COLLEGE COUNCIL
AGENDA
& ATTACHMENTS
SEPTEMBER 21, 2015
I. Adoption of the Agenda

II. Election of the Secretary to the College Council

III. Minutes of the May 11, 2015 College Council (attachment A), Pg. 3

IV. Approval of the Members of the College Council Committees (attachment B), Pg. 5

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C10) – Associate Provost and Dean of Undergraduate Studies, Scott Stoddart

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C2. ISP 1XX (112) Going Places: Travel & Transformation (WC), Pg. 44
C3. ISP 2XX (265) Evolution and Its Impact (SciWld), Pg. 57
C4. LWS 2XX (225) Introduction to Research in Law and Society, Pg. 71
C5. SOC 1XX (106) Sexual Identity and U.S. Society: LGBT Perspectives (JCI), Pg. 84
C6. SPA 3WW (359) African Legacy in Latin American Literature and Film, Pg. 103

Programs

C7. Proposal to Revise the BA in Law and Society, Pg. 117
C8. Proposal to Revise the Minor in African Studies, Pg. 120
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Course Revisions

C10. PSC 207 The Investigative Function (new #: PSC 107), Pg. 127
VI. Report from the Committee on Graduate Studies (attachment D1-D3) – Associate Provost and Dean of Graduate Studies, Anne Lopes

Programs

D1. Application for an Advanced Certificate in Victimology Studies in Forensic Psychology, **Pg. 138**
D2. Application to Add the Distance Education Format to the Criminal Justice MA program, **Pg. 148**
D3. Change in degree program: MS in Digital Forensics and Cybersecurity, **Pg. 152**

VII. 2014-2015 College Council Committee Activity Report (attachment E), **Pg. 155**

VIII. 2015-2016 College Council Calendar (attachment F), **Pg. 156**

IX. New Business

X. Administrative Announcements – President Travis

XI. Announcements from the Faculty Senate – Professor Karen Kaplowitz

XII. Announcements from the Student Council – President Faika Kabir
The College Council held its final meeting of the 2014-2015 academic year on Monday, May 11, 2015. The meeting was called to order at 2:00 p.m. and the following members were present: Grace Theresa Agalo-os, Schevaletta Alford, Warren Benton, Adam Berlin, Jane P. Bowers, Claudia Calirman, James Cauthen, Katarzyna Celinska, Lynette Cook-Francis, Jennifer Dysart, Katie Gentile, John Gutierrez, Maki Haberfeld, Alma Huskic, Hunter Johnson, Faika Kabir, Tiffani Kennedy, Maria Kiriakova, Carmen Kynard, Taisha Lazare, Kyoo Lee, Vincent Maiorino, Tiffany Onorato, Jay Pastrana, Robert Pignatello, Dainius Remeza, Rosann Santos-Elliott, Francis Sheehan, Scott Stoddart, Jeremy Travis, Arturo Urena, Kristal Wilkins, Janet Winter and Daniel Yaverbaum.

Absent were: Anthony Carpi, Marsha Clowers, Angelique Corthals, Sylvia Dapia, Sandrine Dikambi, Artem Domashevskiy, Janice Dunham, Margaret Escher, Diana Falkenbach, Kaniz Fatima, Robert Furst, Shereef Hassan, Norris James, Karen Kaplowitz, Louis Kontos, Tom Kucharski, Anne Lopes, Xerxes Malki, Edward Paulino, Giovanni Perna, Frank Pezzella, Nicole Ponzo, Muhammad Rehman, Kyle Roberts, Raul Romero, Raul Rubio, Michael Scaduto, Ian Seda, Jon Shane, David Shapiro, Dennis Sherman, Charles Stone, Staci Strobl, Robert Till and Robert Troy.

I. Adoption of the Agenda
In the absence of quorum at the Executive Committee of the College Council meeting, Committee members agreed to continue with the meeting as usual given there were time sensitive and important items on the agenda. If any items need to be ratified by the Executive Committee of the College Council before September, a meeting will be scheduled as appropriate. A motion was made to approve the May 11, 2015 agenda as presented. The motion was seconded and approved unanimously.

II. Minutes of the April 21, 2015 College Council
A motion was made to adopt the minutes as presented. The motion was seconded and approved unanimously.

III. Proposals from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B7) – Associate Provost and Dean of Undergraduate Studies, Scott Stoddart
A motion was made to adopt the new courses marked B1-B3 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked B1-B3:

B1. LIT 1XX (130) King Arthur: Culture, Society and Tradition (I&S)
B2. PSC 2XX (250) Research Methods in Policing
B3. SCI 2XX (210) Toxins or Not (SciWld)
The meeting was adjourned at 3:00 p.m.
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College Council Membership

The College Council shall be the primary governing body of John Jay College of Criminal Justice. It shall have authority to establish College policy on all matters except those specifically reserved by the Education Law or by the Bylaws of the Board of Trustees of The City University of New York to the President or to other officials of John Jay College or of The City University of New York, or to the CUNY Board of Trustees. The College Council shall consist of the following members:

Administration:
1. President (chairperson) Jeremy Travis
2. Provost and Senior Vice President for Academic Affairs Jane P. Bowers
3. Senior Vice President for Finance and Administration Robert Pignatello
4. Vice President for Student Affairs Lynette Cook-Francis
5. Vice President for Enrollment Management Robert Troy
6. Associate Provost for Strategic Initiatives and Dean of Graduate Studies Anne Lopes
7. Associate Provost and Dean of Undergraduate Studies Scott Stoddart
8. Associate Provost and Dean of Research Anthony Carpi

Faculty:
a. Full-time faculty elected from each academic department:
9. Africana Studies Charlotte Walker Said
10. Anthropology Terry Furst
11. Art and Music Lisa Farrington
12. Communication and Theater Arts Marsha Clowers
13. Counseling Mickey Melendez
14. Criminal Justice Frank Pezzella
15. Economics Ian Seda
16. English Jonathan Gray
17. Health and Physical Education Vincent Maiorino
18. History David Munns
19. Interdisciplinary Studies Program Amy Green
20. Latin America and Latina/o Studies John Gutierrez
21. Law, Police Science and Criminal Justice Administration Yue Ma
22. Library Maria Kiriakova
23. Mathematics and Computer Science Dante Tawfeeq
24. Modern Languages and Literatures Raul Romero
25. Philosophy James DiGiovanina
26. Political Science Roger McDonald
27. Psychology Tom Kucharski
28. Public Management Ned Benton
30. Sciences Angelique Corthals
31. SEEK Carmen Solis
32. Sociology Rosemary Barbaret
b. Faculty allotted according to any method duly adopted by the Faculty Senate:

33. SEEK  Schevaletta (Chevy) Alford
34. Library  Ellen Belcher
35. Math & Computer Science  Sven Dietrich
36. Library  Janice Dunham
37. Psychology  Jennifer Dysart
38. Public Management  Jay Gates
39. Law, Police Science and Criminal Justice Administration  Lior Gideon
40. Law, Police Science and Criminal Justice Administration  Maki Haberfeld
41. English  Karen Kaplowitz
42. Sociology  Louis Kontos
43. English  Danius Remeza
44. Latin American/Latina/o Studies & English  Belinda Rincon
45. Public Management  David Shapiro
46. Sciences  Francis Sheehan
47. Psychology  Charles Stone
48. History  Fritz Umbach
49. Sciences  Daniel Yaverbaum

- Eight faculty alternates who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent faculty representative:

<table>
<thead>
<tr>
<th>Andrea Balis, History</th>
<th>Avram Bornstein, Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenn Corbett, SFEM</td>
<td>Ric Curtis, Anthropology</td>
</tr>
<tr>
<td>Diana (DeeDee) Falkenbach, Psychology</td>
<td>Robert Garot, Sociology</td>
</tr>
<tr>
<td>Chuck Nemeth, SFEM</td>
<td>Victoria Perez-Rios, Political Science</td>
</tr>
</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

50. Kevin Nesbitt
51. Naomi Nwosu
52. Katherine Outlaw
53. Janet Winter
54. Sandrine Dikambi

- One Higher Education Officers alternate who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent higher education officer representative.

Nancy Marshall
Students:
55. President of the Student Council            Faika Kabir
56. Vice President of the Student Council      Kyle Roberts
57. Treasurer of the Student Council           Muhammad Rehman
58. Secretary of the Student Council           Anthony Forbez
59. Elected At-Large Representative            Maria Plata
60. Elected graduate student representative    Eric DeTurk
61. Elected graduate student representative    Marline Wright
62. Elected senior class representative        Arturo Urena
63. Elected senior class representative        Trushal Pandhi
64. Elected junior class representative        Seonae Byeon
65. Elected junior class representative        Valentina Usma
66. Elected sophomore class representative     Kaniz Fatima
67. Elected sophomore class representative     Kadeem Robinson
68. Freshman representative designated according to a method duly adopted by the Student Council            VACANT

- Two (2) alternate student representatives, who vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent student representative.

| 1. Ming Feng | 2. VACANT |
College Council Interim Executive Committee

The faculty, higher education officers and student representatives shall be elected by the College Council from among its members in September of each year. From June 1 until such time as the College Council holds this election, there shall be an Interim Executive Committee, which shall consist of the following members:

- President (chairperson)                  Jeremy Travis
- Provost and Senior Vice President for Academic Affairs  Jane P. Bowers
- Senior Vice President for Finance and Administration  Robert Pignatello
- Vice President for Student Affairs         Lynette Cook-Francis
- President of the Faculty Senate           Karen Kaplowitz
- Vice-President of the Faculty Senate      David Munns
- Two (2) other members of the Faculty Senate
  1. Warren Benton
  2. Francis Sheehan
- President of the Higher Education Officers Council  Sandrine Dikambi
- Vice-President of the Higher Education Officers Council  Nikki Hancock-Nicholson
- President of the Student Council          Faika Kabir
- Vice-President of the Student Council     Kyle Roberts

The faculty, higher education officer and student members of the Interim Executive Committee shall nominate College Council members of their respective constituencies as candidates for election to the Executive Committee.
College Council Executive Committee

There shall be an Executive Committee which shall be the College Council’s Agenda Committee. It shall have the power to call the College Council into extraordinary session, and shall have only such powers, functions, and duties as the College Council may delegate to it to exercise during periods when the College Council is not in session. The faculty, higher education officers and student representatives shall be elected by the College Council from among its members in September of each year. The faculty, higher education officer and student members of the Interim Executive Committee shall nominate College Council members of their respective constituencies as candidates for election to the Executive Committee.

