEO Council – President Sandrine Dikambi
The College Council held its second meeting of the 2017-2018 academic year on Wednesday, October 11, 2017. The meeting was called to order at 1:47 p.m. and the following members were present: Schevaletta (Chevy) Alford, Rael Almonte, Jasmine Awad*, Wanda Baldera, Andrea Balis, Rosemary Barberet, Elton Beckett, Ellen Belcher, Warren (Ned) Benton, Avram Bornstein, Dara Byrne, Anthony Carpi, Brian Carvajal, James Cauthen, Helen Cedeno, Katarzyna Celinska, Kinya Chandler, Lynette Cook-Francis, Dana Davies, Sven Dietrich, Sandrine Dikambi, Anila Duro*, Lisa Farrington, Joel Freiser, Robert Garot*, Heath Grant, Vanessa Gutierrez, Bianca Hayles, Veronica Hendrick, Asia M. Johnson, Karen Kaplowitz, Erica King-Toler, Maria Kiriakova, Johanna Lessinger, Anne Lopes, Yue Ma, Vincent Maiorino, Isaac Xerxes Malki, Peter Mameli, Maria Jose Martinez, Aida Martinez-Gomez, Mickey Melendez, Brian Montes, Frank Pezzella, Belinda Rincon, Stephen Russell, Lauren Shapiro, Francis Sheehan, Nicholas Smith, Dante Tawfeeq, Steve Titan, Fatime Urucci, Hung-Lung Wei, Janet Winter, and Guoqi Zhang.


*Alternates

I. Adoption of the Agenda

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

II. Minutes of the September 12, 2017 College Council

A motion was made to adopt the minutes as presented. The motion was seconded and passed.

In Favor: 47  Oppose: 0  Abstentions: 1

III. Approval of the Members of the College Council Committees

A motion was made to approve the membership list with the following changes.

- Jasmine Awad was nominated to serve as a student representative on the Undergraduate Curriculum and Academic Standards Committee.
• Wanda Baldera was nominated to serve as a student representative on the Committee on Faculty Personnel. The motion was seconded and passed.

In Favor: 50  Oppose: 0  Abstentions: 1

IV. Report from the Committee on Graduate Studies (attachment C)

A motion was made to adopt the academic policy revision marked “C. Proposal to Designate 9 Credits as Minimum Credit Load for Full-Time Graduate Status.” The motion was seconded and approved unanimously.

V. New Business

Interim Provost Anne Lopes explained the “Guidelines for Declaration of Vacancy by the Executive Committee of the College Council.”

The meeting was adjourned at 2:12 p.m.
NEW COURSE PROPOSAL FORM

Date submitted: April 28, 2017

1.  a. **Department of program proposing this course:** Anthropology  
    b. Name and contact information of proposer: Anthony Marcus, chair  
       amarcus@jjay.cuny.edu  
       646-557-4782

2.  a. **Title of the course:** 3XX - Writing for a Multicultural World: Ethnographic Writing  
    b. **Abbreviated title:** Ethnographic Writing  
    c. **Level of this course:** 300-level  
    d. **Rationale for this course level:**

This 300-level course is intended to improve students’ ability to write about people, events and social issues as part of the new major of Anthropology. Because the ability to write clearly about culture is so important, yet requires both intellectual maturity and commitment, this course is inserted at the 300 level. It is designed to improve students’ writing skills generally and to precede the 400-level capstone course in which students integrate the components of content, theory, method and research design to plan, carry out and write up their own research projects. This course is intended to complement and build on the basic experiential learning exercises distinctive to the major and which they begin to encounter in 100-level courses, including projects in observation, note-taking, interviewing, comprehending and categorizing different types of data, and data analysis. All majors will be encouraged to take the proposed course in their second or third year.

3. **Rationale for the course:**

Writing is essential to the field of anthropology. The Anthropology major is intended to give students an understanding of the concepts of culture, cultural processes and cultural constructions through a comparative analysis of human behavior and beliefs in societies around the globe, including our own. As students develop this form of cultural competence, they also need to be able to share this understanding in the form of ethnography, a signature literary product of anthropological research. Ethnography has traditionally been a form of translation, explaining the experiences, thoughts and daily realities of one social group to readers of another. It is a way of making the alien “Other” comprehensible to “us,” through detailed description, contextualization of data and analysis linking individual experiences and particular times, places and events to larger social issues. This is a complex task which requires skill in writing. Both clarity, precision and passion are needed.

To accomplish this, the course will ask students to move through a series of scaffolded exercises. They begin by reading ethnographies to ask how researchers deploy different kinds of data, different critical

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arguments and different theoretical approaches through written accounts. Students learn how ethnographers engage the reader in the conveyance of knowledge as well as in sympathy and understanding of the subjects of ethnography (Exercise 1). Having read and analyzed some examples of ethnographic writing that goes beyond simple description, students move on to experiment with the process of producing their own accounts (Exercise 2 - observation and description; Exercise 3 - interviewing). Students will then build on these skills to create their own ethnographic accounts, based on their own field research. They will prepare fieldnotes on observations, undertake interviews and construct analyses of the data obtained. Students will also discuss the various styles of writing ethnography— from traditional work to more experimental forms - and how these provide new insights into our understanding of culture, diversity and the human experience (Exercise 3). Students' final projects (Exercise 5) combines and contextualize the material that they have gathered to produce a mini-ethnography of their own.

3. Course description

In this course students will examine the purposes and techniques of ethnography in social science and undertake the writing of ethnography. Ethnography is the empirical, scientific and systematic description of peoples and cultures with particular emphasis on the point of view of the subject of study. Students will learn the elements of analysis an ethnography requires to be more than simple description. Students will also engage with various styles of ethnographic writing and critically explore a variety of texts in their ethnographic and cultural contexts. They will undertake individual ethnographic research, including the selection of a problem, the writing of field notes based on observation, interviewing, and on other methods, and the analyses of the data obtained. In addition to academic articles and essays, students will also explore a variety of genres of contemporary writing such as journalistic reporting, blogging and social media posts (tweets, posts e.g.), protest placards, memoir, and letters to the editor. They will assess the cultural contexts texts and their relationship to the project of ethnography.

5. Course prerequisites or co-requisites: ENG 101 and either ANT 101 or SOC 101

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

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8. Learning outcomes: Through completing this course students will be able to

1) Read and assess ethnographic literary works which convey an understanding of other lifeways, places, historical moments and cultural experiences;

2) Identify and discuss the basic elements of ethnography and understand the different approaches to writing it;

3) Conduct their own ethnographic investigations;

4) Produce written results of the analysis of data gathered, demonstrating the ways ethnography connects the personal, the local and the particular with broader social categories.

5) Develop concision and clarity in prose;

6) Convey an ethnographic and cross-cultural understanding of textual representations of different genres of writing.

9. Will this course be part of any majors or minors? Yes

Anthropology major and minor and Culture and Deviance major. This course will be included as a skills component of both majors, as a complement to ANT 325 Ethnographic Research Methods in Anthropology. The course is designed as a stand-alone methods/writing course but it may be scheduled where appropriate or possible as a methods sequence with ANT 325.

10. Will this course be part of the general education program? No

11. How will you assess student learning?

Student learning will be assessed through written assignments of varying length linked directly to student field experience (ideally 80% of the course grade) but also through class participation including discussion and oral presentations (20%). Students will be asked to read and comment on each other’s work posted on Blackboard as well as on each other’s oral presentations.

12. Did you meet with a librarian to discuss library resources for the course? Yes. Ellen Belcher. The library has adequate resources to support this course.

Specific library resources for potential use:

- CUNY Plus catalogue;
- EBSCOhost Academic Search and JSTOR;

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US Census tracts
AnthroSource

13. **Syllabus**—see attached sample which includes a description of exercises

14. **Date of departmental approval:** March 8, 2017

15. **Faculty—who will be assigned to teach this course?** Alisse Waterston, Ed Snajdr, Shonna Trinch

16. **Is this course similar to, or related to, any course, major or program offered by any other department?** No

17. **Did you consult with any department offering similar or related courses or majors?**

   Yes, English Department. Prof. Lessinger discussed the importance of writing across the curriculum as the most effective way to improve student writing. The department was encouraged to include writing in other core courses, which they presently do. English department colleagues recommended Margery Wolf’s *A Thrice-Told Tale* which highlights the importance of a writer’s point of view and the issue of an intended audience.

18. **Will any course be withdrawn if this course is offered?** – No

19. **Approvals:** Anthony Marcus, Chair, Anthropology Department

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SAMPLE SYLLABUS

John Jay College of Criminal Justice, CUNY
445 W. 59th St., New York NY 10019

ANT 3XX - WRITING FOR A MULTI-CULTURAL WORLD: ETHNOGRAPHIC WRITING

Professor: Johanna Lessinger
Semester: TBA
Course Code: ANT 3XX
Course Section: 01
Classroom: TBA
Class Time: TBA
Professor’s Office: Ninth Fl. Of New Building
Officer Hours: TBA
Phone: (212) 237-8262  Email: jlessinger@jjay.cuny.edu
Course Pre-requisites: ANT 101, ENG 201

Course Description: In this course students will examine the purposes and techniques of ethnography in social science and undertake the writing of ethnography. Ethnography is the empirical, scientific and systematic description of peoples and cultures with particular emphasis on the point of view of the subject of study. Students will learn the elements of analysis an ethnography requires to be more than simple description. Students will also engage with various styles of ethnographic writing and critically explore a variety of texts in their ethnographic and cultural contexts. They will undertake individual ethnographic research, including the selection of a problem, the writing of field notes based on observation, interviewing, and on other methods, and the analyses of the data obtained. In addition to academic articles and essays, students will also explore a variety of genres of contemporary writing such as journalistic reporting, blogging and social media posts (tweets, posts e.g.), protest placards, memoir, and letters to the editor. They will assess the cultural contexts texts and their relationship to the project of ethnography. Credits 3.

Learning Outcomes: Students completing this course will be able to

1) Read and assess ethnographic literary works which convey an understanding of other lifeways, places, historical moments and cultural experiences;
2) Identify and discuss the basic elements of ethnography and understand the different approaches to writing it;
3) Conduct their own ethnographic investigations;

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4) Produce written results of the analysis of data gathered, demonstrating the ways ethnography connects the personal, the local and the particular with broader social categories.
5) Develop concision and clarity in prose;
6) Convey an ethnographic and cross-cultural understanding of textual representations of different genres of writing.

To meet these objectives, the course will include lectures, discussion, writing and field projects. Students will post their work on Blackboard for commentary and discussion by classmates.

**Required Readings:**
See Course Calendar

**Policy on Attendance, Etiquette and Class Participation:** Coming to class is your responsibility. Regular attendance is expected and essential for assessing class participation and for completing the work of the course. If you have any questions about attendance please speak with the instructor. Please be considerate of others in the classroom. Class participation is encouraged.

**The Writing Center:** The Writing Center is a valuable resource for students to get help with writing skills. It is located in room 1.68 of the New Building. Free tutoring is provided. I encourage you to use it.

**Academic Integrity:** CUNY prohibits academic dishonesty, including plagiarism, which is punishable by penalties including failing grades, suspension, and expulsion. Please review the college’s Policy on Academic Integrity on the college website under “Students.” By registering in this course, you are promising to abide by all the requirements stated in this policy. The link below provides the full CUNY policy: [http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf](http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf)

**Assessment (Grading).** Evaluation of students for the class will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exercise 1</td>
<td>10%</td>
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<tr>
<td>Exercise 2</td>
<td>10%</td>
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<tr>
<td>Exercise 3</td>
<td>15%</td>
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<tr>
<td>Exercise 4</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper (Ethnography)</td>
<td>40%</td>
</tr>
<tr>
<td>Presentation of Ethnography</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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Assessment and Grades will be discussed in more detail in the course. Students will receive written descriptions of all assignments. Final letter grades will be determined according to John Jay College grade percentage chart.

Letter grade and percentage chart from *Undergraduate Bulletin* will be inserted here

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**Course Calendar**

**Week 1—Ethnographic writing and anthropology—what is it, how do we do it and why do we do it?**


Students begin to read either C. Stack—*All Our Kin, strategies for survival in a Black community*, Basic Books 1971

OR

M. Wolf—*The House of Lim*, Pearson, 1960

OR


**Week 2-3—Ethnography—Theory and practice**


*Week 3—students hand in 5-page Exercise 1 analyzing either Stack, Wolf or Racine/Viramma ethnographies (see attached)*

**Week 4—the meaning of the text, the question of audience**


**Weeks 5-6—Analysis of social groups—doing basic ethnography**

R. Emerson, R. Fretz, L. Shaw — *Writing Ethnographic Fieldnotes*, Univ. of Chicago Press, 2011, pp. 57-87, 89-122, 206-242—sections on depiction of scenes, stylistic options and transposing fieldnotes into ethnography


*Week 5—In-class discussion of choosing a problem, a site for observation, and doing observations.*

*Week 6 Students each make brief presentation on chosen problem and site.*

*Students begin Exercise 2 on observation, note-taking and description. (see attached)*

**Weeks 7-8—reflexivity and researcher’s point of view**

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**Week 8**—*Students hand in their 8-page discussion and analysis of observations*

**Weeks 9**–**10**—*doing interviews*


**Week 9**—*In-class discussion of selecting interviewees, preparing a semi-structured interview; Students begin Exercise 3, two interview transcripts plus 6-8 pages comparing them, analyzing what was or was not said, and assessing their own interview process (see attached)*


**Weeks 11-12**—*autoethnography and stylistic innovations in ethnography*


Zora Neal Hurston—The Bone of Contention pp. 968-978 from *Hurston, Novels and Stories*, Penguin Putnam 1995


**Week 12**—*Exercise 3 interview transcripts plus 6-8 pages of analysis due in class.*

**Week 13-15**—*student presentations of their work*

*Final 15-page paper which contains further research on interview problem, contextualizes interviews and observations, and puts forward conclusions due during examination period*

Sample Exercises:

Approved by UCASC, Oct 20, to College Council, Nov 9, 2017
**Exercise 1**—understanding what ethnography is and ways it is done—5 pages due week 3

This exercise asks students to think about the conceptual process of beginning an ethnography about an unfamiliar cultural setting, and the process of conveying those cultural differences, to readers in written form.

Students, having read one of three chosen ethnographies, will prepare an annotated checklist describing what the author of the chosen work chose to observe and describe, what larger social issues the author addresses and why. Equally the student will be asked to talk about how, in stylistic terms, data and analyses are presented to the reader.

These questions are broken down; the student is asked to focus on the uses of description, the inclusion of direct observations and excerpts from interviews, choice of settings, events and interactions to emphasize, and the author’s handling of, integration of, theory.

Students are asked to comment: does this ethnography have something more general to say about people, events and problems beyond the immediate time and place described in the work under discussion?

**Exercise 2**—doing observation and writing thick description—8 pages due week 8

This exercise asks students to choose a problem to investigate, and then a site of observation directly related to that problem. It is intended as practice in attentive observation, relevant note-taking and writing convincing description of what was observed.

In week 5 an in-class discussion of choosing a site and the problems of description

In week 6 students summarize their observations to the class and discuss any difficulties they encountered.