The Executive Committee shall consist of the following members:

- President (chairperson)                Jeremy Travis
- Provost and Senior Vice President for Academic Affairs    Jane P. Bowers
- Senior Vice President for Finance and Administration      Robert Pignatello
- Vice President for Student Affairs            Lynette Cook-Francis

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Schevelatta (Chevy) Alford
  2. Andrea Balis
  3. Ned Benton
  4. Janice Dunham
  5. Jennifer Dysart
  6. Karen Kaplowitz
  7. Francis Sheehan

- Two (2) higher education officers
  1. Sandrine Dikambi
  2. Nikki Hancock-Nicholson

- Three (3) students
  1. Faika Kabir
  2. Kyle Roberts
  3. Maria Plata
Undergraduate Curriculum and Academic Standards Committee

There shall be a Committee on Undergraduate Curriculum and Academic Standards which shall consider all matters relating to the undergraduate curriculum of the College and make recommendations to the College Council on such matters as: proposed programs; additions, deletions and modifications of courses and existing programs; distribution; core requirements; basic skills; academic standards; and, policies pertaining to student recruitment and admissions.

The Committee on Undergraduate Curriculum and Academic Standards shall consist of the following members:

- Associate Provost and Dean of Undergraduate Studies (Chairperson) Scott Stoddart
- Registrar (Interim) Robert Troy
- Executive Academic Director of Undergraduate Studies Kathy Killoran

- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.

1. Africana Studies C. Jama Adams
2. Anthropology Anthony Marcus
3. Art and Music Roberto Visani
4. Communication and Theater Arts Seth Baumrin
5. Counseling Caridad Sanchez
6. Criminal Justice Evan Mandery
7. Economics Jay Hamilton
8. English Allison Pease
9. Health and Physical Education Davidson Umeh
10. History Allison Kavey
11. Interdisciplinary Studies Program Richard Haw
12. Latin American and Latina/o Studies Lisandro Perez
13. Law, Police Science and Criminal Justice Administration Maki Haberfeld
14. Library Larry Sullivan
15. Mathematics and Computer Science Douglas Salane
16. Modern Languages and Literatures Silvia Dapia
17. Philosophy Jonathan Jacobs
18. Political Science James Cauthen
19. Psychology Angela Crossman
20. Public Management Warren Benton
21. Sciences Larry Kobilinsky
23. SEEK Nancy Velazquez Torres
24. Sociology Henry Pontell

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Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
   1. Thamanna Perna
   2. Leslie Smith
   3. Kadeem Robinson

Committee on Student Interests

There shall be a Committee on Student Interests which shall be concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College. The Committee on Student Interests shall consist of the following members:

- Assistant Vice President and Dean of Students (chairperson)       Kenneth Holmes
  - Director of Athletics      Carol Kashow
  - Director of The Center for Student Involvement and Leadership       Danielle Officer
- Two (2) members of the faculty
  1. Alexa Capeloto
  2. Nicolas Elias
- Six (6) students
  1. Kenny Gonzalez
  2. Paul Mun
  3. Lydia Moulaoum
  4. Melinda Yam
  5. Monica Murillo
  6. VACANT
Faculty-Student Disciplinary Committee

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty-Student Disciplinary Committee shall consist of two (2) members of the faculty, two (2) students and a chairperson. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. Effie Cochran
  2. Robert McCrie
  3. Martin Wallenstein

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. C. Jama Adams
  2. Peggy (Margaret) Escher
  3. Louis Kontos
  4. Roger McDonald
  5. Lorraine Moller
  6. Liliana Soto-Fernandez

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Lydia Moulihaum
  2. Andrei Karneyeu
  3. Thamanna Hussain
  4. Kenny Gonzalez
  5. David Antigua
  6. Ruben Huetero

In the event that the student panel or faculty panel or both are not elected, or if more panel members are needed, the President shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve for more than two (2) consecutive years.
Committee on Faculty Personnel

There shall be a Committee on Faculty Personnel which shall review from the departments and other appropriate units of the College all recommendations for appointments to the instructional staff in the following ranks: Distinguished Professor, Professor, Associate Professor, Assistant Professor, Instructor, Distinguished Lecturer, Lecturer, Chief College Laboratory Technician, Senior College Laboratory Technician, and College Laboratory Technician, and make recommendations to the President. It shall also receive recommendations for promotions and reappointments with or without tenure, together with compensation, in the aforementioned ranks of the instructional staff and shall recommend to the President actions on these matters. It may also recommend to the President special salary increments. The President shall consider such recommendations in making his or her recommendations on such matters to the CUNY Board of Trustees.

Policy recommendations of the committee shall be made to the College Council for action. Recommendations with respect to appointments, promotions, and other matters specified in the paragraph above, shall be reported to the President and shall not be considered by the College Council except at the discretion of the President. The Committee shall receive and consider petitions and appeals from appropriate members of the instructional staff with respect to matters of status and compensation, and shall present its recommendations to the President. Further appeals shall follow CUNY procedures. The Committee on Faculty Personnel shall consist of the following members:

- President (Chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- Associate Provost for Strategic Initiatives and Dean of Graduate Studies Anne Lopes
- Associate Provost and Dean of Undergraduate Studies Scott Stoddart
- Associate Provost and Dean of Research Anthony Carpi
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Anthony Marcus
  3. Art and Music Roberto Visani
  4. Communication and Theater Arts Seth Baumrin
  5. Counseling Caridad Sanchez
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Allison Pease
  9. Health and Physical Education Davidson Umeh
  10. History Allison Kavey
  11. Interdisciplinary Studies Program Richard Haw
  12. Latin American and Latino/a Studies Lisandro Perez
  13. Law, Police Science and Criminal Justice Administration Maki Haberfeld
  14. Library Larry Sullivan
  15. Mathematics and Computer Science Douglas Salane
  16. Modern Languages and Literatures Silvia Dapia
17. Philosophy       Jonathan Jacobs
18. Political Science       James Cauthen
19. Psychology       Angela Crossman
20. Public Management       Warren Benton
21. Sciences       Larry Kobilinsky
23. SEEK       Nancy Velazquez-Torres
24. Sociology       Henry Pontell

• Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
  1. VACANT
  2. VACANT
  3. VACANT

• Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
  1. VACANT
  2. VACANT
  3. VACANT

• The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
  1. VACANT
  2. VACANT
Budget and Planning Committee

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or his designee, shall make quarterly financial reports to the Budget and Planning Committee. The Budget and Planning Committee shall consist of the following members:

- President (chairperson)                Jeremy Travis
- Provost and Senior Vice President for Academic Affairs        Jane P. Bowers
- Senior Vice President for Finance and Administration         Robert Pignatello
- Vice President for Student Affairs              Lynette Cook-Francis
- Vice President for Enrollment Management            Robert Troy
- Associate Provost for Institutional Effectiveness        James Llana
- Executive Director for Human Resources                  Kevin Hauss
- Associate Provost for Strategic Initiatives and Dean of Graduate Studies        Anne Lopes
- Associate Provost and Dean of Undergraduate Studies        Scott Stoddart
- Associate Provost and Dean of Research                   Anthony Carpi
- Assistant Vice President for Financial and Business Services Patricia Ketterer
- President of the Faculty Senate                         Karen Kaplowitz
- Vice President of the Faculty Senate                     David Munns
- Chair of the Faculty Senate Fiscal Affairs Committee       Thomas Kucharski
- Vice Chair of the Faculty Senate Fiscal Affairs Committee    David Shapiro
- Chairperson of each academic department
  1. Africana Studies                                      C. Jama Adams
  2. Anthropology                                          Anthony Marcus
  3. Art and Music                                          Roberto Visani
  4. Communication and Theater Arts                       Seth Baumrin
  5. Counseling                                            Caridad Sanchez
  6. Criminal Justice                                      Evan Mandery
  7. Economics                                              Jay Hamilton
  8. English                                                Allison Pease
  9. Health and Physical Education                         Davidson Umeh
 10. History                                               Allison Kavey
 11. Interdisciplinary Studies Program                     Richard Haw
 12. Latin American and Latina/o Studies                   Lisandro Perez
 13. Law, Police Science and Criminal Justice Administration Maki Haberfeld
 14. Library                                               Larry Sullivan
 15. Mathematics and Computer Science                      Douglas Salane
 16. Modern Languages and Literatures                      Silvia Dapia
 17. Philosophy                                            Jonathan Jacobs
18. Political Science                                      James Cauthen
19. Psychology               Angela Crossman
20. Public Management   Warren Benton
21. Sciences                Larry Kobilinsky
23. SEEK                      Nancy Velasquez-Torres
24. Sociology                                                                                         Henry Pontell

• Chairperson of the Higher Education Officers Council, or designee Sandrine Dikambi
• Two (2) higher education officer representative
  1. Michael Scaduto
  2. Nikki Hancock-Nicholson
• President of the Student Council or designee Faika Kabir
• Treasurer of the Student Council or designee Muhammad Rehman
• One (1) additional student representative VACANT
• Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. VACANT
  2. VACANT

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College’s Annual Financial Plan. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:
• Senior Vice President of Finance and Administration (chairperson) Robert Pignatello
• Provost and Senior Vice President for Academic Affairs Jane P. Bowers
• President of the Faculty Senate Karen Kaplowitz
• Chair of the Faculty Senate Fiscal Affairs Committee Thomas Kucharski
• Vice Chair of the Faculty Senate Fiscal Affairs Committee David Shapiro
• Chair of the Council of Chairs Jonathan Jacobs
• Vice Chair of the Council of Chairs Warren Benton
• One (1) representative chosen by the Council of Chairs Anthony Marcus
• Chair of the Higher Education Officers Council Sandrine Dikambi

The Assistant Vice President for Financial and Business Services, Patricia Ketterer and the Provost’s Senior Director for Academic Operations, Kinya Chandler shall staff the subcommittee.

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

• Associate Provost for Institutional Effectiveness (chairperson)    James Llana

2015-2016
Revised: September 14, 2015
• Senior Vice President of Finance and Administration  
  Robert Pignatello
• Provost and Senior Vice President for Academic Affairs  
  Jane P. Bowers
• President of the Faculty Senate  
  Karen Kaplowitz
• Two (2) representatives chosen by the Faculty Senate
  1. Chair of the Faculty Senate Fiscal Affairs Committee  
  VACANT
  2. Vice Chair of the Faculty Senate Fiscal Affairs Committee  
  VACANT
• Chair of the Council of Chairs  
  VACANT
• Two (2) representatives chosen by the Council of Chairs
  1. VACANT
  2. VACANT
• Chair of the Higher Education Officers Council  
  Sandrine Dikambi
• One (1) student representative  
  1. Muhammad Rehman

The Director of Institutional Research, Ricardo M. Anzaldua and the Director of Outcomes Assessment, Virginia Moreno shall staff the subcommittee.
Committee on Graduate Studies

There shall be a Committee on Graduate Studies which shall be responsible for establishing general policy for the graduate programs, subject to review by the College Council. It shall have primary responsibility for admission, curriculum, degree requirements, course and standing matters, periodic evaluation of the graduate programs and for other areas of immediate and long-range importance to the quality and growth of graduate study. The committee shall also be responsible for advising on all matters relating to graduate student honors, prizes, scholarships and awards. The Committee on Graduate Studies shall review and approve program bylaws for each graduate program. Such bylaws shall then be submitted to the Executive Committee of the College Council for review and approval. Program bylaws may provide for co-directors after assessing factors such as program size and the interdisciplinary nature of the curriculum. The Committee on Graduate Studies shall consist of the following members:

- Associate Provost for Strategic Initiatives and Dean of Graduate Studies (chairperson)    Anne Lopes
- Assistant Vice President and Dean of Students   Kenneth Holmes
- Vice President for Enrollment Management    Robert Troy
- Chief Librarian        Larry Sullivan
- Graduate Program Directors
  1. Criminal Justice    Avram Bornstein
  2. Digital Forensics and Cybersecurity    Richard Lovely
  3. Forensic Mental Health Counseling MA/JD    James Wulach
  4. Forensic Mental Health Counseling    Kevin Nadal
  5. Forensic Psychology    Diana Falkenbach
  6. Forensic Science    Mechthild Prinz
  7. International Crime and Justice    Rosemary Barberet
  8. Protection Management    Charles Nemeth
  9. MPA: Public Policy and Administration    Marilyn Rubin
  10. MPA: Inspection and Oversight    Warren Benton
- BA/MA Director        Chitra Raghavan
- Two (2) graduate students
  1. Gabrele Trupp
  2. Sara Hartigan
Committee on Student Evaluation of the Faculty

There shall be a Committee on Student Evaluation of the Faculty which shall be responsible for a continuous review of faculty evaluation procedures; review of the design of the survey instrument; recommendations for the terms under which the instrument will be used; and for the development of guidelines which shall be submitted to the College Council for review. The Provost and Senior Vice President for Academic Affairs shall designate staff for the committee. The Committee on Student Evaluation of the Faculty shall consist of the following members:

- Four (4) full-time members of the faculty
  1. Joshua Clegg
  2. Keith Markus
  3. Daniel Marten Yaverbaum
  4. VACANT
- Two (2) students
  1. Emely Dickens
  2. VACANT

The committee shall elect a chairperson from among its faculty members. Members shall serve for a term of two (2) years.
There shall be a Provost Advisory Council which shall provide a formal means for the Provost to consult with faculty leadership on matters of joint concern such as budget, faculty recruitment and development, and personnel policies and practices. The Provost Advisory Council shall consist of the following members:

- Provost and Senior Vice President for Academic Affairs (chairperson), Jane P. Bowers
- Senior Director of Academic Operations, Office of the Provost, Kinya Chandler
- President of the Faculty Senate, Karen Kaplowitz
- Vice President of the Faculty Senate, David Munns
- Chairperson of each academic department
  1. Africana Studies, C. Jama Adams
  2. Anthropology, Anthony Marcus
  3. Art and Music, Roberto Visani
  4. Communication and Theater Arts, Seth Baumrin
  5. Counseling, Caridad Sanchez
  6. Criminal Justice, Evan Mandery
  7. Economics, Jay Hamilton
  8. English, Allison Pease
  9. Health and Physical Education, Davidson Umeh
 10. History, Allison Kavey
 11. Interdisciplinary Studies Program, Richard Haw
 12. Latin American and Latino/a Studies, Lisandro Perez
 13. Law, Police Science and Criminal Justice Administration, Maki Haberfeld
 14. Library, Larry Sullivan
 15. Mathematics and Computer Science, Douglas Salane
 16. Modern Languages and Literatures, Silvia Dapia
 17. Philosophy, Jonathan Jacobs
 18. Political Science, James Cauthen
 19. Psychology, Angela Crossman
 20. Public Management, Warren Benton
 21. Sciences, Larry Kobilinsky
 23. SEEK, Nancy Velazquez-Torres
 24. Sociology, Henry Pontell
Council of Undergraduate Program Coordinators

There shall be a Council of Undergraduate Program Coordinators which shall provide a formal means to represent the concerns of those responsible for undergraduate majors and shall provide a formal means for reviewing matters of concern such as program review and revision, staffing, curriculum development and the scheduling of courses. The Council of Undergraduate Program Coordinators shall consist of the following members:

- Associate Provost and Dean of Undergraduate Studies (Chairperson)  
  Scott Stoddart

- Coordinators of Undergraduate Majors

1. Anthropology  
   Johanna Lessinger
2. Computer Science and Information Security  
   Evan Misshula
3. Criminal Justice (B.A.)  
   Evan Mandery
4. Criminal Justice (B.S.)  
   Christopher Hermann
5. Criminal Justice Management  
   Salomon Guajardo
6. Criminology  
   Louis Kontos
7. Culture and Deviance Studies  
   Ed Snadjr
8. Dispute Resolution  
   Maria Volpe
9. Economics Concentration A  
   Catherine Mulder
10. Economics Concentration C  
    Jonathan Childerley
11. English  
    John Staines
12. Fire and Emergency Services  
    Robert Till
13. Fire Science  
    Donell Harvin
14. Forensic Psychology  
    Robert Till
15. Forensic Science  
    Angela Crossman
16. Gender Studies  
    Lawrence Kobilinsky
17. Global History  
    Jonathan Childerley
18. Humanities and Justice  
    Katie Gentile
19. International Criminal Justice  
    Matthew Perry
20. Latin American and Latina/o Studies  
    David Munns
21. Law and Society  
    Maria Haberfeld
22. Legal Studies  
    Jose Luis Morin
23. Library  
    Jean Carmalt
24. Philosophy  
    Michael Yarbrough (co-chair)
25. Police Studies  
    Alexandra Moffett-Bateau
26. Political Science  
    Kathleen Collins
27. Public Administration  
    Mary Ann McClure
28. Security Management  
    Joe Pollini
29. Sociology  
    Jennifer Rutledge
30. Spanish Concentration A  
    Samantha Majic (co-chair)
31. Spanish Concentration B  
    Peter Mameli
32. Spanish Concentration B  
    Robert McCrie
33. Sociology  
    Robert Garot
34. Spanish Concentration B  
    Aida Martinez Gomez
35. Spanish Concentration B  
    Maria Julia Rossi

2015-2016
Revised: September 14, 2015
Committee on Honors, Prizes and Awards

There shall be a Committee on Honors, Prizes and Awards which shall make recommendations to the College Council for undergraduate student recipients. The Committee on Honors, Prizes and Awards shall consist of the following members:

- Vice President for Student Affairs (chairperson) Lynette Cook-Francis
- Assistant Vice President and Dean of Students Kenneth Holmes
- Director of The Center for Student Involvement and Leadership Danielle Officer
- Three (3) full-time members of the faculty
  1. Victoria Bond
  2. Sanjair Nair
  3. Violet Yu
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Emely Dickens
  2. Danielle Edinboro
  3. VACANT

College-Wide Grade Appeals Committee

The college-wide grade appeals committee shall comprise five (5) tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. No more than one faculty member from any department may concurrently serve on the committee. The committee shall elect a chair from its own membership.

1. Thurai Kugan
2. Toy-Fung Tung
3. VACANT
4. VACANT
5. VACANT

College-Wide Assessment Committee

There shall be a campus-wide committee to coordinate assessment efforts for both student learning and institutional effectiveness, broadly understood. The purpose of assessment is continuous improvement of teaching, student learning, institutional effectiveness, and service to internal and external constituencies. The Committee comprises seven faculty members and three Higher Education Officers. The Director of Assessment is an ex officio member without vote. The Associate Provost for Institutional Effectiveness is the committee chair.

- **VACANT** (Chair)
- Director of Assessment Virginia Moreno
(ex officio)

• Associate Provost for Institutional Effectiveness 
  James Llana
  (ex officio)

• Seven (7) Full-time Faculty Members
  1. Marie-Helen Mares
  2. Mechthild (Mecki) Prinz
  3. Maureen Richards
  4. Lauren Shapiro
  5. Denise Thompson
  6. VACANT
  7. VACANT

• Three(3) Higher Education Officers
  1. Anila Duro
  2. Deborah Washington
  3. Rosann Santos-Elliot

Special Committee of the College Council

Committee on Faculty Elections

There shall be a Committee on Faculty Elections which shall conduct faculty elections. The committee shall be comprised of five (5) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter. The Committee on Faculty Elections shall consist of the following members:

1. Schevelatta (Chevy) Alford
2. Maria Kiriakova
3. Samantha Majic
4. Alexandra Moffet-Bateau
5. VACANT
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted___February 2, 2015

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

1. a. Department(s) or program(s) proposing this course___History__________
   b. Name and contact information of proposer(s)___Stephen C. Russell__________
      Email address(es) _srussell@jjay.cuny.edu__________
      Phone number(s)__215.821.7877____________

2. a. Title of the course __Law and Society in the Ancient Near East__________
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ___ANC NEAR EAST Law & Society
   c. Level of this course: ____100 Level ___200 Level _XX_300 Level ____400 Level

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

   In this course, students will learn to read closely a wide variety of legal genres from the ancient Near East—for example, law codes, royal edicts, trial records, land sale documents, wills, marriage contracts, and narratives about the law. In addition, the course provides a framework that will help students appreciate these texts in historical context. Students will also read scholarly literature and engage in argumentative writing. In light of these student learning outcomes, the course should be at least at the 300-level.