The paper will be accompanied by a copy of the fieldnotes, and will contain a general discussion of the problem, the choice of site, what has been seen during observations and what those observations might mean. What questions do the observations raise that need to be pursued through interviews?

Papers will be evaluated for clarity, precision and their ability to evoke both a setting and the interactions taking place in that setting.
Exercise 3—interviewing—8-10 pages plus interview transcripts --due week 12

Students are asked to construct interviews for 2 people, then to administer, transcribe and annotate these interviews. In addition to annotated interview transcripts, the paper will involve discussion of what was learned from the interviews and a consideration of how interviews add depth and complexity to observational data and to the understanding of a research problem.

This exercise covers how to think about interviews and the creation of interview questions relevant to the chosen problem and observation site. It asks students to exercise interpersonal skills in conducting semi-structured interviews rather than surveys. Annotating and writing up the interview requires students to think about the larger conceptual problems of conceptualizing and assessing what was said (or not said) and placing it in the context of previous observations.

There will be in-class discussion about selecting interviewees, creating interview questions, notetaking and annotating interviews in week 9.

Final paper—15 pages—due during exam period.

The final paper will ask students to integrate observations and interviews, and to do further research if needed on the chosen problem in order to contextualize what was seen and heard. Students will be asked to reach conclusions, even if tentative, about their chosen problem, and to suggest questions for further research. Attention will be paid to the selection and proper annotation of written sources.

During the last weeks of class students will present their mini-ethnographies orally to their classmates, to give fellow students a view into the varieties of ethnographic experiences and approaches students can produce.
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: 9/26/17

1. Name of Department or Program: Department of Public Management

2. Contact information of proposer(s):
   
   Name(s): Jonathan Childerley  
   Email(s): jchilderley@jjay.cuny.edu  
   Phone number(s): 914-512-1378

3. Current number, title, and abbreviated title of course: ACC 308: Auditing

4. Current course description:

   This course is a study of the processes conducted by independent, internal and government accountants to provide auditing and assurance services on information provided by management. Theoretical concepts of materiality, audit risk, and evidential matter are explored, along with the auditor’s understanding of internal controls, with an emphasis on fraud prevention.
   
   a. Number of credits: 3 credits
   
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   
   c. Current prerequisites: ACC 307 and ENG 201

5. Describe the nature of the revision: Change prerequisites from ACC 307 and ENG 201 to ACC 270 Intermediate Accounting I and ENG 201

6. Rationale for the proposed change(s): With the introduction of the Intermediate Accounting courses the prerequisites for the ACC 308 course can be brought in line with standard practice within the CUNY system for introduction to auditing courses. A comparison to other CUNY colleges revealed that they have at least Intermediate I or an equivalent course as a minimum prerequisite for their auditing courses. The existing prerequisite of ACC 307 Forensic Accounting I is an anachronism dating to when the intermediate accounting courses were not
offered at JJAY and it was the best available alternative to provide some knowledge of accounting beyond the ACC 250 introductory level before taking the auditing course.

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

   a. Revised course description: N/A
   b. Revised course title: N/A
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A – CUNYFirst uses full title
   d. Revised learning outcomes: N/A
   e. Revised assignments and activities related to revised outcomes N/A
   f. Revised number of credits: N/A
   g. Revised number of hours: N/A
   h. Revised prerequisites: ENG 201 and ACC 270 Intermediate Accounting I

8. Enrollment in past semesters: Spring 2017 – 71 students enrolled

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

   No __ X __  Yes _____  If yes, please indicate the area:

10. Does this change affect any other departments?

   __ X ___ No  _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: September 18, 2017

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

   Jonathan Childerley, BS in Fraud Examination and Financial Forensics Program Coordinator
John Jay College of Criminal Justice
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: September 18, 2017

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

2. Contact information of proposer(s):
   Name(s): Maki Haberfeld
   Email(s): mhaberfeld@jjay.cuny.edu
   Phone number(s): (212) 237-8381

3. Current number, title, and abbreviated title of course: CRJ 255; Computer Applications in Criminal Justice

4. Current course description:

   This course provides an introduction to the basic principles of computing with respect to police information systems; computer automation with respect to the penal setting; Interagency Criminal Justice Information Systems; National Criminal Justice Computer Systems; National Law Enforcement Telecommunications Systems (NLETS); the National Incident Based Reporting System (NIBRS); Offender Based Transaction Statistics (OBTS); National Crime Information Center (NCIC); and other criminal justice databases. Legal and ethical implications for constituent elements and personnel of the criminal justice system are also discussed. Some familiarity with computers is recommended.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201; CJBS 101 or CRJ 101 or ICJ 101

      ● Describe the nature of the revision: Revising the course prerequisites to include PSC 101.

5. Rationale for the proposed change(s):

   CRJ 255 is an elective choice in the old version of the Police Studies major. Students in that major did not take CJBS 101 or ICJ 101 so these would be ‘hidden’ prerequisites for the course. Students experience financial aid problems because these courses do not appear in their program of study. To remedy this situation, we are adding PSC 101 as an alternative prerequisite. All police studies majors complete this course.

Approved by UCASC, Oct 20, to College Council, Nov 9, 2017
6. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description: n/a
   b. Revised course title: n/a
   c. Revised brief title: n/a
   d. Revised learning outcomes: n/a
   e. Revised assignments and activities related to revised outcomes: n/a
   f. Revised number of credits: n/a
   g. Revised number of hours: n/a
   h. Revised prerequisites: ENG 201; and CJBS 101 or CRJ 101 or ICJ 101 or PSC 101

7. Enrollment in past semesters: about 5 sections are offered every semester and all run pretty fully enrolled at 24 students per section.

8. Does this change affect any other departments?

   X No __Yes (if so what consultation has taken place)?

9. Date of Department or Program Curriculum Committee approval: September 20, 2017

10. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:

    Ric Curtis, Interim Chair, Law and Police Science
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: June 16, 2017

1. Name of Department or Program: Gender Studies

2. Contact information of proposer(s):
   Name(s): Katie Gentile/ Antonio (Jay) Pastrana
   Email: kgentile@jjay.cuny.edu; apastrana@jjay.cuny.edu
   Phone number(s): (212) 237-8110 / 212-237-8665

3. Current number, title, and abbreviated title of course: GEN 205 Gender and Justice

4. Current course description:

   This course will examine assumptions about gender and sexuality and the ways that various institutions such as nation-states, transnational NGOs, religions, communities, and families reinforce and/or punish people who challenge these images. The course will also address the power held by governing institutions, particularly in the area of justice - social and criminal - and the ramifications this power holds for individuals and communities. Students taking this course will better understand the ways that gender, sexuality, class, and race interact with social institutions and norms throughout the world.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201; GEN 101 or ANT/PSY/SOC 210 Sex and Culture

5. Describe the nature of the revision: We are changing the course prerequisites to include ISP 145 Why Gender Matters? As an alternative prerequisite to GEN 101 or ANT/PSY/SOC 210

6. Rationale for the proposed change(s): ISP 145 Why Gender Matters was created for the new Gen Ed program. At that time, it was agreed that the course was similar to GEN 101 and was an acceptable equivalent course in the ISP program. Some students majoring in Gender Studies take ISP 145 instead of GEN 101 and need to gain access to GEN 205 using this as an alternative prerequisite.

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

   a. Revised course description: n/a
   b. Revised course title: n/a

Approved by UCASC, Oct 20, to College Council, Nov 9, 2017
c. Revised brief title: n/a

d. Revised learning outcomes: n/a

e. Revised assignments and activities related to revised outcomes: n/a

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: ENG 201; GEN 101 Intro to Gender Studies or ISP 145 Why Gender Matters or ANT/PSY/SOC 210 Sex and Culture

8. Enrollment in past semesters: Two sections are offered and run each semester

9. Does this change affect any other departments?

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

10. Date of Department or Program Curriculum Committee approval: June, 2017

11. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:

Katie Gentile and Antonio (Jay) Pastrana, Major Coordinators
Course Revision Form

Date Submitted: June 16, 2017

1. Name of Department or Program: Gender Studies

2. Contact information of proposer(s):
   Name(s): Katie Gentile/ Antonio (Jay) Pastrana
   Email: kgentile@jjay.cuny.edu; apastrana@jjay.cuny.edu
   Phone number(s): (212) 237-8110 / 212-237-8665

3. Current number, title, and abbreviated title of course: GEN/HIS 364 History of Gender and Sexuality: Prehistory to 1650

4. Current course description:

   This class will build on the introductory surveys in gender and sexuality and global history to provide students with two new lenses through which to view history. Given that gender and sexuality are cultural constructs that represent the social mores of the cultures and times in which they exist, and thus have changed throughout history, we will move from the ancient world through 1650 to provide a chronological and global perspective on the changing meanings of sex, sexuality, and gender, and the ways in which their changes represent broader shifts in cultural values and emphases. The course will address the history of gender and sexuality in China, sub-Saharan Africa, Europe and India. Primary and secondary sources provide the basis for class discussion and written assignments.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201; GEN 101 Intro to Gender Studies or HIS 203 Ancient World or HIS 204 Medieval World or HIS 231 Origins of the Contemporary World

5. Describe the nature of the revision: We are changing the course prerequisites to include ISP 145 Why Gender Matters as an alternative prerequisite to GEN 101 or the history courses

6. Rationale for the proposed change(s): ISP 145 Why Gender Matters was created for the new Gen Ed program. At that time, it was agreed that the course was similar to GEN 101 and was an acceptable equivalent course in the ISP program. Some students majoring in Gender Studies take ISP 145 instead of GEN 101 and need to gain access to GEN/HIS 364 using this as an alternative prerequisite.

Pre Approved by UCASC, Oct 20, to College Council, Nov 9, 2017
7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description: n/a
   b. Revised course title: n/a
   c. Revised brief title: n/a
   d. Revised learning outcomes: n/a
   e. Revised assignments and activities related to revised outcomes: n/a
   f. Revised number of credits: n/a
   g. Revised number of hours: n/a
   h. Revised prerequisites: ENG 201; GEN 101 Intro to Gender Studies or ISP 145 Why Gender Matters or HIS 203 Ancient World or HIS 204 Medieval World or HIS 231 Origins of the Contemporary World

8. Enrollment in past semesters: One section is offered and runs each semester with over 20 students.

9. Does this change affect any other departments?

   ___ No  ___Yes (if so what consultation has taken place)?

The History Department is aware of this change. Prof. Perry from the History Department regularly teaches this course.

10. Date of Department or Program Curriculum Committee approval: June, 2017

11. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:

   Katie Gentile and Antonio (Jay) Pastrana, Major Coordinators
To: UCASC and Kathy Killoran  
From: Nina Rose Fischer, Chair of the Curriculum Committee  
Re: Change of Pre and co-requisites for 100 level courses

I am writing as the Chair of the Curriculum Committee for Interdisciplinary Studies. We request dropping English 101 as a prerequisite and co-requisite for the following 100 level courses. There is no rationale or benefit for the pre or co req and it prevents our students from accessing registration for all 100 level courses through CUNYFirst. The following are the list of 100 level courses that currently have the pre and co-requisite that need to be changed to NO pre or co-requisite.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Current Pre or Co-Requisites</th>
<th>Revised Pre or Co-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP 101 Ways of Knowing: Interdisciplinary Perspectives on the Past</td>
<td>ENG 101</td>
<td>None</td>
</tr>
<tr>
<td>ISP 110 When Nature Roars: Global Catastrophe &amp; Responsibility</td>
<td>ENG 101</td>
<td>None</td>
</tr>
<tr>
<td>ISP 112 Going Places: Travel &amp; Transformation</td>
<td>ENG 101</td>
<td>None</td>
</tr>
<tr>
<td>ISP 134 Alternate Worlds</td>
<td>ENG 101</td>
<td>None</td>
</tr>
<tr>
<td>ISP 145 Why Gender Matters</td>
<td>ENG 101</td>
<td>None</td>
</tr>
<tr>
<td>ISP 147 Life Stories</td>
<td>ENG 101</td>
<td>None</td>
</tr>
<tr>
<td>ISP 160 The Twentieth Century: A Decade in Depth</td>
<td>ENG 101</td>
<td>None</td>
</tr>
</tbody>
</table>

Please feel free to reach out with any questions or concerns.

All best,

Nina Rose Fischer, PhD
Course Revision Form

Date Submitted: September 18, 2017

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

2. Contact information of proposer(s):
   Name(s): Maki Haberfeld
   Email(s): mhaberfeld@jjay.cuny.edu
   Phone number(s): (212) 237-8381

3. Current number, title, and abbreviated title of course: PSC 216 Crime Mapping

4. Current course description:

   The course covers both the theory and practice of Geographic Information Systems ("GIS") for law enforcement and public safety purposes a technique known as "crime mapping." The class introduces the theoretical framework for the study of the ecology of public safety or "crime and place" the descriptive and analytic procedures of crime mapping, and how spatial analysis is used in designing and implementing effective programs of crime prevention, problem solving and community policing.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201; CJBS 101 or CRJ 101 or ICJ 101. Knowledge of Windows software is required.

5. Describe the nature of the revision: Revising the course prerequisites to include PSC 101.

6. Rationale for the proposed change(s): PSC 216 is an elective choice in the old version of the Police Studies major. Students in that major did not take CJBS 101 or ICJ 101 so these would be ‘hidden’ prerequisites for the course. Students experience financial aid problems because these courses do not appear in their program of study. To remedy this situation, we are adding PSC 101 as an alternative prerequisite. All police studies majors complete this course.

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

   a. Revised course description: n/a
   b. Revised course title: n/a

Approved by UCASC, Oct 20, to College Council, Nov 9. 2017
c. Revised brief title: n/a
d. Revised learning outcomes: n/a
e. Revised assignments and activities related to revised outcomes: n/a
f. Revised number of credits: n/a
g. Revised number of hours: n/a

h. Revised prerequisites: ENG 201; and CJBS 101 or CRJ 101 or ICJ 101 or [PSC 101]. Knowledge of Windows software is required.

8. Enrollment in past semesters: about 4 sections are offered every semester and all run pretty fully enrolled at 24 students per section.

9. Does this change affect any other departments?

X No ___ Yes (if so what consultation has taken place)?

10. Date of Department or Program Curriculum Committee approval: September 18, 2017

11. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:

Ric Curtis, Interim Chair, Law and Police Science
Course Revision Form

This form should be used for revisions that include changes to the content of a course. Please complete every item in the form and submit it to the Office of Undergraduate Studies - Room 532T.

1. **Department:** Security, Fire and Emergency Management

2. **Contact information of proposer** (name, email address and phone):

   Dr. Robert Till, rtill@jjay.cuny.edu

3. **Current number and title of course:** SEC 378 Security Management Internship

4. **Current abbreviated title of course (can be found on CF):** Same as above

5. **Current course description:**

   The security management internship will allow students to apply the knowledge and skills learned in the classroom to a workplace experience. Opportunities typically are available in private security guard and investigative businesses, corporate security and loss prevention departments of large enterprises, and crime control units within law enforcement. Interns meet for at least 15 hours of class time with a faculty member as well as complete at least 96 hours in the field.