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

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

John Jay College’s focus on criminal justice in the context of a liberal arts curriculum has at present a gap that this course seeks to fill. No course that is currently offered focuses on the earliest recorded history of law and criminal justice. This course introduces students to a wide variety of legal genres from the ancient Near East and provides a framework that will help them
appreciate ancient law. It thus lays the foundation for their investigation of the whole history of crime and justice in the western world.

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

This course studies the legal traditions shared by ancient Near Eastern societies. By reading a wide variety of legal texts—such as law codes, royal edicts, trial records, land sale documents, wills, marriage contracts, and narratives about the law—students will reconstruct aspects of the legal tradition common to the Hebrew Bible/Old Testament, ancient Mesopotamia, and ancient Egypt. The course will examine administrative and constitutional law, litigation, personal status, family, property and inheritance, contract, and crime and delict. It will also explore the function of the law in ancient Near Eastern culture and society, its implementation and enforcement, its relationship to structures of governance, and its literary and visual portrayal.

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

6. Number of:
   a. Class hours _3.0_
   b. Lab hours _____
   c. Credits _3.0_

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

   ____ No   _X_ Yes. If yes, then please provide:
   a. Semester(s) and year(s): Spring 2015 as HIS 282 (Selected Topics)
   b. Teacher(s): Stephen C. Russell
   c. Enrollment(s): 13
   d. Prerequisites(s): ENG 101, sophomore standing or above

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

9. By participating actively in this History Department course students will:
   • Identify and explain the historical significance of critical events, trends, and themes in ancient history.
   • Identify and analyze primary source documents.
   • Read and compare diverse works of scholarly literature.
   • Write an argumentative essay grounded in evidence.
9. Will this course be part of any major(s), minor(s) or program(s)?

_____No  __X__Yes

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

This course will be part of the Global History major (Track A elective) and the History minor (elective)

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

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

11. How will you assess student learning?

Student learning will be assessed as indicated in full detail on the syllabus. A shortened version of the assessment criteria is as follows:

“In order to help you achieve the goals outlined above, you will have the opportunity in this course to:

• Read several chapters of primary and secondary material each week and participate in classroom discussions and activities based on the assigned readings. You should spend most of your time reading closely the ancient sources marked with an asterisk (*) in the course schedule below and far less time skimming the modern scholarly literature listed below. At the start of each class period, there will be a short 5 minute exercise based on the assigned reading. Attendance, the daily in-class exercises, and participation in classroom discussions will together constitute 20% of your final grade.

• Write an argumentative essay that will give you the opportunity to grow as a reader and as a writer. The argumentative essay will be completed in three stages: 1. A short writing assignment on ancient primary texts related to the topic (4–5 pages long, worth 15% of your final grade); 2. A short writing assignment on modern scholarly opinions on the same topic (4–5 pages long, worth 15% of your final grade); 3. A long argumentative essay on the same topic in which you advance a thesis developed from your close analysis of the ancient primary evidence and in which you situate your claims about the topic within a larger scholarly conversation (8–10 pages long, worth 30% of your final grade).
• Take a final exam that will allow you to consolidate your knowledge of the contents of the course and synthesize material from across the course. The exam is worth 20% of your final grade.”

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

   Yes ___X____ No___

   • If yes, please state the librarian’s name__Ellen Belcher____
   • Are there adequate resources in the library to support students’ work in the course
     Yes ____X____ No________

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

     ➢ The library catalog, CUNY+ __X__
     ➢ EBSCOhost Academic Search
       Complete _X__
     ➢ Electronic encyclopedia
       collections (e.g. from Gale; Sage; Oxford Uni Press) ____
     ➢ LexisNexis Universe ______
     ➢ Criminal Justice Abstracts ____
     ➢ PsycINFO ______
     ➢ Sociological Abstracts _____
     ➢ JSTOR _X__
     ➢ SCOPUS ______
     ➢ Other (please name) __ebrary, available through the library catalog____________
13. **Syllabus** – see attached

14. Date of **Department curriculum committee** approval ____Jan. 28, 2015__________

15. **Faculty** - Who will be assigned to teach this course? __Stephen C. Russell______

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

   ____No
   ___X_ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

   This course complements HIS 354 Law and Society in Ancient Athens and Rome, taught by Dr. Matthew Perry. The courses cover related themes, but focus on different geographical regions and time periods.

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

   ___X_ Not applicable
   ____No
   ____Yes. If yes, give a short summary of the consultation process and results.

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

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

19. **Approvals:**

   Allison Kavey, History
Name of Chair giving approval, Proposer’s Department

Matthew Perry, History

Name of Major or Minor Coordinator giving approval (if necessary)

Name of Chair or Major Coordinator, Affiliated Department giving approval (if necessary)
Law and Society in the Ancient Near East
John Jay College, cuny, Spring 2015

Section 1: TuTh 12:15pm–1:30pm, North Hall 3321
Lecturer: Dr. Stephen C. Russell (srussell@jjay.cuny.edu)
Dr. Russell’s office hours: 8.65.11 NB, TuTh 1:30pm–2:30pm or by appointment.

Course Description
This course studies the legal traditions shared by ancient Near Eastern societies in the second
and first millenniums BCE. By reading a wide variety of legal texts— such as law codes, royal
edicts, trial records, land sale documents, wills, marriage contracts, and narratives about the
law—students will reconstruct aspects of the legal tradition common to the Hebrew Bible/Old
Testament, ancient Mesopotamia, and ancient Egypt. The course will examine administrative
and constitutional law, litigation, personal status, family, property and inheritance, contract,
and crime and delict. It will also explore the function of the law in ancient Near Eastern culture
and society, its implementation and enforcement, its relationship to structures of governance,
and its literary and visual portrayal.

Learning Objectives
By participating actively in this History Department course you will:
• Identify and explain the historical significance of critical events, trends, and themes in
ancient history.
• Identify and analyze primary source documents.
• Write an argumentative essay grounded in evidence.
• Read and compare diverse works of scholarly literature.

Required Texts
The following are available for purchase from the university bookstore:
• Holtz, Shalom E. Neo-Babylonian Trial Records. Atlanta: Society of Biblical Literature,
2014.
• Roth, Martha T. Law Collections from Mesopotamian and Asia Minor. 2d ed. Atlanta:
Additional journal articles, book chapters, and translations of ancient texts that together
constitute the required and recommended reading for this course will be available on Blackboard.

Additional Resources
For those interested in pursuing the topic further, the following helpful resources are available in
the Lloyd Sealy Library (library call numbers are given in parentheses):
• Altman, Amnon. Tracing the Earliest Recorded Concepts of International Law the Ancient
the library’s website)
• Barmash, Pamela, Homicide in the Biblical World. New York: Cambridge University Press,


**Being Active Learners**

You will only get as much out of this class as you put in. This active-learner approach will be very different from anything you experienced in high-school. In some classroom contexts, your ability to soak up a lot of information from the expert teacher, memorize it, and reproduce it is highly valued. This is not the learning paradigm under which I will conduct this course. Instead, I will encourage you to be active learners, to dig into the material for yourself, to let your curiosity drive you, to formulate your own questions, and to seek answers to those questions from the evidence. I will try to provide expert information that may not be readily accessible to you; but the responsibility for your own learning is squarely on your own shoulders. At times, this will be an exciting opportunity for you, though I know at times it will be frustrating. I will try to cultivate an atmosphere that helps you to feel free to communicate those frustrations to me so that together we can adjust the course to fit your needs. I hope you will enjoy the thrill of learning as the semester progresses.

**Course Participation**

In order to help you achieve the goals outlined above, you will have the opportunity in this course to:
• Read several chapters of primary and secondary material each week and participate in classroom discussions and activities based on the assigned readings. This reading and classroom participation will help you to become familiar with the basic evidence for ancient Near Eastern legal history. It will also help you to develop your skill as a reader. In this course, you will learn to read well, which includes learning to distinguish between what you must read closely and what you are better off skimming or skipping altogether. In general, you should spend most of your time reading closely the ancient sources listed under “Required Reading” in the course schedule below and far less time skimming the modern scholarly literature listed under “Additional Reading” below. Towards the end of this syllabus are some tools to help you as you read the primary and secondary material for this course. Because this course focuses on active learning, a lot of our classroom time will be devoted to discussion of the readings and other classroom exercises, though there will still be an important lecture component. These in class exercises will only work if you have done the assigned readings before coming to class. Attendance, regular in-class exercises, and participation in classroom discussions will together constitute 20% of your final grade. This 20% participation grade will not be an automatic A, but will be earned like all other components of your grade.

• Write an argumentative essay that will give you the opportunity to grow as a reader and as a writer. The argumentative essay will be completed in three stages: 1. A short writing assignment on ancient primary texts related to the topic (4–5 pages long, worth 15% of your final grade); 2. A short writing assignment on modern scholarly opinions on the same topic (4–5 pages long, worth 15% of your final grade); 3. A long argumentative essay on the same topic in which you advance a thesis developed from your close analysis of the ancient primary evidence and in which you situate your claims about the topic within a larger scholarly conversation (8–10 pages long, worth 30% of your final grade). Details of these writing assignments—the primary sources to be analyzed, the scholarly literature to be consulted, the precise questions to be explored, the length and formatting requirements, and a grading rubric—will be provided on Blackboard. Together these three writing assignments are worth 60% of your final grade.

• Take a final exam that will allow you to consolidate your knowledge of the contents of the course and synthesize material from across the course. The format of the exam will be given to you in advance. The final essay exam is worth 20% of your final grade.

**Grading Policy**
Your final grade for the course will be calculated as a weighted average based on the percentages noted above. For the final exam, you will receive a numerical grade. For other components of your grade, you will receive a letter grade. In order to tally these letter grades toward a weighted average, they will be converted to a numerical grade according to the following table:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>A-</td>
<td>92</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
</tbody>
</table>
Please note that failing to complete an assignment will result in a zero, which may be significantly lower than an “F” for a partially-completed or poorly-completed assignment.