   5A. Number of credits and hours: 3 credits, 3 hours
   5B. Number of lab hours: 0
   5C. Prerequisites: ENG 201, SEC 210, SEC 211 and Permission of Instructor

6. **Briefly describe the proposed changes to the content of the course.**

   SEC 378 will now enroll students based on either experience or lack thereof. In this first instance, students with strong experiential backgrounds will do a ‘practicum” version of this course while the traditional internship experience will be for the inexperienced student who has little exposure to careers in Security, Fire and Emergency Management.

7. **Rationale for proposed changes:**

   The Practicum portion of this course is designated for the experienced professional. In this section, students will be required to conduct applied research at their work locations. Some examples might be:

   - Authorship of a Handbook or Policy Manual
   - Review, Assessment and Analysis of a Security, Fire or Emergency Protocol
   - Evaluation of a Newly Adopted Policy or Practice to verify its Efficacy
   - Contemporary or Historical Review of Adopted Policies at the Field or Street Level

   In this way, the experienced practitioner will still be required to enroll in an Internship/Practicum rather than be waived from the requirement and instead take an extra elective.
8. Revised course description and title: SEC 378: Security Management Internship/Practicum

8A. Revised course description:

The Security Management Internship/Practicum will permit students the opportunity to gain experience working in a field placement or conducting applied research or other projects at a field location. The practicum option is reserved for those already employed in the field. Practicum projects can examine policies, protocols and/or practices used in the field. Students will develop their projects in consultation with the faculty member. Internship opportunities typically are available in private security guard and investigative businesses, corporate security and loss prevention departments, and/or crime control units within law enforcement agencies. A minimum of 96 hours must be done in the field.

8B. Number of credits and hours: No change
8C. Number of lab hours: No change
8D. Prerequisites: No change

9. Enrollment in past semesters: The course is offered regularly and enrolls approximately 10 students.

10. Will any new resources be required to support the new course content? (Library, computer, laboratory, etc.): No

11. Does this course revision effect any other departments? No

12. Has this proposal been approved at a meeting of the department Curriculum Committee?

   No ___   Yes____ Meeting date: ____March of 2017___________

13. Name of the chair of the Department(s) proposing this revision (if interdisciplinary provide signature of Coordinator of major or program): Charles Nemeth, Chair, SFEM
To: Kathy Killoran and members of UCASC  

From: Carla Barrett, Chair, Curriculum Committee, Department of Sociology  

Date: 10/11/2017  

Re: Removal of SOC cross-listing for ANT210/SOC210/PSY210 Sex and Culture

The Sociology Department Curriculum Committee met on 9/5/2017 and approved the removal of the SOC cross-listing for ANT210/SOC210/PSY210. The reasons for this change include the following:

1. This course is only listed on the Sociology Minor and it is really only listed there because all SOC courses are eligible for inclusion in the SOC minor. It is on no other listed (major or minor) in the Sociology department curriculum.

2. This course is truly an Anthropology course and has not been taught by Sociology Department faculty any time in recent memory.

3. We have had our own 200-level course – SOC 243: Sociology of Sexualities – for a couple of years. It is taught by Sociology Department faculty and is on the course lists for both the SOC Major and SOC Minor.

4. This proposal removal of the SOC cross-listing has been discussed with the chair of the Anthropology department (Anthony Marcus) and there were no objections to this change.

Please note that if this change is approved the course will need to be removed from the list of suggested courses for the Sociology Minor that is currently provided in the undergraduate bulletin.
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: 9/20/2017

1. Name of Department or Program: Sociology Department

2. Contact information of proposer(s):
   
   Name(s): Carla Barrett  
   Email(s): cbarrett@jjay.cuny.edu  
   Phone number(s): 212-237-8683

3. Current number and title of course: SOC 251 Sociology of Human Rights

4. Current course description:

   This course is an introduction to the sociology of human rights. It will enable students to understand major sociological debates surrounding the topic, mainly how human rights became part of social expectation, how they vary in socio-cultural space, and how they are distributed across different categories of people. It will enable them to think critically about human rights issues in a global world. The focus will be on the role of non-state actors, including Amnesty International and Human Rights Watch, multi-national companies and the media, in both promoting and violating human rights.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101 and SOC 101

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

6. Rationale for the proposed change(s):

   After a general review of all course descriptions in the department curriculum it was determined that this description was in need of a minor rewrite in order to remove the
language that lists specific NGOs and also to change remove the future tense in which the current description is written. The department curriculum committee approved the rewrite below in a meeting on 9/5/2017.

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

   This introduction to the sociology of human rights enables students to understand major sociological debates surrounding the topic, including how human rights became part of social expectations; how these expectations vary from time to time and place to place; and how rights are granted or denied to different categories of people. It enables students to think critically about human rights conflicts as they arise across the globe. The focus is on the role of government agencies, non-state actors, social movements, non-profit organizations, multinational companies, and the media, in both promoting and violating human rights.

   b. Revised course title: NA

   c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): NA

   d. Revised learning outcomes: NA

   e. Revised assignments and activities related to revised outcomes: NA

   f. Revised number of credits: NA

   g. Revised number of hours: NA

   h. Revised prerequisites: NA

8. Enrollment in past semesters: Current enrollment (Fall 2017): 87 (3 sections)

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

10. Does this change affect any other departments?
    ☒ X No ☐ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 9/5/2017

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

   Henry Pontell, Department Chair
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: 9/20/2017

1. Name of Department or Program: Sociology Department

2. Contact information of proposer(s):

   Name(s): Carla Barrett  
   Email(s): cbarrett@jjay.cuny.edu  
   Phone number(s): 212-237-8683

3. Current number and title of course: SOC 252 Environmental Sociology

4. Current course description:

   This course will explore how people create, respond to, define and conceptualize environmental problems using the theoretical and methodological tools of sociology. Case studies of a variety of environmental issues from around the world, such as contamination of air (smog, asthma), water (the BP oil spill, declining fisheries), soil (radon, toxic waste), consumerism (over-consumption) and global warming will be considered within this conceptual, theoretical and historical context.

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

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

6. Rationale for the proposed change(s):

After a general review of all course descriptions in the department curriculum it was determined that this description was in need of a minor rewrite in order to remove the future tense in which the current description is written (which is a remnant of when this was only a
proposed course). In addition, the description was revised to remove the language listing specific named environmental events. The department curriculum committee approved the rewrite below in a meeting on 9/5/2017.

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

a. Revised course description:

This course explores how people define, create, conceptualize, and respond to environmental problems by using the theoretical and methodological tools of sociology, such as social constructionism and environmental racism. Case studies of a variety of environmental issues from around the country and the world, such as contamination of air (smog, asthma), water (oil spills, declining fisheries), soil (radon, toxic waste), consumerism (over-consumption), and climate change will be considered using these theoretical and methodological tools.

b. Revised course title: NA

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): NA

d. Revised learning outcomes: NA

e. Revised assignments and activities related to revised outcomes: NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: Current enrollment (Fall 2017): 30 (2 sections)

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

10. Does this change affect any other departments?
    ___X___ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 9/5/2017

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

   Henry Pontell, Department Chair

Approved by UCASC, Oct 20, to College Council, Nov 9, 2017
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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Date Submitted: 9/20/2017

1. Name of Department or Program: Sociology Department

2. Contact information of proposer(s):

   Name(s): Carla Barrett
   Email(s): cbarrett@jjay.cuny.edu
   Phone number(s): 212-237-8683

3. Current number and title of course: SOC305 Sociology of Law

4. Current course description:

   An understanding of the place of legal systems within social systems from the perspective of social theory. Systems of jurisprudence, both civil and criminal, will be explored for their social meaning and use as instruments of social control. Manifest and latent functions in the administration of justice, the interactions of lawyers, police, prosecutors and judges, as well as their relations with the public, will be studied.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201, SOC 101, and junior standing

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

6. Rationale for the proposed change(s):

After a general review of all course descriptions in the department curriculum it was determined that this description was not written in complete sentences and should be updated to be in complete sentences. The department curriculum committee approved the rewrite below in a meeting on 9/5/2017.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description:

   **This course examines** the place of legal systems within social systems **according to competing social theories.** Systems of jurisprudence, both civil and criminal, will be explored for their social meaning and use as instruments of social control. **Obvious, as well as hidden,** functions and consequences of the administration of justice, along with the interactions among lawyers, police, prosecutors and judges, and their impacts on the public will be studied.

   b. Revised course title: **NA**

   c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **NA**

   d. Revised learning outcomes: **NA**

   e. Revised assignments and activities related to revised outcomes: **NA**

   f. Revised number of credits: **NA**

   g. Revised number of hours: **NA**

   h. Revised prerequisites: **NA**

8. Enrollment in past semesters: Current enrollment (Fall 2017): 67 (3 sections)

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

10. Does this change affect any other departments?
    
    ___ X ___ No ______ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 9/5/2017

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

   Henry Pontell, Department Chair
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: 9/20/2017

1. Name of Department or Program: Sociology Department

2. Contact information of proposer(s):
   
   Name(s): Carla Barrett
   Email(s): cbarrett@jjay.cuny.edu
   Phone number(s): 212-237-8683

3. Current number and title of course: SOC327 Advanced Sociological Methodology

4. Current course description:

Organizational and institutional analysis, area analysis, development of indices, introduction to mathematical models, simulation models, and data processing.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201, SSC 325

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

6. Rationale for the proposed change(s):

After a general review of all course descriptions in the department curriculum it was determined that this description was out of date and in need of improvement. In consultation with professors who regularly teach the course, the revised course description below, was agreed upon by the department curriculum committee as we believe it to accurately represent what the course does and what students can and should expect when enrolling in the course.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description:

   This course will further explore and apply the major sociological methods of gathering, analyzing, and presenting data. The primary goal of the course is to provide the student with the basic skills for thinking through, designing and executing original research, as well as critically evaluating and utilizing the findings of existing studies in sociology.

   b. Revised course title: NA

   c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): NA

   d. Revised learning outcomes: NA

   e. Revised assignments and activities related to revised outcomes: NA

   f. Revised number of credits: NA

   g. Revised number of hours: NA

   h. Revised prerequisites: NA

8. Enrollment in past semesters: Current enrollment (Fall 2017): 141 (5 sections)

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

10. Does this change affect any other departments?
    ___ X ____ No ______ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 9/5/2017

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Henry Pontell, Department Chair
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: 9/20/2017

1. Name of Department or Program: Sociology Department

2. Contact information of proposer(s):
   Name(s): Carla Barrett
   Email(s): cbarrett@jjay.cuny.edu
   Phone number(s): 212-237-8683

3. Current number and title of course: SOC364 Food Justice

4. Current course description:

This course deploys the theoretical and methodological tools of sociology to explore issues of food: what we eat, who consumes it and how it is created. All of these are fundamental issues of justice. Through case studies from around the world, students will explore how the ways our food is produced, marketed, distributed and consumed affect health, living standards, and migration patterns.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 201, SOC 101

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

6. Rationale for the proposed change(s):

After a general review of all course descriptions in the department curriculum it was determined that this description was worthy of revision in order to provide students with a better and more concrete sense of the topics and focus of the course. In consultation with professors who regularly teach the course, the revised course description below, was agreed upon by the department curriculum committee as we believe it to more accurately represent what the course does and what students can and should expect when enrolling in the course.

Approved by UCASC, Oct 20, to College Council, Nov 9, 2017
7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description:

   This course deploys the theoretical and methodological tools of sociology to explore issues of food: what we eat, who consumes it and how it is created. All of these are fundamental issues of justice. Through case studies from around the world, students will explore how the ways our food is produced, marketed, distributed and consumed affect health, living standards, and migration patterns. This course explores how the under-regulation of processed foods contributes to obesity and diabetes, how globalization leads to impoverishment and the exportation of obesity, and how healthy foods have become increasingly expensive and out-of-reach of the poor.

   b. Revised course title: NA

   c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): NA

   d. Revised learning outcomes: NA

   e. Revised assignments and activities related to revised outcomes: NA

   f. Revised number of credits: NA

   g. Revised number of hours: NA

   h. Revised prerequisites: NA

8. Enrollment in past semesters:

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 9/5/2017

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

    Henry Pontell, Department Chair
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: October 3, 2017
Date of CGS Approval: October 10, 2017

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>646-557-4664</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 700</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Human Rights</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course serves as an introduction to human rights in theory and practice, with special attention to political science and international legal theories on international norms and state behavior. This includes a historical overview on the development (and struggle) over the creation human rights in the twentieth century, key controversies over human rights, particularly issues relating to cultural and regional differences, and the divisions and hierarchies within human rights. In addition, this course will cover the competing philosophical and political traditions that have contributed to human rights and their development. Students will also become familiarized with key international human rights documents- both legal and quasi legal and consider the ways in which human rights informs contemporary political events today.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>none</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per)</td>
<td>3</td>
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</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

This course will serve as an introduction to the academic field of human rights. Since this program does not have a specific undergraduate major or other course work requirement, this course will serve as both an introduction to the study of human rights and as a refresher and a deeper level of engagement. While this degree program is consciously designed to be multi and inter-disciplinary, this course primarily draws on the accumulation of knowledge of human rights from the field of political science/international relations and international law. Prior exposure to these fields will not be necessary to succeed in the course, but this introductory survey course will ensure a common baseline knowledge on key concepts and theories that inform the study of the human rights field.

4. **Degree requirements satisfied by the course:**

This course satisfies one of the required core courses of the program.

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

   Yes _______   No ___x____

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

6. **Learning Outcomes:**

   a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

   1. Gain a general understanding of the legal, philosopher and theoretical origins of international human rights:
   2. Understand key empirical debates over the causes of human rights violations
   3. Apply international human rights law and norms to contemporary policies and practices;
   4. Gain deep knowledge of a particular human rights concern of their choosing;
   5. Strengthen critical reading skills, analytical ability and written and oral communication skills

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

   The HR MA has the following program outcomes:
   1) Students will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines.

   Course outcomes 1-3 map onto program outcome 1
   1. Gain a general understanding of the legal, philosopher and theoretical origins of
international human rights:
2. Understand key empirical debates over the causes of human rights violations
3. Apply international human rights law and norms to contemporary policies and practices

2) Students will be able to conduct methodological research and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy

Course outcomes 4 and 5 map onto program outcome 2.
4. Gain deep knowledge of a particular human rights concern of their choosing;
5. Strengthen critical reading skills, analytical ability and written and oral communication skills

• **Assessment:** How will students demonstrate that they have achieved the learning

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain a general understanding of the legal, philosopher and theoretical origins of international human rights</td>
<td>research paper, reaction papers, and discussion leadership</td>
</tr>
<tr>
<td>Understand key empirical debates over the causes of human rights violations</td>
<td>reaction papers, and discussion leadership</td>
</tr>
<tr>
<td>Apply international human rights law and norms to contemporary policies and practices</td>
<td>Research paper, discussion leadership</td>
</tr>
<tr>
<td>Gain deep knowledge of a particular human rights concern of their choosing</td>
<td>Research paper</td>
</tr>
<tr>
<td>Strengthen critical reading skills, analytical ability and written and oral communication skills</td>
<td>Discussion leadership, research paper</td>
</tr>
</tbody>
</table>

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

Belden Fields, Rethinking Human Rights for the New Millennium, 978-1403960627

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

8. **Identify and assess the adequacy of available library resources**

   **Kathleen Collins**

   **a. Databases**

   Adequate. The library has access to a number of human rights database, including Amnesty International Library, Ethnic Newswatch, AnthroSource, LGBT Life, and World Wide Political Science Abstracts. Furthermore, students can access open source databases such as the United Nations human rights documents and resources such as the University of Minnesota human rights library.
b. Books, Journals and eJournals

9. Identify recommended additional library resources

10. Estimate the cost of recommended additional library resources (For new courses and programs):
$107

11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).
- United Nations High Commission on Human Rights databases
- Human Rights Watch world report

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

Yes ___x_________ No ________________

If no, what resources will be needed? With whom have these resource needs been discussed?

13. Proposed instructors:
Susan Kang
Jennifer Rutledge
Veronica Michel
Jean Carmalt
Charlotte Walker-Said

14. Other resources needed to offer this course:

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

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

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
Instructor
Dr. Susan Kang
Political Science Department
9.65.12NB
646-557-4664
skang@jjay.cuny.edu
Office hours: Mon. 12:15-1:30 p.m. & by appt.

Course Description
This course serves as an introduction to human rights in theory and practice, with special attention to political science and international legal theories on international norms and state behavior. This includes a historical overview on the development (and struggle) over the creation of human rights in the twentieth century, key controversies over human rights, particularly issues relating to cultural and regional differences, and the divisions and hierarchies within human rights. In addition, this course will cover the competing philosophical and political traditions that have contributed to human rights and their development. Students will also become familiarized with key international human rights documents—both legal and quasi legal—and consider the ways in which human rights inform contemporary political events today.

Learning Objectives
In this course, students will
• Gain a general understanding of the legal, philosopher and theoretical origins of international human rights
• Understand key empirical debates over the causes of human rights violations
• Apply international human rights law and norms to contemporary policies and practices;
• Gain deep knowledge of a particular human rights concern of their choosing;
• Strengthen critical reading skills, analytical ability and written and oral communication skills

Course Policies
As indicated above, class participation is essential. Class participation grades will take into account a student’s record of attendance, as well as the quality and quantity of his or her contribution to class discussions. As this implies, to be successful in this course requires that you maintain an excellent record of attendance. As a general rule, you should only miss class in exceptional circumstances and whenever possible you should notify the instructors in advance.
Missing more than two sessions will result in a reduced grade. Missing more than a third of the class will result in a failing grade.

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

All email communication should be directed to skang@jjay.cuny.edu

Course Assignments and grading:

Reaction Papers: Students will complete three reaction papers over the course of the semester. In these reaction papers, students are required to summarize, synthesize and critically analyze the assigned readings for the week. In addition, the best reaction papers will make linkages to other course topics and draw on broader themes discussed in the class. These papers will be 3-4 pages long (each worth 10 % of the grade).

Discussion leadership: In addition to three reaction papers, students will lead discussion for three class sessions, which will allow for students to work in groups. Students will communicate with the professor before class to share the key questions and discussion frameworks. In addition to “what” questions, which discuss the content of assigned readings, discussion leaders should also draw on more conceptually driven questions (i.e., how might these readings agree or disagree with universalist ideas of human rights?). Each worth 5% of the grade.

Draft research paper: Students will write an independently initiated research paper on a topic relating to the course materials. The first draft of the paper, 10-12 pages long, is due in Week 8. This paper must consider some key institution, organization, treaty, law, case or other notable issue within human rights, as applied to a broader theoretical debates within the field of human rights. The first draft will be worth 15% of the total grade.
Research paper: The final paper is due during the finals period. The paper should be 15-20 pages (not including bibliographic materials) and follow either norms of a social science or a legal research paper, including proper citations. The final draft is worth 40% of the grade.

Required Texts:
Michelline Ishay: A History of Human Rights
Belden Fields: Rethinking Human Rights for the Twentieth Century
Various articles available on Blackboard
Key web-based human rights texts

Course Schedule
Week 1
Ishay: Introduction and Ch.1 (pp. 3-62)

Week 2: Universal Declaration:
Universal Declaration of Human Rights; http://www1.umn.edu/humanrts/instree/b1udhr.htm
Fields, Ch. 1 and 2 (pp. 7-72)

Week 3: “First Generation” Rights:
The International Covenant on Civil and Political Rights
http://www2.ohchr.org/english/law/ccpr.htm
Ishay, pp. 63-116

Week 4: “Second Generation” Rights:
The International Covenant on Economic, Social and Cultural Rights
http://www2.ohchr.org/english/law/cescr.htm
Ishay, pp. 117-172
Fields, Ch. 5, pp. 133-152

Week 5: National liberation and human rights: Cultural rights and sovereignty
Ishay, pp. 173-244.

Burke, Roland,

Week 6: Questions of universality


Week 7: Critiques of Human Rights-Based


Week 8: Political Explanations for Human Rights violations:


Week 9 Psychological/Cultural Explanations for Human Rights Violations

Week 10: Ideological Explanations: mass ideologies; elite ideologies; and the interplay of decision-making and ideology

Week 11: Top-Down Approaches to Human Rights Change
DeLaet, Chapter 8, “Promoting Human Rights from the Top Down,” 135-158.
DeLaet, Ch. 11, “Promoting Human Rights from the Bottom Up,” 204-218.
Ackerman and Duvall, Ch 7 “Argentina and Chile: Resisting Repression,” in A Force More Powerful, 267-302.

Week 12: Humanitarianism and interventions

Week 13: New issues: Migrants, Children, Disability

Week 14: Development and Human Rights

Resources:
University of Michigan Human Rights Advocacy and History of international Human Rights Standards
http://humanrightshistory.umich.edu/

University of Minnesota Human Rights Library:
http://humanrightshistory.umich.edu/

**Plagiarism** is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person’s ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments

**Internet plagiarism** includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.
(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)
Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: October 3, 2017
Date of CGS Approval: October 10, 2017

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>646-557-4664</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 701</td>
</tr>
<tr>
<td>Course Title</td>
<td>International Human Rights: Organizations and Institutions</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course examines the role of organizations and institutions in the promotion and protection of internationally recognized human rights norms. The course surveys theoretical approaches to understanding the role of organizations in international relations and then turns to examine particular organizations and institutions at the global, regional and national level. Particular time is spent on the role of the United Nations and assessing this organization’s monitoring and enforcement mechanisms in the area of human rights. In addition, the course considers the future role for organizations in the protection of human rights.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

4. This course will help students learn about the many organizational and institutional actors that matter in the world in human rights. This is different than law, although many of the organizations may have a relationship to a specific human rights legal instrument. These organizations vary in their membership, scope, function, and roles. They also exist at the global, regional and national level. Students will develop a strong understanding of how these organizations operate, their strengths and weaknesses, and how they contribute (or fail to contribute) to protecting and interpreting human rights at the global, regional and national level.

5. **Degree requirements satisfied by the course:**
   This is a required core course.

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

   Yes ______  No __x_____  
   
   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

7. **Learning Outcomes:**
   a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?
      1. Synthesize and evaluate readings on a given topic. In these writing assignments students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments.
      2. Perform independent research on a human rights organization of their choice.
      3. Apply the knowledge gained during that research in order to critically understand a specific organization within its historical and political context.
      4. Use international relations theory to analyze the problems with contemporary human rights organizations.
   
   b. How do the course outcomes relate to the program’s outcomes?
      The HR MA has the following program outcomes:
      1) Students will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines. Course learning objective 1 and 4 apply to this program outcome.
1) Synthesize and evaluate readings on a given topic. In these writing assignments students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments. 4) Use international relations theory to analyze the problems with contemporary human rights organizations.

2) Students will be able to conduct methodological research and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy.

- Course learning objective 2 and 3 relate to this objective:
  - 2) Perform independent research on a human rights organization of their choice, relates to this program objective.
  - 3) Apply the knowledge gained during that research in order to critically understand a specific organization within its historical and political context.

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

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesize and evaluate readings on a given topic. In these writing assignments students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments.</td>
<td>Reflection papers, discussion leadership</td>
</tr>
<tr>
<td>Perform independent research on a human rights organization of their choice.</td>
<td>Research paper, peer review</td>
</tr>
<tr>
<td>Apply the knowledge gained during that research in order to critically understand a specific organization within its historical and political context.</td>
<td>Research paper, discussion leadership, reflection paper</td>
</tr>
<tr>
<td>Use international relations theory to analyze the problems with contemporary human rights organizations.</td>
<td>Reflection paper, discussion paper, class participation</td>
</tr>
</tbody>
</table>

8. **Proposed texts and supplementary readings** (including ISBNs):
   David Forsythe, Human rights in International Relations, 978-1107629844
   Michael Barnett and Martha Finnemore, Rules for the World: International Organizations in Global Politics, 978-0801488238

**Library resources for this course:** Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.
9. Identify and assess the adequacy of available library resources
Kathleen Collins

   a. Databases Adequate. The library has access to a number of human rights database, including Amnesty International Library, Ethnic Newswatch, AnthroSource, LGBT Life, and World Wide Political Science Abstracts. Furthermore, students can access open source databases such as the United Nations human rights documents and resources such as the University of Minnesota human rights library.


10. Identify recommended additional library resources
David Forsythe, Human rights in International Relations, 978-1107629844

11. Estimate the cost of recommended additional library resources (For new courses and programs):
$35

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

   United Nations High Commission on Human Rights databases
   Human Rights Watch world report
   Reports of the Inter-American Commission on Human Rights
   European Court of Human Rights reports
   African Commission on Human and Peoples' Rights activity reports

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

   Yes _____ No ______

   If no, what resources will be needed? With whom have these resource needs been discussed?

14. Proposed instructors:
Jennifer Rutledge
Veronica Michel
Jean Carmalt
Charlotte Walker-Said
Susan Kang

15. Other resources needed to offer this course:
n/a

16. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:
There is some overlap with HR 702 but the instructors will coordinate to insure enough different in course topics.

17. Syllabus

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

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
Instructor: Dr. Jennifer Rutledge
Office Hours: Tuesdays 3 – 4
Office: 9.65.33 NB
Phone: 646-557-4710
Email: jrutledge@jjay.cuny.edu

Course description: This course examines the role of organizations and institutions in the promotion and protection of internationally recognized human rights norms. The course surveys theoretical approaches to understanding the role of organizations in international relations and then turns to examine particular organizations and institutions at the global, regional and national level. Particular time is spent on the role of the United Nations and assessing this organization’s monitoring and enforcement mechanisms in the area of human rights. In addition, the course considers the future role for organizations in the protection of human rights.

Course Outcomes and Learning Objectives:

By the end of the course Students will be able to:

- Synthesize and evaluate readings on a given topic. In these writing assignments students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments.
- Perform independent research on a human rights organization of their choice.
- Apply the knowledge gained during that research in order to critically understand a specific organization within its historical and political context.
- Use international relations theory to analyze the problems with contemporary human rights organizations.

Required Texts:


Additional Readings
In addition to these books, you are expected to read the assigned articles, available on Blackboard, before each class session. Please bring a copy of the readings (paper or electronic) to class that day.

Course requirements
15%: Seminar participation
20% Reflection papers (10% each)
10% Leading class discussion (5% each time)
20% 1st draft of research paper
30% 2nd draft of research paper
5% Peer Review

Reflection Papers:
Each student will write two reflection papers, based on the week’s readings. These papers should be 500-600 words long and must include a word count. These will be submitted as hard (paper) copies. In these papers, you will integrate the main points of the readings, and analyze the arguments presented in the readings. The best papers will not only provide a summary of the readings, but also place the readings within the broader class and provide criticism of the authors' arguments and evidence.

Discussion leaders:
Each week, those students writing the reflection paper will be responsible for leading class discussion. Discussion leaders are expected to ask questions about the major ideas and concepts from the readings, and also to provide discussion questions to students. You are highly encouraged to email 3-4 questions to the class the night before, to give students a chance to consider the topics you wish to discuss. Students should NOT use Power Point, although hand-outs for your fellow students is encouraged. Use of videos is highly discouraged.

Paper:
Students will write an 18-20 page research paper, relating arguments from the theoretical readings in class with a specific human rights organization. A 15 page first draft (not including bibliography) is due on Week 9. The final draft is due during Finals Week. Failure to hand in a draft on time will lead to delayed feedback. We will perform a peer review session on the last week of class on the papers.

Expectations:
As this is a graduate seminar, you are expected to have engaged with the course readings before every seminar. You are expected to attend every seminar. Late response papers will not be accepted, as they are the basis of seminar discussions.

Course Outline
Introduction

Week 1: Introduction to International Human Rights Regimes

Forsythe. Chapters 1 and 2


Theories of IOs

Week 2: Ideas and Norms


Week 3: IOs as Bureaucracies

1. Bureaucratizing World Politics
2. International Organizations as Bureaucracies
4. Defining Refugees and Voluntary Repatriation at the United Nations High Commissioner for Refugees

Week 4: Principal-Agent Approaches/Domestic Approaches


International Organizations

Week 5: UN Charters and Treaties

Forsythe, Chapter 3
Barnett and Finnemore Ch 5 “Genocide and the Peace-keeping Culture at the UN”


Week 6: UN Monitoring Systems


Week 7: Special Rapporteurs


Special Rapporteur on the Right to Education. 2015 Report: Protecting the Right to Education Against Commercialization” available at: http://www.ohchr.org/EN/Issues/Education/SREducation/Pages/AnnualReports.aspx

Week 8: WTO

Forsyth, Ch. 8


**Regional and State Systems**

**Week 9:** Regional Systems I

**Draft of Paper DUE**

Forsythe, Ch. 5


**Week 10:** Regional Systems II


**Week 11:** State and Local Human Rights Organizations

Forsyth, Ch. 6


**Non-Governmental Organizations**

**Week 12:** Overview
Week 13: Conclusions

Forsythe, Ch. 9

Hopgood “The Endtimes of Human Rights” Chapters 1, 2 and 8
1. Moral Authority in a Godless World
2. The Church of Human Rights
8. The Neo-Westphalian World

Week 14: In Class Peer Review

Week 15: Final Paper Due
Course Policies:

College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, 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. If you plagiarize on an assignment you will fail that assignment.

College Policy on Cheating

Students are prohibited from using books, notes, and other reference materials during examinations except as specifically authorized by the instructor. Students may not copy other students' examination papers, have others take examinations for them, substitute examination booklets, submit papers written by others, or engage in other forms of academic dishonesty. If you cheat you will fail that exam.

Source: [http://www.jjay.cuny.edu/academicStandards/undergraduate.asp](http://www.jjay.cuny.edu/academicStandards/undergraduate.asp)

Accessibility:

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. Furthermore, if you have situations or circumstances that affect your ability as a student in this class or John Jay, please feel free to speak with me or send me an email as soon as possible. It is my goal for each of you to succeed and I will try to be as sensitive to the diversity of student needs.

Diversity and Collegiality

One of the most enriching aspects of a graduate education is participating in a classroom with students from a wide variety of ethnic and cultural backgrounds and from a diverse variety of perspectives. In order to facilitate optimal learning within such a diverse environment it is imperative that students listen, analyze and draw upon a diversity of views. To make this possible I expect collegial dialogue across cultural and personal boundaries.