After your averaged numerical grade has been calculated, it will be converted to a letter grade according to the College’s grading scheme as follows:

A  93–99.9%
A- 90–92.9%
B+ 87–89.9%
B  83–86.9%
B- 80–82.9%
C+ 77–79.9%
C  73–76.9%
C- 70–72.9%
D  60–69.9%
F  ≤ 59.9%

Diversity in the Classroom
Sometimes in tandem with an authorial approach to teaching, some classroom cultures encourage learners to toe a particular line or to conform to cultural norms. Sometimes these norms are tied to political or theoretical positions. Sometimes they can also be tied to race, ethnicity, gender, or sexual orientation. I will try to cultivate a classroom atmosphere in which everyone feels confident that they have something to contribute to our discussion of ancient history and where everyone also feels that they have something to learn from others here, especially those who are really different from them. My assumption is that everyone who bothered to apply to John Jay College holds to an ideal of equality, without regard to creed, race, ethnicity, gender, or sexual orientation. It is your high ideals that have brought you to a place like cuny. Together, let’s work really hard to pay attention to perspectives that are really different from our own.

Attendance Policy
Attendance will be noted at each class session. More than two unexcused absences will negatively affect your grade. If you must miss class, please contact me in advance so that we can discuss how you can best make up for the material you will miss.

Americans with Disabilities Act
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s
eligibility from the OAS which is located at L66 in the new building (212.237.8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor. (source: http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Academic Integrity
John Jay College aims to prepare you for “ethical leadership, global citizenship, and engaged service.” Academic integrity is a central component of this mission. You will only benefit from this course if the work you submit is your own. The CUNY policy on academic integrity lays out very clear guidelines about various forms of academic dishonesty, including cheating, plagiarism, internet plagiarism, and obtaining unfair advantage. Please familiarize yourself with this policy, available at http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf. These offenses are punishable, even where committed unintentionally, and can lead to failing grades, suspension, and even expulsion. In this course, cheating on an exam or plagiarism in a written assignment—even if unintentional—will result in an automatic zero for that component of your grade and a formal referral of the incident to the Academic Integrity Official.

Course Schedule

Translations of ancient legal texts, which you should read closely, are marked with an asterisk (*).

PART 1     THE SOURCE MATERIAL

Week 1

Th Jan 29     Studying Ancient Near Eastern Law

Week 2

Tu Feb 3     Mesopotamian and Egyptian Sources

Required Reading:
   Law suit over a Syrian slave, Papyrus Cairo 65739, in COS 3.10. Available on Blackboard.
   • Holtz, Trial Records, 172–181.

Additional Reading:
   • Raymond Westbrook, “Mesopotamia: Old Babylonian Period.” Pages 361–363 in


**Th Feb 5** Anatolian and Ugaritic Sources

**Required Reading:**

**Additional Reading:**

**Week 3**

**Tu Feb 10** Israelite and Judahite Sources

**Required Reading:**

**Additional Reading:**

**Th Feb 12** Class does not meet. Lincoln’s birthday.

**Week 4**

**Tu Feb 17** Writing Assignment on primary evidence due in my inbox by 6:00pm est.

Class does not meet.

**Th Feb 19** The Structure of Ancient Near Eastern Society

**Required Reading:**
- Excerpt from the Ugaritic Aqhat Epic in *COS* 1.103. Available on Blackboard.

**Additional Reading:**
PART 2  THE SHARED LEGAL TRADITION

Week 5

Tu Feb 24  Constitutional and Administrative Law
Required Reading:
  • Laws of Eshnuna 48, 54, 56, 58 in Roth, Law Collections, 57–70.
Additional Reading:

Th Feb 26  Litigation
Required Reading:
  • Holtz, Trial Records, 45–48, 80–84, 94–102.
Additional Reading:
  • Holtz, Trial Records, 1–12.

Week 6

Tu Mar 3  Personal Status
Required Reading:
  • Holtz, Trial Records, 67–70, 182–197.
  • Law Code of Hammurabi §280 in Roth, Law Collections, 132.
Additional Reading:

Th Mar 5  Family
Required Reading:
  • Holtz, Trial Records, 141–146, 198–204.
  • Middle Assyrian Palace Decrees in Roth, Law Collections, 195–209.
Additional Reading:

Week 7

Tu Mar 10 Property and Inheritance
Required Reading:

Additional Reading:

Th Mar 12 Contract
Required Reading:
- The purchase of beer, Alalakh Tablet 33 in *COS* 3.99A. Available on Blackboard.

Additional Reading:

Week 8

Tu Mar 17 Crime and Delict
Required reading:

Additional reading:
- Holtz, *Trial Records*, 20–33, 43–45.

Th Mar 19 Writing Assignment on modern scholarly opinion due in my inbox by 6:00pm EST.
Class does not meet.
PART 3  LAW, SOCIETY, AND CULTURE

Week 9

Tu Mar 24  Law and Writing
Required Reading:
• Laws of Ur-Namma in Roth, Law Collections, 13–22.
• Holtz, Trial Records, 166–168
Additional Reading

Th Mar 26  Law and Narrative
Required Reading:
• 1 Samuel 26. Available on Blackboard.
Additional Reading:

Week 10

Tu Mar 31  Law and Religion
Required Reading:
• Holtz, Trial Records, 17–20, 60–62, 122–125
Additional Reading:

Th Apr 2  Argumentative essay due in my inbox by 6:00pm EST. Class does not meet.

Week 11

Tu Apr 7  Class does not meet. Spring recess.

Th Apr 9  Class does not meet. Spring recess.

Week 12

Tu Apr 14  Law and Ritual
Required Reading:
  • Holtz, *Trial Records*, 27–33.
Additional Reading:

Th Apr 16  Curses, Blasphemy, Oaths and the Law
Required Reading:
  • Epilogue to the Law Code of Hamurrabi in Roth, *Law Collections*, 133–140.
  • Holtz, *Trial Records*, 48–51.
Additional Reading:

Week 13

Tu Apr 21  Corrupt Judges and False Witnesses
Required Reading:
  • Great Hymn to Shamash in Lambert, *Babylonian Wisdom Literature*, 132–133.
  • *Law Code of Hammurabi §5 in Roth, Law Collections*, 82.
  • *Holtz, Trial Records*, 80–83, 114–117.
Additional Reading

**Th Apr 23  The Just King**  
**Required Reading:**  
**Additional Reading:**  

**Week 14**

**Tu Apr 28  Law and Economy**  
**Required Reading:**  
• Leviticus 25. Available on Blackboard.  
• The Edict of Ammisaduqa. Available on Blackboard.  
**Additional Reading:**  

**Th Apr 30  International Law**  
**Required Reading:**  
• Treaty between Šuppililiuma and Aziru in *COS* 2.17A. Available on Blackboard.  
• Agreement between Ir-Addu and Niqmepa, Alalakh Tablet 2, in *COS* 2.128. Available on Blackboard.  
**Additional Reading:**  
Week 15

Tu May 5     Law and Material Culture
Required Reading:
Additional Reading:

Th May 7     Law and Visual Culture
Required Reading:
Additional Reading:

Week 16

Tu May 12    Ancient Near Eastern Law and Jewish Law
Required Reading:
• A Dead Sea Scrolls letter discussing matters of Halakha, 4QMMT. Available on Blackboard.
Additional Reading:

Th May 14    Ancient Near Eastern Law, Greek Law, and Roman Law
Required Reading:
• The Iliad 18.497–508. Available on Blackboard.
• Excerpts from the Twelve Tables as known from citations in the works of ancient authors. Available on Blackboard.

Additional Reading:

**Final Exam** date and location to be announced in accordance with the college-wide exam schedule.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

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

1. a. Department(s) or program(s) proposing this course Interdisciplinary Studies Program

b. Name and contact information of proposer(s) Richard Haw

   Email address rhaw@jjay.cuny.edu
   Phone number(s) 212 237 8076

2. a. Title of the course Going Places: Travel and Transformation

b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Travel and Transformation

c. Level of this course X 100 Level ____200 Level ____300 Level ____400 Level

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

The readings and assignments are consonant with a freshman course. The emphasis on self-reflection and effective planning, not to mention such foundational academic skills as reading comprehension, thesis development and evaluation of evidence, will prepare students for more challenging college work.

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

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

This course that satisfies the “World Cultures and Global Issues” requirement of our Gen Ed’s flexible core. The emphasis in this course on the ways that travel in all its forms—be it exploration, migration or tourism—can illuminate and transform our understanding of numerous world cultures and various global issues is consonant with the mission of the College. Travel is the primary way we encounter the world and this course seeks to examine the cultural assumptions, structures and exchanges that shape these encounters, not to mention their ramifications as well. The context of the
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course will explore what happens when people travel, when they leave the comfort and security of the familiar and venture into the unknown, to learn, encounter, adapt and clash with new and unfamiliar people and cultures. It will examine the cultural assumptions we bring along when we travel and the racial, ethnic, gender and class perspectives that underpin our notions of the world through which we move. It will interrogate, analyze and critique the narratives we construct about other people, other cultures and other places, and consider how our encounters with other cultures transform us, just as we transform them. This course draws on texts from the humanities and social sciences, and will consider representations of travel in drama, film, literature and the fine arts.

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

Pre or Co-requisite: **ENG 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  X  Yes. If yes, then please provide:

   a. Semester(s) and year(s): **Spring 2012**
   b. Teacher(s): **Richard Haw and Susannah Crowder**
   c. Enrollment(s): **35**
   d. Prerequisites(s): **ENG 101**

8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

**Students will:**
1. read and assess a variety of texts related to different modes of travel in various parts of the globe from a variety of perspectives;
2. compare, contrast, and evaluate primary and secondary source evidence presented by various thinkers about why we migrate, travel, explore or otherwise move around the planet;
3. draw on evidence from their reading, produce well reasoned, thesis-driven written and oral arguments about the causes and consequences of travel;
4. analyze and draw conclusions about the impact of travel on historical development of multicultural societies in South America, Europe and other continents;
5. describe and analyze the significance of important global movements such as exploration, migration and tourism;
6. analyze migration and tourism in terms of class, ethnicity, gender, and other forms of social differentiation.