Explanation of Grades
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A−</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+, B, B−</td>
<td>Good</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C−</td>
<td>Poor -- Passing, but too many of these grades can lead to dismissal from the College because of a low grade point average.</td>
</tr>
<tr>
<td>F</td>
<td>Failure -- An F is not erased when the course is taken again and passed.</td>
</tr>
</tbody>
</table>

This explanation of grades comes from the Registrar’s office. If you want to dispute a grade, you must have a clear argument as to why your work falls within a different category. ([http://www.jjay.cuny.edu/academics/761.php](http://www.jjay.cuny.edu/academics/761.php))
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: October 3, 2017
Date of CGS Approval: October 10, 2017

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>646-557-4664</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 702</td>
</tr>
<tr>
<td>Course Title</td>
<td>Human Rights: International and Domestic Legal Frameworks</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course examines the domestic and international legal frameworks and institutions that support human rights practice. The aim is to understand the various legal resources that exist at the domestic and international level for the promotion and protection of human rights worldwide. At the international level, the course will focus on key international human rights treaties, the work of treaty bodies, special procedures, and special rapporteurs. At the domestic level, the course will focus on domestic law, institutions, treaty implementation, and the role of transnational activists in promoting domestic human rights protections. Students will also learn about evolution legal and quasi legal institutions to promote human rights at the global, regional, and domestic level.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

This course serves as a complement to the existing course, ICJ 703, which is an introductory course to international law, with a focus on international criminal justice law and institutions. This course is specific to human rights law, both at the international and comparative domestic level. Students will learn about the substantive human rights instruments at the international level, which include both global and regional instruments. This will familiarize students with the range of legal instruments, both hard and soft laws, available for advocates at the international level, as well as provide a comparative approach to understanding the various domestic level human rights institutions, including judicial institutions. Such a familiarity will help students become more effective advocates for human rights claims in their future work.

4. **Degree requirements satisfied by the course:**

This is a required core course in the Human Rights MA program.

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

   Yes ______ No ___x_____

If yes, please provide the following:

   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

6. **Learning Outcomes:**

   a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

   1. Identify and explain the basic structure of International Human Rights law
   2. Recognize and assess the different types of criminal human rights procedures at the domestic/international level
   3. Evaluate the current remedies available for human rights victims, as well as the processes through which human rights claims move from the domestic to the international arena
   4. Apply international legal concepts to international political problems through the use of case studies; and
   5. Analyze case situations and evaluate the most effective method to prevent human rights violations or improve human rights protection.

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

   There are two program outcomes for the program.
1) Students will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines.

The related learning objective to this first program objective include objective 1 and 2:

1. Identify and explain the basic structure of International Human Rights law
2. Recognize and assess the different types of criminal human rights procedure at the domestic/international level

2) Students will be able to conduct methodological research and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy

The course learning objectives related to the program objective 2 include objectives 3-5:

3. Evaluate the current existing remedies available for human rights victims, as well as the processes through which human rights claims move from the domestic to the international arena
4. Apply international legal concepts to international political problems through the use of case studies; and
5. Analyze case situations and evaluate the most effective method to prevent human rights violations or improve human rights protection.

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

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and explain the basic structure of International Human Rights law</td>
<td>Attendance/participation, Case study papers</td>
</tr>
<tr>
<td>Recognize and assess the different types of criminal human rights procedure at the domestic/international level</td>
<td>Attendance/participation, Case study papers</td>
</tr>
<tr>
<td>Evaluate the current existing remedies available for human rights victims, as well as the processes through which human rights claims move from the domestic to the international arena</td>
<td>Attendance/participation, Moot court, Case study papers</td>
</tr>
<tr>
<td>Apply international legal concepts to international political problems through the use of case studies;</td>
<td>Moot court, Case study papers</td>
</tr>
<tr>
<td>Analyze case situations and evaluate the most effective method to prevent human rights violations or improve human rights protection</td>
<td>Case study papers, Moot court</td>
</tr>
</tbody>
</table>

7. **Proposed texts and supplementary readings** (including ISBNs):
Shirley V. Scott, *International Law & Politics: Key Documents* (Lynne Rienner), ISBN: 978-1626376045
Library resources for this course: Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

Kathleen Collins

8. Identify and assess the adequacy of available library resources

a. Databases
Adequate. The library has access to a number of human rights database, including Amnesty International Library, Ethnic Newswatch, AnthroSource, LGBT Life, and World Wide Political Science Abstracts. Furthermore, students can access open source databases such as the United Nations human rights documents and resources such as the University of Minnesota human rights library.

b. Books, Journals and eJournals

9. Identify recommended additional library resources
Shirley V. Scott, International Law & Politics: Key Documents (Lynne Rienner), ISBN: 978-1626376045

10. Estimate the cost of recommended additional library resources (For new courses and programs): $35

11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).
United Nations High Commission on Human Rights databases
Human Rights Watch world report
Reports of the Inter-American Commission on Human Rights
European Court of Human Rights reports
African Commission on Human and Peoples' Rights activity reports

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

Yes _____ x ________ No ________________

If no, what resources will be needed? With whom have these resource needs been discussed?
13. Proposed instructors:

Jennifer Rutledge
Veronica Michel
Jean Carmalt
Charlotte Walker-Said
Susan Kang

14. Other resources needed to offer this course:

n/a

15. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:
There is some content overlap with ICJ 703. The instructor will consult with the ICJ 703 instructor (currently also teaching in the Human Rights program) to ensure sufficient distinction in course materials.

16. Syllabus

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

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
HR 702: HUMAN RIGHTS: INTERNATIONAL AND DOMESTIC LEGAL FRAMEWORKS

Professor  Dr. Verónica Michel  Phone  212 6213733
Office  Department of Political Science  E-mail  vmichel@jjay.cuny.edu
Office Hours  Tuesdays 3-4 pm  Or by appointment

Turnitin.com information  Class ID: XXXX  Password: hr_law

COURSE DESCRIPTION
This course examines the domestic and international legal frameworks and institutions that support human rights practice. The aim is to understand the various legal resources that exist at the domestic and international level for the promotion and protection of human rights worldwide. At the international level, the course will focus on key international human rights treaties, the work of treaty bodies, special procedures, and special rapporteurs. At the domestic level, the course will focus on domestic law, institutions, treaty implementation, and the role of transnational activists in promoting domestic human rights protections. Students will also learn about evolution legal and quasi legal institutions to promote human rights at the global, regional, and domestic level.

PREREQUISITES: None

COURSE GOALS AND OBJECTIVES
This course will allow students to understand the interaction and complementarity between the legal frameworks at the domestic and international level for the protection and promotion of human rights. The emphasis will be on the legal norms that constitute human rights law, as well as on the legal procedures and institutions that have developed to protect these norms.

The central goal of the course is to familiarize students with international human rights law and with a broad range of analytical tools to enable them to think critically about how to understand the practice of human rights. The course explores domestic and international criminal procedure law, as well as substantive areas of international law such as the law of armed conflict, humanitarian law, human rights law, and international criminal law.
In this course students will learn to:

- Identify and explain the basic structure of International Human Rights law
- Recognize and assess the different types of criminal human rights procedure at the domestic/international level
- Evaluate the current existing remedies available for human rights victims, as well as the processes through which human rights claims move from the domestic to the international arena
- Apply international legal concepts to international political problems through the use of case studies; and
- Analyze case situations and evaluate the most effective method to prevent human rights violations or improve human rights protection.

REQUIRED READINGS
The textbook will be available at the John Jay College Bookstore. I recommend that you buy a used copy or rent the text from the bookstore.


SUPPLEMENTARY TEXTS/ADDITIONAL RESOURCES

- Shirley V. Scott, *International Law & Politics: Key Documents* (Lynne Rienner).

COURSE POLICIES

Emails and contact

- Check your email and Blackboard (BB) regularly: I will be posting on BB the instructions for all assignments, and I will be sending important email messages throughout the semester. It will be your responsibility to read these communications.
- I will be available to students ONLY during my office hours, by email, or by appointment. Failure to show up for an appointment without proper notice will be penalized by one point of your final grade.
- If you send me an email please be aware that it will take me between 24-48 hrs. to reply. Also, I will not respond to an email with questions that can be found in this syllabus or through Blackboard.

Grade disputes: the “48 hour claim rule”

Students are always welcome to discuss the grades of their assignments with me. If you wish to dispute your grade, however, you must wait 48 hours after the assignment was returned to you. Then, to dispute your grade you must submit a 1 page (max.) written reflection attached to a copy of your assignment (you keep the original). In this reflection you must provide an explanation of your claim as clearly as possible, providing supporting arguments (taken from lecture notes and/or readings).

Incompletes

No incompletes will be given.
**Academic dishonesty policy**
While student collaboration is encouraged, students must author their own written work. Both cheating and plagiarism will not be tolerated in this class. Plagiarism and cheating will result in a failing grade in the assignment or expulsion from the course. No exceptions will be made.

- Most assignments will be submitted to [www.turnitin.com](http://www.turnitin.com). You will need to create an account in the website and then add the course by entering the course ID and password (info is on the first page of the syllabus).
- Students may not submit an electronic version of a written assignment to Turnitin in advance of the due date to "test" the assignment's originality.
- Assignments that have a low originality score will be reported and will result in failure in the assignment or the course.

**COURSE REQUIREMENTS AND GRADING**
This class is a graduate-level seminar/lecture hybrid course. It is essential for students to complete the reading prior to the class meeting. **Students must come prepared** for class and be ready to participate in class activities and exercises.

An A grade reflects excellent (outstanding) work, a B good (average) work, and a C only satisfactory work. **There are NO extra credits in this class.**

*If at any point during the semester you feel you are having trouble with the assignments, the readings, or the course, please come talk to me as early as possible.*

Final grades will be determined as follows:

- Attendance/participation 10%
- Case study papers 50%
- Moot court 40%

**WHAT’S IN THE NAME: HUMAN RIGHTS LAW?**

**WEEK 1** Introduction to Human Rights Law International Law

- Weisbrodt, et.al. (2009) “Chapter 1 Introduction to International Human Rights,

**WEEK 2** Basis of Obligation in International Law
  - Read the entire chapter but place careful emphasis on pages 41-77 and just read lightly/skim the remainder of the chapter.
- Selected HR Instruments: refer to BB.
- In-class Quiz: sources of law, types of human rights, differences between international criminal law and international human rights law (no book but open note)

**WEEK 3: Ratification and Implementation of HR Treaties**
- Weissbrodt et.al., (2009) Chapter 3 “Ratification and Implementation of Treaties”

**WEEK 4: State Reporting of Human Rights Practices**
- Weissbrodt, et.al. (2009) Chapter 4 “State Reporting Under International Human Rights Treaties; Cultural Relativism”

**HUMAN RIGHTS: DOMESTIC AND INTERNATIONAL LEGAL FRAMEWORKS**

**WEEK 6: Human Rights Protections at the Domestic Level**

**WEEK 5: Human Rights Protections at the Regional Level**
- Rhona K.M. Smith, “Regional Human Rights Mechanisms,” 86-95

**WEEK 6: Human Rights Protection through the UN Charter**
  - Preamble
  - Ch I: Purposes (Articles 1-2)
  - Ch V: The Security Council (Articles 23-32)
  - Ch VI: The Pacific Settlement of Disputes (Articles 33-38)
  - Ch VII: Action with respect to threats to the peace, breaches of the peace and acts of aggression (Articles 39-51)
- In-class: Quiz on the UN Charter
WEEK 7: Security Council & International Humanitarian Law

HUMAN RIGHTS VIOLATIONS: SEEKING ACCOUNTABILITY

WEEK 8: Struggles for Human Rights Accountability in Domestic Jurisdictions

WEEK 9: International Tribunals: Nuremberg and Tokyo
- Convention on the Prevention and Punishment of Genocide

WEEK 10: Individual Criminal Accountability in ad hoc Tribunals
- Benjamin Schiff, “River of Justice,” 14-41 in *Building the International Criminal Court*.1

WEEK 11: THE ICC
- In-class Film: International Criminal Court, Institutional Video, 25 minutes [http://www.youtube.com/watch?v=UYg0JzsmQ3o](http://www.youtube.com/watch?v=UYg0JzsmQ3o)

WEEK 12: “Foreign Trials” and Universal Jurisdiction
WEEK 13: “Foreign Trials: Tort Law and Domestic Remedies within the US

- Weissbrodt, et.al. (2009) “Chapter 14: US Adjudicative Remedies for Violations Under the Alien Tort Statute” read section F

WEEK 14:

- Moot court
- Final paper due

ASSIGNMENTS GUIDELINES

Writing Case Papers:
A case is a story. Cases recount—as objectively and meticulously as possible—real (or realistic) events or problems so that students experience the complexities, ambiguities, and uncertainties confronted by the original participants in the case (be they foreign policy decision makers, medical doctors, or government officials). As they “inhabit” a case, students must tease out key components from the real messiness of contradictory and complicated information. Cases compel students to:
- distinguish pertinent from peripheral information,
- identify the problem(s) at hand and define its context and parameters,
- identify a set of possible solutions,
- formulate strategies and recommendations for action,
- make decisions, and
- confront obstacles to implementation.

In this course we will use both retrospective and decision-forcing cases.

A retrospective or narrative case presents a comprehensive history of a problem—complete with multiple actors, contending interests, and the real outcome; students identify alternative options and analyze why this outcome resulted, when other—possibly “better” solutions—existed.

A decision-forcing case stops short of revealing the outcome, thus forcing students to identify and assess the range of possible options for action. Typically, these cases have an “Epilogue,” which tells “the rest of the story”; again, students analyze why this was what happened.
Due Date: SEE BB.

Objective:
- To apply a theory or concept to a real situation.
- To generate animated class discussion.
- To allow you to explore a problem by sorting out relevant facts, developing logical conclusions and presenting them to your peers.
- To familiarize you the problems that real life policy makers face including coping with ambiguity and decision-making in complex situations.
- To help you develop your analytical and problem solving skills.

Requirements:
- Case papers are between 4-6 pages long – see directions below on specific cases (12 point font, double spaced with 1 inch margins).
- I am not asking you to write how you personally would respond to these cases. I am asking you to put yourself in the shoes of an international political-legal expert working within the tradition of international law, and to make judgments based on that role. You should first draw on widely shared legal norms, custom and treaties to inform your analysis. Only after that, may you provide personal and/or political commentary on the case the relevant moral and legal standards under discussion. Given this class is about the intermingling of politics and law it may be useful to follow your legal analysis with a political analysis and see how they relate to one another and whether or not your recommendation varies any when political considerations are explicitly taken into account.
- Follow the directions for each specific case outlined below.

Evaluation:
- Evidence of a clear thesis statement that is well supported in a coherent and persuasive essay that is responsive to the assigned question or topic.
- Very good writing which includes proper spelling, good grammar and appropriate prose and uses citation correctly and where needed.
- Thoughtful engagement of legal concepts while paying attention to political practice.