9. Will this course be part of any major(s), minor(s) or program(s)?
   
   _____ No      X Yes

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

   Interdisciplinary Studies Program

10. Will this course be part of JJ’s general education program? (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)
   
   No _____ Yes X If yes, please indicate the area:

   Flexible Core:

   A. World Cultures and Global Issues    X
   B. U.S Experience in Its Diversity
   C. Creative Expression
   D. Individual and Society
   E. Scientific World

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

   This course satisfies the “World Cultures and Global Issues” requirement of the Flexible Core in CUNY’s new General Ed program because it explores how travel is one of the primary modes through which we encounter, absorb, reason with and understand the world’s myriad different cultures. In addition, this course treats the idea and practice of travel as itself a profound global issue, worthy of study and reflection. This course introduces students to a variety of texts that consider the idea of travel in the humanities and social sciences and
invites them to both critique and consider their implications for global cultures and global events. As such it is fully consonant with the letter and spirit of the flexible core, in addition to John Jay's mission.

11. How will you assess student learning?

Assessment in all ISP courses is both formative and summative. During the semester, instructors in team-taught courses meet weekly to evaluate student responses to in-class activities and performance on written assignments (including the norming of student papers) and adjustments are made as necessary. At the end of the semester summative assessment is accomplished through mapping students' performance on the ISP assessment rubric, which specifies criteria such as: formulating a thesis sentence; using relevant evidence from readings to support an argument; engagement in class discussion and other class activities; and making and defending an oral argument.

Learning Outcome 1 (read and assess a variety of texts related to different modes of travel in various parts of the globe from a variety of perspectives) will be assessed via the following: Students will read, discuss, and compare/contrast differing perspectives on the exploration of West Africa during the Nineteenth century. (see Mungo Park, “Travels in the Interior District of Africa” (1799); Mary Kingsley, *Travels in West Africa* (1897); and Martin R. Delany, “Official Report of the Niger Valley Exploring Party” in *A Stranger in the Village* (1861)). They will, for example, analyze how race, class, and country of origin influence the perception of so-called “new” cultures, and the degree to which explorers are themselves altered by their encounters with diverse West African cultures. This will be assessed using a rubric that measures students’ ability to identify and describe different arguments and interpretations and to make a case for their relative persuasiveness.

Learning Outcome 2 (compare, contrast, and evaluate evidence presented by various scholars about why we migrate, travel, explore or otherwise move around the planet, and beyond) will be assessed via the following: The first part of a final 4-6 page paper (due week 4) requires students to summarize and compare/contrast different, sometimes contradictory arguments about the value to be gained by (and ramifications of) travel and exposure to other places and other cultures. (see Alain De Botton, “On Traveling Places” (2002); Pico Iyer, “Why We Travel” in *Salon* (2000); James Clifford, “Traveling Cultures” (1990); Joan Pau Rubiés, “Travel Writing and Ethnography” (2006); Dean McCannell, “Sightseeing and Social Structure” in *The Tourist* (1989); David Nicholson-Lord, “The Politics of Travel” (1997); Gabriel Gbadamosi, “The Road to Brixton Market: A Post-colonial Travelogue” (1999); or Sara Sulerio, “The Right Path; Or, They Took the Wrong Road” (1989)) They will, for example, analyze the importance attached to travel by an anthropologist as opposed to an historian or a psychologist. This will be assessed using a rubric that measures students’ ability to summarize different arguments and to identify similarities and differences between them.
Learning Outcome 3 (drawing on evidence from their reading, produce well reasoned, thesis-driven written and oral arguments about the causes and consequences of travel) will be assessed via the following:

The second part of a final 4-6 page paper (due week 14) requires students to formulate and defend their own argument about why we travel and the value to be gained by international or global travel and exposure to other places and other cultures. Students will be required to draw on at least three separate texts they have read and studied during the semester. This will be assessed using a rubric that measures the clarity of the thesis and the choice and appropriateness of the textual evidence cited in support of the thesis.

Learning Outcome 4 (analyze and draw conclusions about the historical development of multicultural societies in South America, Europe and other continents) will be assessed via the following:

In groups, students will research the ethnic history of a non-US multi-cultural country (in the sample syllabus, students focus on Argentina) and create a visual timeline that represents, describes and presents the impact of travel on the country’s rich ethnic history. This will be assessed using a rubric that measures the students’ ability to differentiate, explain and present where Argentina’s numerous ethnic groups came from (for example), when they came and their impact on society.

Learning Outcome 5 (describe and analyze the significance of important global movements such as exploration and migration) will be assessed via the following:

In order to analyze the major world movements that underpin the idea and practice of travel—exploration, migration, tourism, etc—students will be assigned the character of one of the authors we have studied (Bernal Diaz, Freya Stark or Martin R. Delany as explorers for example, or Sam Selvon, V.S. Naipaul or Caryl Phillips as migrants) and will have to develop a presentation—in the voice of that traveler—that describes and articulates what they learned during their journeys. Afterwards, each student will be allowed to ask one of the other explorers a question about their experiences. This will be assessed using a rubric that measures the depth, breadth and accuracy of the students’ performances, and their ability to make an informed response to questions they receive.

Learning Outcome 6 (analyze travel and migration in terms of class, ethnicity, gender, and other forms of social differentiation) will be assessed via the following:

Students will compare and contrast two patterns of migration with specific reference to culture, class, and ethnicity: Caribbean migration to Britian (as represented by Jamaica Kincaid, V.S. Naipaul, George Lamming, Sam Selvon, Mike Phillips and Caryl Phillips) with Welsh migration to Patagonia (as presented in Bruce Chatwin, Chris Moss and Brian Du Toit). This will be assessed using a rubric that measures the students’ ability to describe and compare the context and ramifications of at least two separate global migration patterns.

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

   Yes X    No___
• If yes, please state the librarian’s name Kathleen Collins
• Are there adequate resources in the library to support students’ work in the course
  Yes X    No _________
• Will your students be expected to use any of the following library resources? Check all that apply.
  ➢ The library catalog, CUNY+ X
  ➢ EBSCOhost Academic Search Complete X
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) X
  ➢ LexisNexis Universe X
  ➢ Criminal Justice Abstracts
  ➢ PsycINFO
  ➢ Sociological Abstracts
  ➢ JSTOR X
  ➢ SCOPUS
  ➢ Other (please name) LexisNexis

13. Syllabus - see attached
14. Date of Department curriculum committee approval March 12, 2015
15. Faculty - Who will be assigned to teach this course? Full-time and experienced and qualified part-time ISP faculty
16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?
  X    No
  ______Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
  X    Not applicable
  ______No
  ______Yes. If yes, give a short summary of the consultation process and results.
18. Will any course be withdrawn, if this course is approved?
  X    No
  ______Yes. If yes, number and name of course(s) to be withdrawn.
19. Approvals: Richard Haw, Chair, ISP Department

Approved by UCASC, May 15, to College Council, Sept 2015
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>ISP 1XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Going Places: Travel and Transformation</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course will explore what happens when people travel, when they leave the comfort and security of the familiar and venture into the unknown, to learn, encounter, adapt and clash with new and unfamiliar people and cultures. It will examine the cultural assumptions we bring along when we travel and the racial, ethnic, gender and class perspectives that underpin our notions of the world through which we move. It will interrogate, analyze and critique the narratives we construct about other people, other cultures and other places, and consider how our encounters with other cultures transform us, just as we transform them. This course draws on texts from the humanities and social sciences, and will consider representations of travel in drama, film, literature and the fine arts.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
<tr>
<td>Indicate the status of this course being nominated:</td>
<td></td>
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<tr>
<td>☐ current course</td>
<td>☐ revision of current course</td>
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<tr>
<td>CUNY COMMON CORE Location</td>
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<tr>
<td>Please check below the area of the Common Core for which the course is being submitted. (Select one.)</td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td>Flexible</td>
</tr>
<tr>
<td>☐ English Composition</td>
<td>☑ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☐ Individual and Society</td>
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<tr>
<td>☐ Life and Physical Sciences</td>
<td>☐ US Experience in its Diversity</td>
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<td></td>
<td>☐ Scientific World</td>
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<td></td>
<td>☐ Creative Expression</td>
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II. Flexible Core (18 credits)
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
race, class, and country of origin influence perception, and the degree
to which explorers are themselves altered by their encounters with
diverse West African cultures. *(See week 6 on model syllabus)*.

The first part of a final 4-6 page paper (due week 4) requires students
to summarize and compare/contrast different, sometimes contradictory
arguments about the value to be gained by (and ramifications of) travel
and exposure to other places and other cultures (see Alain De Botton,
“On Traveling Places” (2002); Pico Iyer, “Why We Travel” in Salon
(2000); James Clifford, “Traveling Cultures” (1990); Joan Pau Rubiés,
“Travel Writing and Ethnography” (2006); Dean McCannell,
“Sightseeing and Social Structure” in *The Tourist* (1989); David
“The Road to Brixton Market: A Post-colonial Travelogue” (1999); or
Sara Sulerio, “The Right Path; Or, They Took the Wrong Road”
(1989)). They will, for example, analyze the importance attached to
travel by an anthropologist as opposed to an historian. *(See week 3
on model syllabus)*

The second part of a final 4-6 page paper (due week 14) requires
students formulate and defend their own argument about why we
travel and the value to be gained by travel and exposure to other
places and other cultures. Students will be required to draw on at
least three separate texts they have read and studied during the
semester. This will be assessed using a rubric that measures the
clarity of the thesis and the choice and appropriateness of the textual
evidence cited in support of the thesis. *(See week 15 on model
syllabus)*

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate evidence and arguments critically or analytically.</td>
<td></td>
</tr>
<tr>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
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</tr>
</tbody>
</table>

In groups, students will research the ethnic history of a non-US multi-
cultural country (in the sample syllabus, students focus on Argentina)
and create a visual timeline that represents, describes and presents
the impact of travel on the country’s rich ethnic history. *(See week 9
on model syllabus)*

In order to analyze the major world movements that underpin the idea
and practice of travel—exploration, migration, tourism, etc—students
will be assigned the character of one of the authors we have studied
(Bernal Diaz, Freya Stark or Martin R. Delany as explorers for
example, or Sam Selvon, V.S. Naipaul or Caryl Phillips as migrants)
and will have to develop a presentation—in the voice of that traveler—
that describes and articulates what they learned during their journeys.
 Afterwards, each student will be allowed to ask one of the other
explorers a question about their experiences. *(See week 7 on model
syllabus)*

Students will compare and contrast West Indian migration to Britain
(as represented by Jamaica Kincaid, V.S. Naipaul, George Lamming,
Sam Selvon, Mike Phillips and Caryl Phillips) with Welsh migration to
Patagonia (as presented in Bruce Chatwin, Chris Moss and Brian Du
Toit) with specific reference to culture, class and ethnicity. *(See week
14 on model syllabus)*

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
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<tbody>
<tr>
<td>Analyze the historical development of one or more non-U.S. societies.</td>
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<tr>
<td>Analyze the significance of one or more major movements that have shaped the world's societies.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</td>
<td></td>
</tr>
</tbody>
</table>
Course Description:

This course will explore what happens when people travel, when they leave the comfort and security of the familiar and venture into the unknown, to learn, encounter, adapt and clash with new and unfamiliar people and cultures. It will examine the cultural assumptions we bring along when we travel and the racial, ethnic, gender and class perspectives that underpin our notions of the world through which we move. It will interrogate, analyze and critique the narratives we construct about other people, other cultures and other places, and consider how our encounters with other cultures transform us, just as we transform them. This course draws on texts from the humanities and social sciences, and will consider representations of travel in drama, film, literature and the fine arts.