Case Paper 1:
The Extraordinary Rendition of Abu Omar: Ethics and the War on Terror)

- Write a 4-6 page essay in which you answer the question of whether the struggle against violent Islamic extremism is best understood and addressed as a war (guided by the laws of war and international humanitarian law) or as a particularly virulent form of crime (guided by an international criminal law framework). Be sure to also address what tools are most appropriately used by states in the response. Your answer should draw on the bodies of international humanitarian law, international criminal law and international human rights law and be able to distinguish between them.
Case Paper 2: US Military Personnel and the ICC

- Write this essay from the perspective of your assigned role (as either Secretary of State, Secretary of Defense or the Attorney General) and advise the President of the right course of action, as you see it. This should be a persuasive essay in which there is a clear, succinct and easily discernible course of action being advocated for (clear thesis). You must provide convincing evidence and/or arguments to support your position. Be sure to consider both long- and short-term and domestic and international ramifications of the course of action that you are advocating.
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: October 3, 2017
Date of CGS Approval: October 10, 2017

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>646-557-4664</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 705</td>
</tr>
<tr>
<td>Course Title</td>
<td>Philosophy of Human Rights</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course will present issues on the metaphysical and epistemological foundations of human rights as seen from the perspective of modern, western analytic philosophy, as well as from the perspective of ancient and contemporary non-western cultures and non-western moral philosophies. The class explores the discourse that western human rights are a proper part of moral discourse, and that human rights are a special topic within moral discourse. How individuals, societies, and world powers conceive of human rights have implications for the form and content of the political, social, and economic discourses relevant to them, but the issue of this conceptualization itself is properly both philosophical and moral/ethical in nature. The discourse on the foundations of morality as a whole is called “metaethics”. Thus, in understanding the metaphysics and epistemology of human rights, an apt place to begin is by investigating the metaethical options that are currently being discussed in contemporary (western analytic) moral philosophy as well as in contemporary non-western critiques of western human rights and critiques of globalization discourse. By understanding these options, we may then turn to how they apply to the special case of the philosophy of human rights.</td>
</tr>
</tbody>
</table>
### Pre- and/or Corequisites (specify which are pre, co, or both)

None

### Credits

3

### Contact Hours (per week)

3

### Lab Hours

0

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

This is a standard course in most human rights curriculum. It is different than most of the other courses because it is more textual and relies on historical primary texts to gain a better conceptual sense of the evolution of human rights. The course will also focus on philosophical debates over the appropriate scope of human rights applications. While the course is not appear readily applicable to running a contemporary human rights campaign, many of the employers we spoke to stressed the importance of students having strong conceptual grasp of human rights philosophies. Furthermore, many of these philosophical debates do inform the argument promoted by human rights advocacy groups to various authorities and human rights bodies. This course will thus provide an important and essential theoretical and philosophical background that readily applies to current human rights debates.

4. **Degree requirements satisfied by the course:**

This is a required core class for the Human Rights MA program.

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

Yes ______ No _x_____

If yes, please provide the following:

I. Semester(s) and Year(s):
II. Teacher(s):
III. Enrollment(s):
IV. Prerequisite(s):

6. **Learning Outcomes:**

What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

1. Describe the major themes of at least two of the areas of human rights philosophy;
2. Describe and contrast the central positions of at least two of the philosophers associated with human rights philosophies;
3. Identify the significant ethical theories, including the rational justification of universal ethics and human rights;
4. Understand and analyze particular moral problems by applying the principles of those ethical theories that are of both historical and contemporary significance to human rights debates in the arguments you create in the writing assignments;
5. Develop and defend a position on a major claim/position within a controversial human rights debate by crafting a written argument.

a. How do the course outcomes relate to the program’s outcomes?
There are two main program outcomes. The first outcome is: 1) Students will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines.
Course objectives 1-3 relate to the first program objective:
1. Describe the major themes of at least two of the areas of human rights philosophy;
2. Describe and contrast the central positions of at least two of the philosophers associated with human rights philosophies;
3. Identify the significant ethical theories, including the rational justification of universal ethics and human rights

2) Students will be able to conduct methodological research and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy
Course objectives 4 and 5 related to the second program outcome:
4. Understand and analyze particular moral problems by applying the principles of those ethical theories that are of both historical and contemporary significance to human rights debates in the arguments you create in the writing assignments;
5. Develop and defend a position on a major claim/position within a controversial human rights debate by crafting a written argument.

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

<table>
<thead>
<tr>
<th>Course learning outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the major themes of at least two of the areas of human rights philosophy</td>
<td>Final paper (final exam)</td>
</tr>
<tr>
<td>Describe and contrast the central positions of at least two of the philosophers associated with human rights philosophies</td>
<td>Two short writing assignments, Two oral presentations on short writings</td>
</tr>
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<tr>
<td>Understand and analyze particular moral problems by applying the principles of those ethical theories that are of both historical and contemporary significance to human rights debates in the arguments you create in the writing assignments</td>
<td>Two short writing assignments, Two oral presentations on short writings, Class participation, final paper</td>
</tr>
<tr>
<td>Develop and defend a position on a major claim/position within a controversial human rights debate by crafting a written argument</td>
<td>Two short writing assignments, Two oral presentations on short writings</td>
</tr>
</tbody>
</table>
7. **Proposed texts and supplementary readings** (including ISBNs):


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

**Kathleen Collins**

8. **Identify and assess the adequacy of available library resources**

   a. **Databases**
   
   Adequate. The library has access to a number of human rights database, including Amnesty International Library, Ethnic Newswatch, AnthroSource, LGBT Life, and World Wide Political Science Abstracts. Furthermore, students can access open source databases such as the United Nations human rights documents and resources such as the University of Minnesota human rights library.

   b. **Books, Journals and eJournals**
   

9. **Identify recommended additional library resources**


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

    $21

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

    Philosopher’s Index
    Stanford Encyclopedia of Philosophy
    ACLS Humanities Ebooks
    Arts and Humanities Citation Index

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

    Yes

    Yes _______ x _______ No ________________
If no, what resources will be needed? With whom have these resource needs been discussed?

13. Proposed instructors:

Kyoo Lee
Susan Kang
Jennifer Rutledge
Veronica Michel
Jean Carmalt
Charlotte Walker-Said

14. Other resources needed to offer this course:

n/a

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

n/a

16. Syllabus

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

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

This course will present issues on the metaphysical and epistemological foundations of human rights as seen from the perspective of modern, western analytic philosophy, as well as from the perspective of ancient and contemporary non-western cultures and non-western moral philosophies. The class explores the discourse that western human rights are a proper part of moral discourse, and that human rights are a special topic within moral discourse. How individuals, societies, and world powers conceive of human rights have implications for the form and content of the political, social, and economic discourses relevant to them, but the issue of this conceptualization itself is properly both philosophical and moral/ethical in nature. The discourse on the foundations of morality as a whole is called “metaethics”. Thus, in understanding the metaphysics and epistemology of human rights, an apt place to begin is by investigating the metaethical options that are currently being discussed in contemporary (western analytic) moral philosophy as well as in contemporary non-western critiques of western human rights and critiques of globalization discourse. By understanding these options, we may then turn to how they apply to the special case of the philosophy of human rights.

PREREQUISITES

Other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

LEARNING OUTCOMES

This course, HR 705, has the following goals and objectives

- Describe the major themes of at least two of the areas of human rights philosophy;
- Describe and contrast the central positions of at least two of the philosophers associated with human rights philosophies;
- Identify the significant ethical theories, including the rational justification of universal ethics and human rights;
• Understand and analyze particular moral problems by applying the principles of those ethical theories that are of both historical and contemporary significance to human rights debates in the arguments you create in the writing assignments;
• Develop and defend a position on a major claim/position within a controversial human rights debate by crafting a written argument.

COURSE REQUIREMENTS

In-Class Discussion: All students must come to class prepared to contribute through discussion - which requires you to have read and reflected on the materials assigned for that class session. I will not give a grade for participation, but those who demonstrate through their class participation that they have read and considered the materials will help their cause. All students must email 1 question or observation that are provoked by the reading by the evening immediately prior to the day’s class. (10% of the grade)

Two Short Writing Assignments: there will be 2 short writing assignments due over the course of the first half of the semester, each worth 10% of the course grade. I have indicated the due dates in the syllabus. Each must be handed in during class. Each will be between 500 and 750 words. Word counts must appear on the assignment. The topics for these assignments must come from the content of the reading for that week. The purpose of them is to push forward discussion on the main themes of the course. Students will be expected to be able to present their thoughts on these assignments in class. (30% of the grade)

In-Class Oral Presentations: students will have to present orally during two different weeks and be able to summarize their short papers in oral form in less than 3 minutes. These oral presentations will allow the students to gain skills in argumentation and rhetoric and will allow students to constructively critique and observe their peers’ presentation skills. Students will present the paper that they wrote and support their arguments with evidence from the chosen readings (30% of the grade)

Final Research Paper (Final Exam): there will be a term paper, on a subject to be approved by me in writing, at the end of the term. The point of the paper will be to explicate the central argument of some self-chosen journal article on human rights, written by a philosopher discussed in this course. Two weeks after the subject is approved, a detailed abstract of the term paper will be handed in. Finally, on the last day of class, the final draft of the term paper will be due. It will be between 1800 and 2000 words. I will be willing to look at rough drafts of the full term paper as long as I get them well before the due date. In calculating the grade for this portion of the class, the abstract will be worth 10% and the final draft will be worth 90%. (30% of the grade)

GRADING

Final grades will be calculated as follows:

Two short writing assignments  30%
Two oral presentations on short writings 30%
Class participation 10%
Final paper (final exam) 30%
Total 100%
For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>F</td>
<td>69.9-0</td>
</tr>
</tbody>
</table>

**COURSE POLICIES**

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

**INCOMPLETE GRADE POLICY**

An “Incomplete” grade may be given exceptionally to students who would pass the course if they were to satisfactorily complete course requirements.

**AMERICANS WITH DISABILITIES ACT (ADA) POLICIES**

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

Plagiarism and cheating are violations of John Jay’s policies (please see www.jjay.cuny.edu/academicStandards/undergraduate.asp), as well as of CUNY’s Policy on Academic Integrity (please see http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you undertake to abide by all the requirements stated in these policy statements. Students in breach of these policies are liable to severe penalty, including disciplinary action.

The policy statements provide detailed information on what constitutes plagiarism and cheating. In general, it can be noted here that 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. No matter whether you paraphrase, summarize or provide direct quotations, you must cite the original source.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

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

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.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. 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 6, Academic Standards)

CONTACT WITH PROFESSOR:
All email communication should be directed to cwalker-said@jjay.cuny.edu

REQUIRED TEXTS


COURSE CALENDAR AND ASSIGNMENTS
Week 1: Metaethics: Relativism and Constructivism
Mark van Roojen, Metaethics: A Contemporary Introduction, (London: Routledge, 2013), Chapter 1 (on Blackboard)

Week 2: Stoic Cosmopolitanism and Human Rights Constructivism

Week 3: Kant on International Justice
Immanuel Kant, Perpetual Peace: A Philosophical Sketch, 92-125, (available online at: http://www.constitution.org/kant/perpeace.htm).

Week 4: Capabilities and Human Rights

Week 5: The Contemporary Discourse of Human Rights
The Universal Declaration on Human Rights
Jack Donnelly, Universal Human Rights in Theory and Practice, Chapters 3 and 4
Short paper #1 due at the end of Week 5.

Topics:
Briefly summarize the distinctions between moral relativism and ethical universalism. How can universalism be problematic?
What are cosmopolitan obligations? Can they interfere with obligations of smaller political communities (such as the nation?) Should they interfere with these obligations?
How does Kant’s theory of international justice influence your opinion of global institutions like the United Nations or the International Criminal Court?
Outline the basic principles in Nussbaum’s theory of capabilities and discuss whether this is a satisfying model for human rights.

Week 6: Student presentations of Paper 1
Oral presentations, with or without PowerPoint, to be completed during this week
Week 7: Women’s Rights as Human Rights
Martha Nussbaum, Sex and Social Justice, (Oxford: Oxford University Press, 2009),
Introduction & Chapter 1 (on Blackboard)
Yael Tamir, "Hands Off Cliterodectomy," Boston Review, October/November 1996. (on Blackboard)

Week 8: The Right not to be Tortured (Part 1)

Week 9: The Right not to be Tortured (Part 2)
Darius Rejali, Torture and Democracy, (Princeton: Princeton University Press, 2009), Chapter 5 (on Blackboard)
Paper #2 due at the end of week 9
Paper Topics
Name two human rights arguments against torture and name two counter-arguments, using the rhetorics of security, that resist human rights claims against torture.
What does the clitoridectomy debate reveal about the human rights vs. cultural rights debate? And further, what is the role of individual rights in preserving tradition?

Week 10: Student presentations of Paper #2

Week 11: Terrorism, the War on Terror, and Human Rights
Alan Dershowitz, Why Terrorism Works, (New Haven: Yale University Press, 2003), 131-164. (on Blackboard)

Week 12: State Respect and Disrespect for Human Rights
Thomas Pogge, World Poverty and Human Rights, Chapter 3 (on Blackboard)
Cicero, On Obligations, Book III (on Blackboard)

Week 13: Global Economic Justice (1)
Thomas Pogge, World Poverty and Human Rights, Introduction and Chapters 4 & 7 (on Blackboard)
Week 14: Global Economic Justice (Part 2)


Week 15: Review and Analysis for Final Research Paper

Peer review
Drafting outlines
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: October 3, 2017
Date of CGS Approval: October 10, 2017

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>646-557-4664</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 706</td>
</tr>
<tr>
<td>Course Title</td>
<td>Human Rights Advocacy and Activism</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>The purpose of this seminar is to explore human rights advocacy and activism, considering the role and perspective of key non-state actors within the field. The course will include an overview of key scholarly and practical approaches to human rights advocacy, with specific attention to transnational models to link together international norms and domestic practices. The course will also cover substantive topics including the organization of key NGOs, organizational issues affecting strategies and tactics, and case studies of specific campaigns. In addition, this course will consider key criticisms of current human rights advocacy and activist strategies and practice. Students will apply scholarly concepts and historical lesson to contemporary human rights problem solving and analysis.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

4. This course will be a practical and academic study of human rights advocacy, focusing on the ways in non-elite and non-state actors have influenced human rights outcomes. It is a very practical course because it will help students learn about successful human rights campaigns and recognize the conditions under which human rights campaigns can be influential at different levels of governance. Furthermore, this course will also help students identify problems with human rights campaigns, including radical critiques of human rights frameworks. This course is unique in the program for being practical in scope while remaining academic and scholarly in much of its source materials. It will place students in a good position within the human rights and public interest job markets.

5. **Degree requirements satisfied by the course:**
This course is a required core course of the program.

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

   Yes _______ No _x_____

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

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

   1. Learn the major key concepts and theoretic debates of human rights advocacy, activism, and norm promotion and apply to contemporary case studies
   2. Understand and evaluate key domestic and international human rights NGOs and assess how their organizations, operations, strategies and contributions help shape human rights norms
   3. Explain and assess the role of human rights advocates within key international organizations
   4. Recognize and analyze key problems and pitfalls, particularly regarding North-South relations, in contemporary human rights advocacy
   5. Engage in independent written and oral presentation of human rights research

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

---

<table>
<thead>
<tr>
<th>Contact Hours (per week)</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Hours</td>
<td>0</td>
</tr>
</tbody>
</table>
The HR MA has the following program objectives:
1) Students will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines. Learning objectives 1, 2, and 4 map onto learning objective one.
2) Students will be able to conduct methodological research and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy. Learning objective 3 and 5 map onto learning objective 2.