Course Goals and Objectives:

Students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically
- Produce well-reasoned written or oral arguments using evidence to support conclusions
- Analyze the historical and ethnic development of Argentina
- Analyze the significance of exploration as a global issue and the ways exploration has shaped the world's societies
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies

In addition to the assigned readings and papers, oral and written work during class periods will be designed to facilitate and evaluate progress toward these objectives.

Required Reading:


In addition, the following readings are required and available on the course blackboard site. They must be printed out and brought to class on the assigned day. An eReader is an acceptable substitute; a phone is not. Unless otherwise noted, all readings are primary sources.

**Primary Sources:**
Gabriel Gbadamosi, “The Road to Brixton Market: A Post-colonial Travelogue” in *Travel Writing and Empire* (1999), 185-195
Sara Sulerio, “The Right Path; Or, They Took the Wrong Road” in *Meatless Days* (1989), 91-109
*Victors and Vanished: Spanish and Nahua Views of the Conquest of Mexico* (2000), 31-33, 79-123
Mary Kingsley, *Travels in West Africa* (1897), 129-135
Freya Stark, *The Valleys of the Assassins* (1934), 159-174
Wilfred Thesiger, *Arabian Sands* (1959), 223-242
Joseph Conrad, “Geography and Some Explorers” in *Last Essays* (1924), 10-17
Monte Reel, “How to Explore Like a Real Victorian Adventurer” in *Best American Travel Writing* (2012), 1-13

Approved by UCASC, May 15, to College Council, Sept 2015
Lady Florence Dixie, *Across Patagonia* (1880), 73-94
Emma de la Barra, *Stella* (1905), 47-68
Jennie Howard, *In Distant Climes* (1931), 104-121
George Lamming, *The Emigrants* (1954), 13-47
Sam Selvon, *The Lonely Londoners* (1956), 1-28
The History of Mary Prince (1831), 18-23
*Wonderful Adventures of Mrs. Seacole in Many Lands* (1857), 1-2

**Secondary Sources:**
Allison Blunt, “Travel Writing and Gendered Subjectivity” in *Travel, Gender and Imperialism* (1994), 72-86
James Clifford, “Traveling Cultures” in *Cultural Studies* (1990), 96-112
Edward Said, *Orientalism* (1979), 49-72
Fiona Macintosh, “Travelers Tropes: Lady Florence Dixie and the Penetration of Patagonia” in *Patagonia: Myths and Realities* (2010), 75-85
Chris Moss, *Patagonia: A Cultural History* (2008), 125-142

**Schedule:**
The following are the readings to be completed by the indicated class period. As the course relies on classroom participation rather than lectures, it is essential to do the readings, bring the readings to class and come to class on time.

**Week 1**
*Introduction: Travel and Transformation*

**Thinking about Travel: Differing Perspectives**

**Week 2**
*What Happens When We Travel? Experiences and Assumptions*

**Week 3**
*Why We Travel: What We Expect and What We Get*

**First Paper Due: Summarize Ideas from Weeks 2 and 3**

**Modes of Travel I: Exploration**

**Week 4**
*Mexico: Exploration and Conquest*

Approved by UCASC, May 15, to College Council, Sept 2015

**Week 5**  
**Africa: Colonialism and its Discontents**  

**Second Paper Due: Compare and Contrast West African Exploration**

**Week 6**  
**Arabia: The Politics of “Going Native”**  

**Second Paper Due: Compare and Contrast West African Exploration**

**Week 7**  
**Student Presentations: I am an Explorer**  

**Student Presentations Due: Explorer Role-Playing**

**Intermission:**

**Week 8**  
**Student Travel: Exploration and Discovery at Home**  
For this week, students will be embarking on their own voyages of discovery. Class will not meet; instead students will be asked to visit a specific location in New York City. Please follow the instructions on the assignment sheet to guide your explorations.

**Modes of Travel II: Migration**

**Moving to Patagonia**

**Week 9**  
**Gender at the “Uttermost Part of the Earth”**  

**Week 10**  
**In Patagonia: Discovering Ethnicity**  

**Student Travel Projects Due**

**Week 11**  
**The Welsh at the End of the World**  

**Argentine Timeline Poster Due**

**Caribbean Migration to Britain**

**Week 12**  
**Conflicting Ideas: England as an Idea and a Reality**  

**Week 13**  
**Culture Shock: Emigration and Identity**  

**Week 14**  
**Outcasts: Race and Class in London**  

Approved by UCASC, May 15, to College Council, Sept 2015
Course Requirements

Responsibility for all reading and writing assignments will lie with the student. Please consult your syllabus at all times.

1) You must attend class having completed all reading assignments. You will also be expected to engage fully in class discussions. Classes will be run as discussions not lectures. The quality of your class participation will affect your final grade.

2) Papers: There will be four papers required in the course: 1) a summary of the thoughts and ideas contained in the readings for weeks 2 and 3 (due week 3); 2) compare and contrast differing perspectives on the exploration of West Africa during the Nineteenth century (due week 6); 3) compare and contrast West Indian migration to Britain with Welsh migration to Patagonia with specific reference to culture, class and ethnicity (due week 12); 4) formulate and defend their own argument about why we travel and the value to be gained by travel and exposure to other places and other cultures (due week 14). Papers should be typed in 12 point font, double-spaced and with appropriate 1 inch margins. Papers should reflect serious thought and engagement with the issues raised in the assigned reading. Students are encouraged to use personal reflection, current events and extra-course materials; likewise they are encouraged to compare and contrast previous assigned reading in their response papers with an eye to developing an ongoing dialogue about the course. Be sure to keep a copy of every paper turned in. Late papers will be marked down. Excessively late papers will not be accepted. Papers cannot be sent in by email or fax, they should be handed in at the beginning of class on the appropriate date.

3) Academic Integrity: 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 and cheating will result in a final course grade of D- and/or disciplinary action. If you are unsure of what constitutes plagiarism, please consult with your professors. See John Jay statement on plagiarism below:

“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 original and those that are not. Paraphrasing, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

“Students who are unsure how to cite sources are advised to consult with the Library. The Library has free guides designed to help students with problems of documentation.” From the John Jay College Bulletin.

4) Writing Tutors: Students are encouraged to consult the Interdisciplinary Studies writing tutor (Deryck Khusial) if they are experiencing difficulties planning or writing their assignments. Always remember: the communication of your ideas is wholly dependent on the clarity of your writing. To make an appointment with Deryck, please visit the Writing Center (room 1.68NB) or call 212-237-8569. Be sure to ask for an appointment with Deryck or the ISP writing tutor.

5) Vocabulary: Students are expected to look up any words they are unfamiliar with. Vocabulary building is an important part of any college course. You may be tested on your understanding of the vocabulary in the assigned texts during quizzes.

6) Problems: If you have any difficulties with the course—big or small—please consult with Richard Haw or Susannah Crowder.

Approved by UCASC, May 15, to College Council, Sept 2015
**Grading**

Final grades will be calculated on the following metric:

- First Paper: Summarize Ideas from Weeks 2 and 3 10%
- Second Paper: Compare and Contrast West African Exploration 15%
- Student Presentations: Explorer Role-Playing 10%
- Student Travel Report 10%
- Argentine Timeline Poster 10%
- Third Paper: Compare and Contrast Migration 15%
- Final Paper: The Value of Travel 20%
- In-Class Participation 10%

**Grading Criteria**

<table>
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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A, A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
</tr>
<tr>
<td>B, B-</td>
<td>Good</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D+, D, D-</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
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</tbody>
</table>

**Class Decorum**

**Attendance:** Students are allowed only **two absences. Three absences** will lead to automatic course failure.

**Lateness:** You must make it to class on time. **Three late arrivals count as one absence.** If you are more than 30 minutes late, you will be marked absent.

Also, if you are late to class, enter quietly and **do not let the door slam.**

Students with a documented, ongoing serious health issue—which may affect their attendance—should speak with their professor and the program counselor.

**Class Conduct:**

***General Rule: Please be considerate to your fellow students; do not disrupt class***

- Absolutely no cell phone use in class. All electronic devices must be turned off during class. If you do not comply with this mandate you will be asked to leave the class and marked absent.
- Absolutely no text messaging in class. Texting in class will lower your final grade.
- No eating in class.
- No disruptive behavior in class. This includes personal discussions or cross-talking.
New Course Proposal Form

Date Submitted 4/14/15

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

1. a. Department(s) or program(s) proposing this course: Interdisciplinary Studies Program
   b. Name and contact information of proposer(s):
      Nathan Lents
      nlents@jjay.cuny.edu
      646.557.4504

2. a. Title of the course: Evolution and Its Impact
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS)
      Evolution and Its Impact
   c. Level of this course
      100 Level
      200 Level
      300 Level
      400 Level

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

   This course is a 200-level course because it is designed for students who have already taken both ENG 101 and either SCI110, SCI112 or SCI114 or NSC 107 (or any STEM variant science course of at least three credits such as: BIO 102, 103, 104, CHE 102, 103, 104). In short: not freshmen so much as sophomores and above, those students who already have a general understanding of the nature and process of science, a firm grounding in the gathering, interpreting, and analyzing evidence to support a reasoned argument, and the writing skills necessary to express this reasoning in written form. Assigned reading, course lectures and discussions, student writing, and assessments (examinations, presentations, and research papers) will be designed at the 200-level, expecting students to develop knowledge of basic concepts of evolutionary biology. However, students will also be challenged to analyze and interpret data themselves, which will introduce students to the critical and creative thinking that is essential for the modern practice of evolutionary study. Students will be introduced not just to what we know, but how we know it.