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

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn the major key concepts and theoretic debates of human rights advocacy,</td>
<td>Participation, short papers,</td>
</tr>
<tr>
<td>activism, and norm promotion and apply to contemporary case studies</td>
<td>discussion leadership</td>
</tr>
<tr>
<td>Understand and evaluate key domestic and international human rights NGOs and</td>
<td>Short papers, discussion leadership,</td>
</tr>
<tr>
<td>assess how their organizations, operations, strategies and contributions help</td>
<td>final paper</td>
</tr>
<tr>
<td>shape human rights norms</td>
<td></td>
</tr>
<tr>
<td>Explain and assess the role of human rights advocates within key international</td>
<td>Short papers, discussion leadership,</td>
</tr>
<tr>
<td>organizations</td>
<td>final paper</td>
</tr>
<tr>
<td>Recognize and analyze key problems and pitfalls, particularly regarding North-South</td>
<td>Short papers, discussion leadership,</td>
</tr>
<tr>
<td>relations, in contemporary human rights advocacy</td>
<td>final paper</td>
</tr>
<tr>
<td>Engage in independent written and oral presentation of human rights research</td>
<td>Discussion leadership, final paper</td>
</tr>
</tbody>
</table>

d. **Proposed texts and supplementary readings** (including ISBNs):

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

**Kathleen Collins**

e. **Identify and assess the adequacy of available library resources**
a. Databases
Adequate. The library has access to a number of human rights database, including Amnesty International Library, Ethnic Newswatch, AnthroSource, LGBT Life, and World Wide Political Science Abstracts. Furthermore, students can access open source databases such as the United Nations human rights documents and resources such as the University of Minnesota human rights library.

b. Books, Journals and eJournals

f. Identify recommended additional library resources
N/a

g. Estimate the cost of recommended additional library resources (For new courses and programs):
N/a

h. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).
- United Nations High Commission on Human Rights databases
- Human Rights Watch world report
- Amnesty International Reports

i. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?
   Yes __x___________ No ______________
   If no, what resources will be needed? With whom have these resource needs been discussed?

j. Proposed instructors:
   Susan Kang
   Jennifer Rutledge
   Veronica Michel
   Jean Carmalt
   Charlotte Walker-Said
k. Other resources needed to offer this course:
   n/a

l. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:
   n/a

m. Syllabus

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

   The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
Instructor
Dr. Susan Kang
Political Science Department
9.65.12NB
646-557-4664
skang@jjay.cuny.edu
Office hours: Mon. 12:15-1:30 p.m. & by appt.

Course Description:
The purpose of this seminar is to explore human rights advocacy and activism, considering the role and perspective of key non-state actors within the field. The course will include an overview of key scholarly and practical approaches to human rights advocacy, with specific attention to transnational models to link together international norms and domestic practices. The course will also cover substantive topics including the organization of key NGOs, organizational issues affecting strategies and tactics, and case studies of specific campaigns. In addition, this course will consider key criticisms of current human rights advocacy and activist strategies and practice. Students will apply scholarly concepts and historical lesson to contemporary human rights problem solving and analysis.

Learning Objectives
Students in this course will:
- Learn the major key concepts and theoretic debates of human rights advocacy, activism, and norm promotion and apply to contemporary case studies
- Understand and evaluate key domestic and international human rights NGOs and assess how their organizations, operations, strategies and contributions help shape human rights norms
- Explain and assess the role of human rights advocates within key international organizations
- Recognize and analyze key problems and pitfalls, particularly regarding North-South relations, in contemporary human rights advocacy
- Engage in independent written and oral presentation of human rights research

COURSE POLICIES
As indicated above, class participation is essential. Class participation grades will take into account a student’s record of attendance, as well as the quality and quantity of his or her
contribution to class discussions. As this implies, to be successful in this course requires that you maintain an excellent record of attendance. As a general rule, you should only miss class in exceptional circumstances and whenever possible you should notify the instructors in advance.

Missing more than two sessions will result in a reduced grade. Missing more than a third of the class will result in a failing grade.

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

All email communication should be directed to skang@jjay.cuny.edu

**Course Assignments and grading:**

The following assignments will be used to calculate your grade

Participation: 10%
Short papers and discussion leadership (3): 30%
Paper draft: 10%
Final paper: 50%

**Participation:** Students are required to attend every class, arrive on time, and contribute to the class discussion. You may miss 1-2 classes with no penalty, and the professor reserves the right to penalize your final grade by 1 letter grade if you miss 3 classes. Missing more than 4 classes will lead to an F grade.

**Short Papers:** Throughout the class, students will be required to write three short (2-3 page) papers over the assigned readings for the day. Reaction papers will summarize and analyze the
key arguments and evidence found in the week's readings. The very best papers will explicitly link the readings to broader theoretical and conceptual debates in human rights, and earlier readings in the class. In addition to writing the reaction paper, you (with whoever else is writing the paper that week) will lead class discussion for that class period. Students are encouraged to discuss their classroom leadership plans with the professor one week prior. (10% each paper/presentation)

**Final paper:** The bulk of this seminar's grade will be determined by your independent research paper, 15-20 pages. In this paper, you will choose a human rights campaign and analyze it from one of the major theoretical perspectives discussed in this class (boomerang/spiral, hegemony, socialization theory. If you want to use another theoretical framework, please meet with me before proceeding). You may choose an issue that has been heavily researched (Rome Statute, anti-Apartheid), a newer issue (convention on protecting rights of people with disabilities), or a less researched issue. You should use a standard convention of citation (typically APA or Chicago-style).

The first draft (7-10 pages) is due in Week 7 of the semester. At minimum, this draft should include your campaign and a discussion of the theoretical framework.

**College policies:**

**Plagiarism** is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person’s ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments

**Internet plagiarism** includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution. (From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)

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

**Key Texts:**


Course Schedule

Week 1: Brief background:
Chong, Introduction and chapter 1 (pp. 1-30)

Week 2 Advocacy around the Universal Declaration:

Week 3 Transnational Advocacy Networks: Boomerang and Spiral Models

Week 4 Case studies: Transnational activism
Chong Ch. 2 (pp. 31-70)

Week 5 International NGOs

Week 6: Changing strategies of major NGOs/Social justice groups
Chong, Ch. 3: pp. 71-103.
Paper draft due
C5

Week 8 Critiques of contemporary advocacy

Week 9 Human Rights “Brokers” from international to local

Week 10 Framing and non-Human Rights strategies:

Week 11: Human Rights advocacy and the media:

Week 12 NGO Structure and HR advocacy:
Week 13 Case studies 1 Human Rights advocacy within the UN System and other supranational organizations
Becker, Ch. 3-5 (pp. 59-112)

Week 14 Case studies 2: Promoting accountability
Becker: Ch. 6-8 (pp. 113-176)
Final Paper Due
When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date submitted to the Office of Graduate Studies: October 3, 2017
Date of CGS Approval: October 10, 2017

1. Contact information of proposer(s):

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<tr>
<td>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>646-557-4664</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 750</td>
</tr>
<tr>
<td>Course Title</td>
<td>Advanced Seminar in Human Rights</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course will synthesize the knowledge and perfect the skills gained throughout core Human Rights Masters coursework and allow students to apply multidisciplinary perspectives on human rights to real life human rights issues. Students will participate in collaborative research and advocacy with a human rights organization serving as a client, and produce a value added original policy paper to serve the organization's needs.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites</td>
<td>All other core courses in the Human Rights MA or permission of the instructor</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>0</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

This course is the culminating experience for student in the MA program in Human Rights. In this course, students will apply the knowledge and analysis gained in earlier core courses and contribute collectively to a project based learning experience. This course will expose students to the needs and workings of an external human rights organization, as they create a white paper on subjects that fit the needs a chosen organization. Students will participate in different kinds of practical research, including legal research, open source research, and interview based research. This will provide students with practical experience that can be useful in their professionalization, as well as teach them how to transfer classroom knowledge to practical, campaign based needs.

4. **Degree requirements satisfied by the course:**

This is the required capstone, culminating course for Human Rights MA students.

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

   Yes _______ No ___x____

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

6. **Learning Outcomes:**

   a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?
      1. Apply fundamental knowledge of human rights laws, organization, advocacy, practice, and research to contemporary human rights problem
      2. Prepare a collaborative research product, including a paper and oral presentation, for a human rights organization in support of a human rights campaign
      3. Apply multidisciplinary expertise and problem solving skills towards a relevant human rights issue
      4. Gain expertise and competence in professional and policy-oriented writing

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

   The HR MA has the following program objectives:
   1) Students will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines.
   Course learning objectives 1 and 3 map onto program objective 1.
   2) Students will be able to conduct methodological research and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy
Course learning objectives 2 and 4 map onto program objective 2.

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

<table>
<thead>
<tr>
<th>Learning objective</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply fundamental knowledge of human rights laws, organization, advocacy, practice, and research to contemporary human rights problem</td>
<td>Weekly writing assignments, class participation</td>
</tr>
<tr>
<td>Prepare a collaborative research product, including a paper and oral presentation, for a human rights organization in support of a human rights campaign</td>
<td>Draft presentation, Final presentation, Final team project paper + Executive Summary</td>
</tr>
<tr>
<td>Apply multidisciplinary expertise and problem solving skills towards a relevant human rights issue</td>
<td>Weekly writing assignments, Final team project paper + Executive Summary</td>
</tr>
<tr>
<td>Gain expertise and competence in professional and policy-oriented writing</td>
<td>Final team project paper + Executive Summary</td>
</tr>
</tbody>
</table>

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


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

**Kathleen Collins**

8. **Identify and assess the adequacy of available library resources**

A. **Databases:** Adequate. The library has access to a number of human rights database, including Amnesty International Library, Ethnic Newswatch, AnthroSource, LGBT Life, and World Wide Political Science Abstracts. Furthermore, students can access open source databases such as the United Nations human rights documents and resources such as the University of Minnesota human rights library.

9. Identify recommended additional library resources

10. Estimate the cost of recommended additional library resources (For new courses and programs):
$25

11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).
United Nations High Commission on Human Rights databases
Human Rights Watch world report
Amnesty International Reports

12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?
Yes ______ No _____________
If no, what resources will be needed? With whom have these resource needs been discussed?

13. Proposed instructors:
Susan Kang
Jennifer Rutledge
Veronica Michel
Jean Carmalt
Charlotte Walker-Said

14. Other resources needed to offer this course:
n/a

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

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

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

MASTER OF ARTS DEGREE PROGRAM IN HUMAN RIGHTS
ADVANCED SEMINAR IN HUMAN RIGHTS SYLLABUS

HR 750

INSTRUCTOR

Dr. Susan Kang
Political Science Department
9.65.12NB
646-557-4664
skang@jjay.cuny.edu
Office hours: Mon. 12:15-1:30 p.m. & by appt.

COURSE DESCRIPTION

This course will synthesize the knowledge and perfect the skills gained throughout core Human Rights Masters coursework and allow students to apply multidisciplinary perspectives on human rights to real life human rights issues. Students will participate in collaborative research and advocacy with a human rights organization serving as a client, and produce a value added original policy paper to serve the organization's needs.

PREREQUISITES

All other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

LEARNING OUTCOMES

As the culminating seminar in the HR program, HR 750 has the following goals and objectives
• Apply fundamental knowledge of human rights laws, organization, advocacy, practice, and research to contemporary human rights problem
• Prepare a collaborative research product, including a paper and oral presentation, for a human rights organization in support of a human rights campaign
• Apply multidisciplinary expertise and problem solving skills towards a relevant human rights issue
• Gain expertise and competence in professional and policy-oriented writing

Course project
This semester’s culminating project will be a collaborative research project with the Global Action to Prevent War (GATPW). GATPW has commissioned this class to do a study on the international migration crisis. In addition to introductory research on human rights and the migration, students will participate in team research on domestic, international and regional efforts to mitigate human rights vulnerability of migrants. Teams will focus on major state and regional actors: North Africa, United States, Australia, SE Asia, and the Mediterranean states (Italy, Spain and Greece). The end product will be a policy paper outlining the migrant human rights crisis in the area, resulting state and regional policies, best practices, and recommendations for states (government entities), NGOs, activists, and funding agencies.

In addition to a desk review, you will be required to interview at least one (preferably two) experts on your geographic area. Your interviews can be of legal professional, human rights campaigners, academic area specialists, journalists or anyone else with unique knowledge of migrants’ rights in your geographic area. We will have submitted an IRB application by Week two of the course, and you will be required to submit the necessary CITI certification in Week 1 to support this application.

**COURSE REQUIREMENTS**

**Writing Assignments:** Students will hand in collaborative 1-2 page written responses to a prompt every week, engaging with the course reading materials and assignments. These will be listed on the course Blackboard site.

**Draft presentation:** Students will present the desk review of their findings in Week 8 of the semester. You are expected to wear professional dress. Presentations will require a PowerPoint or similar presentation aids and will be 15 minutes long. A representation form GATPW will be present, either physically or virtually, to give feedback.

**Final Presentation:** Students will present their final findings, incorporating their interview materials, in Week 14. As before, these presentations will be 15 minutes long, focus on your policy recommendations for organizations and governments on improving human rights for refugees and migrants in your region, and require a PowerPoint or similar presentation aid. Professional dress is required.

**Class participation:** Your participation in this seminar is essential. Participation grades will take into account a student’s record of attendance, as well as the quality and quantity of his or her contribution to class discussions. As this implies, to be successful in this course requires that you maintain an excellent record of attendance. As a general rule, you should only miss class in exceptional circumstances and whenever possible you should notify the instructors in advance. Missing more than two sessions will result in a reduced grade. Missing more than a third of the class will result in a failing grade.
Final Paper: The final paper, a collaborative project, is due during finals week. You may submit a draft by Week 13 if you want comments, but it is not required. This will be in the format of a policy or White Paper, consisting of an executive summary and policy recommendations. The paper will be 15-20 pages long and should be readable to a general interested (i.e. nonacademic) audience.

GRADING

Final grades will be calculated as follows:

Weekly writing assignments  20%
Draft presentation  15%
Final presentation  15%
Class participation  15%
Final team project paper + Executive Summary  35%
Total  100%

For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

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<thead>
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<td>70-72.9</td>
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<tr>
<td>F</td>
<td>69.9-0</td>
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</tbody>
</table>

COURSE POLICIES

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

• Please arrive on time. Late arrival is disruptive to the students and the instructor.
• Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor's permission.
• Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
• Food may not be brought into or consumed in the classroom.
• Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.
Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

INCOMPLETE GRADE POLICY

An “Incomplete” grade may be given exceptionally to students who would pass the course if they were to satisfactorily complete course requirements. Given the nature of this course, there will be no incompletes.

AMERICANS WITH DISABILITIES ACT (ADA) POLICIES

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

PLAGIARISM AND CHEATING

Plagiarism and cheating are violations of John Jay’s policies (please see www.jjay.cuny.edu/academicStandards/undergraduate.asp), as well as of CUNY’s Policy on Academic Integrity (please see http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you undertake to abide by all the requirements stated in these policy statements. Students in breach of these policies are liable to severe penalty, including disciplinary action.

The policy statements provide detailed information on what constitutes plagiarism and cheating. In general, it can be noted here that 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. No matter whether you paraphrase, summarize or provide direct quotations, you must cite the original source.

The following are some examples of plagiarism, but by no means is it an exhaustive list:
• Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
• Presenting another person’s ideas or theories in your own words without acknowledging the source.
• Using information that is not common knowledge without acknowledging the source.
• Failing to acknowledge collaborators on homework and laboratory assignments.

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

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.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. 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 6, Academic Standards)

All papers must be submitted to Blackboard Safeassign for review for determination of the provenance of the contents of the paper. The instructors may use other methods to determine the originality of the paper.

CONTACT WITH PROFESSOR:
All email communication should be directed to skang@jjay.cuny.edu

REQUIRED TEXT


Please note: This is an advanced seminar course and students are expected to read from a variety of sources, including not only the assigned materials, but also book and journal articles that they may have used for other courses. Students are expected to tap a variety of data sets such as Lexis-Nexux, Academic Search Premier, the United Nations Treaty system, and specialized human rights data bases (i.e. State Department, Cigranelli and Richards CIRI). Students will be given guidance about resource materials for our project.

GRADING
Final grades will be calculated as follows:

Weekly writing assignments  20%
Draft presentation       15%
Final presentation       15%
Class participation       15%
Final team project paper + Executive Summary 35%
Total 100%

For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

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<td>70-72.9</td>
</tr>
<tr>
<td>F</td>
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</table>

Late Assignments: All assignments must be turned in on time. Late assignments will be docked 1/3 of a letter grade for every day they are turned in late (i.e. an A becomes an A- after one calendar day). Students needing an extension should talk to the instructors in advance. No extensions will be given after the due date.

COURSE CALENDAR AND ASSIGNMENTS

Week 1: Introduction the Global Migration Problem
Backgrounders, accessible http://www.cfr.org/migration/europes-migration-crisis/p32874
Groome, Ch. 1
Bring CITI certification

Week 2: Guest Speaker, Jane Buchanan from Human Rights Watch
Emina Cerimovic, 2015, “Migrant Smuggling: What are EU options?”
https://www.hrw.org/news/2015/05/12/migrant-smuggling-what-are-eu-options

Week 3: Human rights documents: Database usage and open source research techniques Review:
UN High Commission on Human Rights: Refworld: http://www.refworld.org/cgi-bin/texis/vtx/rwmain
International Red Cross: International Humanitarian Law Treaties: https://www.icrc.org/ihl
UN High Commission on Refugees: Resources: http://www.unhcr.org/pages/49c3646c4b2.html

Week 4: Academic literature on refugee law and practices

Week 5: Policy papers on refugee crisis:
One of the policy papers at the European Council on Refugees and Exiles: http://www.ecre.org/topics/areas-of-work/protection-in-europe.html
Week 6: Guest Speaker on human rights documentation  
Groome, Ch. 2-3, 7 and 9  
In class discussion: techniques to find interview subjects

Week 7: interview techniques  
Political Science and Politics, 35(4), 665-668.  

Week 8: Draft Presentations  
You will present your 15 minute presentations to a representative from GATPW today.  
Professional dress required.

Week 9: Troubleshooting, Feedback, and Review day  
This day is reserved for students to share their progress with obtaining and conducting interviews, for instructor feedback on presentations, and review each other’s written progress on the final research paper.

Week 10: Analyzing Interview Data:  
Interviewing as Qualitative Research, New York, Teachers' College Press.  
In class: bring interview notes; in class interview simulations

Week 11: Professional Writing Seminar  
Writing for government: http://web.uvic.ca/~sdoyle/E302/Notes/  
http://blog.brazencareerist.com/2012/05/04/write-less-say-more-the-power-of-brevity/  
Excerpts from the Introduction to Foreign Service Writing, Foreign Service Officer Orientation Manual, on BB

Week 12: Evidence based policy and white papers  

Week 13: Troubleshooting and peer review of executive summaries
“Writing Executive Summaries.” From University of Maryland Writing Center: https://www.umuc.edu/writingcenter/writingresources/upload/ewc-writing-for-an-audience.pdf

Week 14: Final presentation and final paper due
## JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

### 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 rmeeks@jjay.cuny.edu.

---

**Date Submitted to the Office of Graduate Studies:** September 19  
**Date of Program Approval:** September 14, 2017  
**Date of CGS Approval:** October 10, 2017

---

### 1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Mellow</td>
<td><a href="mailto:jmellow@jjay.cuny.edu">jmellow@jjay.cuny.edu</a></td>
<td>212-237-8035</td>
</tr>
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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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<thead>
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<td><strong>Description</strong></td>
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<td>Surveys organizational responses to situations that compromise the integrity of information and technology. Reviews the legal basis for privacy and security of information and related technology. Presents methods and procedures for assessment of risk, and examines strategies for mitigation of risk involving operational procedure, software and hardware, and building systems.</td>
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<tr>
<td><strong>Effective Term</strong></td>
<td>Spring 18</td>
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3. Rationale for the proposed change(s):

CRJ 750 is not a criminal justice related course and currently is not listed in any of the CRJ MA program’s specializations: Criminology & Deviance; Criminal Law & Procedures; Policing; Corrections; and Terrorism Studies or any of the program’s four Advanced Certificates. The CRJ MA program would therefore like to make CRJ 750 inactive.

4. Enrollment in past semesters: Do not know

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5. Does this change affect other programs?
   
   _____ No   _____x___ Yes

   If yes, what consultation has taken place?

CRJ 750 is a Criminal Justice elective for the Master of Science in Digital Forensics and Cybersecurity. The class is cross-listed with PAD 750 Security of Information and Technology and the CRJ MA program does not do the hiring for this class. I have spoken to Doug Salane on several occasions about this class and other cross-listed classes and have made it clear to him which classes, including CRJ 750, that the CRJ MA program does not schedule.
PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for Criminal Justice leading to the MA Degree.

Program Name and Degree Awarded: Criminal Justice, MA
HEGIS Code: 2105
NY State Program Code: 02538
Effective term: Spring 2017

Date of Program Approval: September 28, 2017
Date of CGS approval: October 10, 2017

Rationale for proposed changes: The Criminal Justice MA program voted unanimously to add the following three course to the Corrections specialization:

CRJ 729 Drugs, Crime and the CRJ System
CRJ 738 Race and Crime in America
CRJ 739 Crime Mapping

The rationale for the additions is that each one of these classes addressing significant issues relating to corrections. For example, 65 percent of state inmates meet the criteria for substance abuse and people of color are significantly overrepresented in US prisons. Crime mapping is a growing tool in corrections to help manage inmates. For example, using GIS software, administrators can identify prison locations prone to violence and can assign probation cases based on geographic location.

The Criminal Justice MA program voted unanimously to add the following course to the Criminology and Deviance specialization:

CRJ 739 Crime Mapping

The rationale for the addition is that crime mapping and analysis of crime has always been a strategy and research technique to explore and explain criminological theories, even before GIS software was developed. For example, crime mapping is a respected tool to use in studying environmental criminology.
The Master of Arts in Criminal Justice requires 36 credits consisting of five required core courses, three courses in a specialization, and four elective courses. Students must also pass a two-part qualifying examination. Students meeting certain conditions may complete the degree in 30 credits plus a thesis.

Core Requirements (15 credits)

CRJ 710 Issues in Criminal Justice I 3
CRJ 711 Issues in Criminal Justice II: Policing and Corrections 3
CRJ 715 Research Design and Methods 3
CRJ 716 Statistical Software in Criminal Justice 3
CRJ 730 Policy Analysis in Criminal Justice 3

Qualifying Exam Parts A and B

Core Requirements (15 credits)

CRJ 710 Issues in Criminal Justice I 3
CRJ 711 Issues in Criminal Justice II: Policing and Corrections 3
CRJ 715 Research Design and Methods 3
CRJ 716 Statistical Software in Criminal Justice 3
CRJ 730 Policy Analysis in Criminal Justice 3

Qualifying Exam Parts A and B

Qualifying Exam prerequisites:

The two-part Qualifying Exam must be taken after completing the first four required core CRJ courses and before completing 24 credits of coursework. Part A may be taken upon completion of CRJ 710 and CRJ 711; Part B may be taken upon completion of CRJ 715 and CRJ 716. The two parts may be taken in the same semester or in different semesters.

A student must have an overall GPA of 3.0 or higher to be eligible to take the Qualifying Exam. All students are required to register for the Qualifying Exam. A student who is not registered for the Qualifying Exam prior to the exam date will not be allowed to take the exam.

The two-part Qualifying Exam must be taken after completing the first four core CRJ courses and before completing 24 credits of coursework. Part A may be taken upon completion of CRJ 710 and CRJ 711; Part B may be taken upon completion of CRJ 715 and CRJ 716. The two parts may be taken in the same semester or in different semesters.

A student must have an overall GPA of 3.0 or higher to be eligible to take the Qualifying Exam. All students are required to register for the Qualifying Exam. A student who is not registered for the Qualifying Exam prior to the exam date will not be allowed to take the exam.
A student must pass both parts of the Qualifying Exam before entering the final required core class, CRJ 730. A student is allowed a second attempt at passing each part of the Qualifying Exam. Any student who fails a part of the Qualifying Exam twice may be dismissed from the program. However, in unusual circumstances and at the discretion of the program director, a student may be permitted to take a part of the examination a third time, provided that a plan of study has been approved by the CRJ program director. Students taking the Qualifying Exam in a semester in which they are not registered for classes must register for Maintenance of Matriculation (MAM) in order to sit for the exam.

Specializations (9 credits)

Students must take three classes (9 credits) in one of five specialization areas listed. The specialization lists provided are not intended to be exhaustive. The program director has discretion to substitute other courses, including courses in the 800-level series, to satisfy the specialization requirement. Students should consult with the program director before taking a course for specialization credit when that course is not on the specialization list. Dual specializations are permissible if the student has fulfilled the requirements of both specializations, but the same electives may not be used for two specializations.

Free Electives (12 credits)

Students must take four additional classes from any of the graduate courses offered at John Jay. Students may choose to take CRJ 793 Comprehensive Review as one of their electives to help prepare for the exam. Students choosing the thesis option do not need to meet the electives requirement (see below).

Thesis Option (6 credits)

Students who complete CRJ 715 and CRJ 716 with an A- average or better may choose to write a thesis instead of taking four elective courses. Students choosing the thesis option must first take CRJ 717 Reading in Research and receive an A in the course. Students must then take CRJ 791 Thesis Prospectus as an Independent Study with their thesis advisor who must be a member of the graduate faculty. Finally, students must submit a thesis approved by their advisor and a second reader within no more than two years of registration.

Thesis Option (6 credits)

A student must pass both parts of the Qualifying Exam before entering the final required core class, CRJ 730. A student is allowed a second attempt at passing each part of the Qualifying Exam. Any student who fails a part of the Qualifying Exam twice may be dismissed from the program. However, in unusual circumstances and at the discretion of the program director, a student may be permitted to take a part of the examination a third time, provided that a plan of study has been approved by the CRJ program director. Students taking the Qualifying Exam in a semester in which they are not registered for classes must register for Maintenance of Matriculation (MAM) in order to sit for the exam.

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Students must take three classes (9 credits) in one of five specialization areas listed. The specialization lists provided are not intended to be exhaustive. The program director has discretion to substitute other courses, including courses in the 800-level series, to satisfy the specialization requirement. Students should consult with the program director before taking a course for specialization credit when that course is not on the specialization list. Dual specializations are permissible if the student has fulfilled the requirements of both specializations, but the same electives may not be used for two specializations.

Free Electives (12 credits)

Students must take four additional classes from any of the graduate courses offered at John Jay. Students may choose to take CRJ 793 Comprehensive Review as one of their electives to help prepare for the exam. Students choosing the thesis option do not need to meet the electives requirement (see below).

Thesis Option (6 credits)

Students who complete CRJ 715 and CRJ 716 with an A- average or better may choose to write a thesis instead of taking four elective courses. Students choosing the thesis option must first take CRJ 717 Reading in Research and receive an A- or better. Students must obtain permission from the program director to pursue the thesis option after completing CRJ 717. If permission is granted, they must take CRJ 791 Thesis Prospectus as an Independent Study with their thesis advisor who must be a member of the graduate faculty. Finally, students must submit a thesis approved by their advisor and a second reader within no more than two years of registration.
Within no more than one year after completing CRJ 791. Students choosing the thesis option will complete a total of 30 credits for the master's degree, six fewer credits than those students who do not write a thesis. However, writing a thesis is a substantial undertaking usually requiring more work than that required by two additional courses.

**CRJ Specializations Degree Requirements**

<p>| CRJ 701 Sociology of Crime 3 |
| CRJ 712 Sex Crimes 3 |
| CRJ 713 White-Collar Crime 3 |
| CRJ 714 Social Aspects of Alcohol and Drug Use 3 |
| CRJ 715 Cybercrime and Digital Forensics 3 |
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<td>Homeland Security and Terrorism</td>
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<td>CRJ 797</td>
<td>Homeland Security and International Relations</td>
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</table>

Total credits required: 30-36 credits

Electives 6-12 credits

Sub-total 24 credits

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

If Yes, what consultation has taken place?

- [x] Yes
- [ ] No

Does this change affect any other program?

- [ ] Yes
- [x] No

Sub-total 24 credits

Electives 6-12 credits

Total credits required: 30-36 credits
Forensic Mental Health Counseling MA Program  
CGS Approval: October 10, 2017

Transfer of Credits between the B.A./M.A. Program in Forensic Psychology and the M.A. Program in Forensic Mental Health Counseling

John Jay College proposes to specify the transferability of credits between the College’s established B.A./M.A. program in Forensic Psychology and its M.A. program in Forensic Mental Health Counseling (FMHC) in order to assist those students seeking the professional degree in FMHC. A transfer agreement already exists between the M.A. Program in Forensic Psychology and FMHC, but it has not been applied to the Psychology B.A./M.A. Program to date.

Students who have completed the B.A./M.A. in Forensic Psychology have not had the option of pursuing the FMHC degree. It is proposed that they should be allowed to matriculate into the FMHC program with the transfer of 30 graduate credits from the M.A. portion of the B.A./M.A. Program. In order to complete the FMHC program, they could then be required to complete an additional 30 credits, including all required FMHC courses. This would be consistent with the current FP-FMHC transfer policy, and replace the current 12-credit limit on the B.A./M.A. postgraduate transfer.

Benefit to Students

Students who have or will complete the B.A./M.A. degrees in Forensic Psychology will also be able to earn a degree that provides a credential that meets the New York State licensing requirements for mental health professionals and thereby greatly improve their employment prospects.
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<tr>
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All meetings begin at 1:40 p.m. and are open to the College Community. The Executive Committee of the College Council meets in Room 610 Haaren Hall. The College Council meetings take place in Room 9.64NB.