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

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)
John Jay College is in need of additional courses in the “Scientific World” category. This course would help alleviate that need. In addition, the college is currently expanding its offerings of courses in the realm of biology and health and this course will meaningfully further that goal by introducing non-STEM majors to the basic concepts of biology in an interdisciplinary context. By focusing on the exploration of evolutionary theory on the emergence of modern humans and the forces that shape our emotional experiences, behavioral tendencies and philosophical investigations, the course is appropriate for ISP and will generate substantial student interest. Equally, the very topic—life, evolution and human behavior—answers one of the fundamental calls of a liberal education: contemplating “big ideas.” In this, it is fully consonant with the mission of the college.

4. **Course description** as it is to appear in the College Bulletin.

Evolution is one of mankind’s greatest discoveries; also, one of the most influential and controversial. This interdisciplinary course will examine the scientific principles on which evolution is founded and impact it has had on the world in which we live. It will consider evolution as a scientific theory, an intellectual idea and a social movement. Drawing on texts from across the sciences, social sciences and the arts and humanities, this course will explore evolution’s complex and contentious history and the influence it has had on various aspects of the human thought, action and experience. It will analyze and consider how a single scientific idea can change an entire species.

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

   **ENG 201**

   and

   **SCI 110 or SCI 112 or SCI 114 or NSC 107 or EXE 103** (or any STEM variant science course of at least three credits such as: BIO 102, 103, 104, CHE 102, 103, 104)

6. Number of:
   a. Class hours 3
   b. Lab hours
   c. Credits 3 (Question – the recitations will involve some hands-on, data-driven activities. So, is that a lab? Or only “wet lab” experiences considered lab hours?)

7. Has this course been taught on an experimental basis?
   XXX No _____ Yes. If yes, then please provide:
8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

1. Gather, analyze, and interpret data from biological organisms and draw subsequent inferences regarding evolutionary relationships.
2. Evaluate and critique scientific evidence and arguments regarding evolutionary biology and natural history.
3. Employ evidence from the literature to defend well reasoned written and oral arguments
4. Demonstrate how the tools of science can be used to analyze problems and develop solutions.
5. Articulate and evaluate the impact of evolution on the contemporary world.
6. Examine local, national, and global decision-making as it relates to the issue of evolution, and compare/contrast with earlier events and examples

8. Will this course be part of any **major(s), minor(s) or program(s)**?
   - No
   - XXXX Yes

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

   **This course will be included in Part Two of the minor in Interdisciplinary Studies**
   **This course will be included in Part Two of the Biology minor**

10a. Will this course be part of JJ’s **general education program**?
   - No
   - XXXX Yes

   If yes, please indicate the area:

   **Flexible Core**
   - A. World Cultures and Global Issues
   - B. U.S Experience in Its Diversity
   - C. Creative Expression
   - D. Individual and Society
   - E. Scientific World

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

   **This is a basic introduction to Evolutionary Biology as it relates to the natural, social and cultural history of the human species. This course exposes students to basic practices in the fields of biology, history, psychology, philosophy and anthropology. However, these topic areas can be thought of as merely the vehicle through which the real course “content” is taught: the theory and practice of science, and its impact on the world in which we live.**
11. How will you assess student learning?
Learning will be assessed by the following:

1.) Gather, analyze, and interpret data from biological organisms and draw subsequent inferences regarding evolutionary relationships.
   Most of the in-class activities involve collection of data, analysis of said data, interpretation of data to draw conclusions. They will specifically involve the collection of “multiple lines of evidence” to address the question of ancestral relationships. The in-class activities will be assessed with a rubric designed to measure the usefulness and appropriateness of the evidence gathered, the effectiveness of their analysis and the clarity of their writing.

2.) Evaluate and critique scientific evidence and arguments regarding evolutionary biology and natural history.
   Students will write two “research reports” in which they describe, analyze, and critique a recent research article from the scientific literature. These papers will be evaluated using a rubric that measures student achievement in identifying the main thesis and its supporting evidence, and the sophistication of the students’ evaluation.

3.) Employ evidence from the literature to defend well reasoned written and oral arguments
   In addition to the in-class activities and research reports mentioned above, all course lectures will present “course material” from the approach of “showing the evidence,” rather than the more traditional “knowledge dump” approach. Underscoring this, modules from Visionlearning will be used as much as possible for course content and for general exposure to the process and nature of science. This will be assessed using a rubric that evaluates student achievement in identifying pertinent issues and arguments and using evidence from the readings to argue a position. The rubric will also address students’ ability to state and defend their arguments in clear, concise and effective language.

4.) Demonstrate how the tools of science can be used to analyze problems and develop solutions.
   In their in-class activities, students will employ the scientific approach of utilizing multiple lines of evidence to answer a question of shared ancestry. For example, in the phylogenetics activity, students will analyze short DNA sequences, protein sequences, and chromosomal heat maps to deduce the evolutionary relationships of five species (human, chimp, orangutan, gorilla, and macaque). A similar strategy is engaged in the classroom activities and assignments considering comparative skeletal anatomy and hominid skulls. These activities will be assessed using a rubric that measures students’ ability to read DNA and protein sequences and
chromosomal heat maps, correctly deduce evolutionary relationships and draw conclusions using the principles underlying the scientific method.

5.) Articulate and evaluate the impact of evolution on the contemporary world.

Students will write a short paper in which they analyze how evolution has formed and shaped a contemporary intellectual debate. The assessment rubric will evaluate the students’ ability to summarize and compare/contrast these different arguments in a well-organized, thesis-driven essay that cites appropriate textual evidence.

6.) Examine local, national, and global decision-making as it relates to the issue of evolution, and compare/contrast with earlier events and examples

Students will keep a current events journal in which they track and discuss references to evolution in the news, including their impact on both individuals and the larger society, and how such discussions affect or lead to public policy. The journal will be assessed using a rubric that measures the students’ engagement with both current events and how the ideas that underpin evolution affect or lead to public policy, as well as their ability to usefully and effectively compare/contrast contemporary with earlier events.

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

Yes XXX No

- If yes, please state the librarian’s name: Kathleen Collins
- Are there adequate resources in the library to support students’ work in the course
  Yes XXX No

- Will your students be expected to use any of the following library resources? Check all that apply.
  This course will provide students a detailed introduction to Google Scholar. Students will be shown to use Google Scholar to find and evaluate sources, as well as format citations in their bibliographies.

13. Syllabus (See Attached)

14. Date of Department curriculum committee approval _________________________

15. Faculty - Who will be assigned to teach this course? Nathan Lents, Joshua Clegg, Angelique Corthals, in addition to experienced and qualified ISP faculty and science faculty

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?
17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
   XXX Not applicable    ____No    ____Yes.

18. Will any course be withdrawn, if this course is approved?
   XXX No
   ____Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   Richard Haw

   Name of Chair giving approval, Proposer’s Department

   ________________________________

   Name of Major or Minor Coordinator giving approval (if necessary)

   ________________________________

   Name of Chair or Major Coordinator, Affiliated Department giving approval (if necessary)
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>ISP 265</td>
</tr>
<tr>
<td>Course Title</td>
<td>Evolution and Its Impact</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>ENG 201 and SCI 110 or SCI 112 or SCI 114 or NSC 107 or EXE 103 (or any STEM variant science course of at least three credits such as: BIO 102, 103, 104, CHE 102, 103, 104)</td>
</tr>
<tr>
<td>Co-requisites</td>
<td></td>
</tr>
</tbody>
</table>
| Catalogue
Description | Evolution is one of mankind’s greatest discoveries; also, one of the most influential and controversial. This interdisciplinary course will examine the scientific principles on which evolution is founded and impact it has had on the world in which we live. It will consider evolution as a scientific theory, an intellectual idea and a social movement. Drawing on texts from across the sciences, social sciences and the arts and humanities, this course will explore evolution’s complex and contentious history and the influence it has had on various aspects of the human thought, action and experience. It will analyze and consider how a single scientific idea can change an entire species. |
| Special Features | N/A                       |
| Sample Syllabus  | Syllabus must be included with submission, 5 pages max recommended |

Indicate the status of this course being nominated:

☐ current course  ☐ revision of current course  ☒ a new course being proposed

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

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

II. Flexible Core (18 credits)
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five...
areas and no more than two courses in any discipline or interdisciplinary field.

## E. Scientific World

A Flexible Core course must meet the three learning outcomes in the right column.

<table>
<thead>
<tr>
<th>Core Learning Outcome</th>
<th>Additional Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather, interpret, and assess information from a variety of sources and points of view.</td>
<td>Gather, analyze, and interpret data from biological organisms and draw subsequent inferences regarding evolutionary relationships. Most of the in-class activities involve collection of data, analysis of said data, interpretation of data to draw conclusions. They will specifically involve the collection of “multiple lines of evidence” to address the question of ancestral relationships.</td>
</tr>
<tr>
<td>Evaluate evidence and arguments critically or analytically.</td>
<td>Evaluate and critique scientific evidence and arguments regarding evolutionary biology and natural history. Students will write two “research reports” in which they describe, analyze, and critique a recent research article from the scientific literature.</td>
</tr>
<tr>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
<td>Employ evidence from the literature to defend well reasoned written and oral arguments. In addition to the in-class activities and research reports mentioned above, all course lectures will present “course material” from the approach of “showing the evidence,” rather than the more traditional “knowledge dump” approach. Underscoring this, modules from Visionlearning will be used as much as possible for course content and for general exposure to the process and nature of science.</td>
</tr>
</tbody>
</table>

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

| Additional Learning Outcome | |  
|-----------------------------|---|---|
| Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. | In their in-class activities, students will employ the scientific approach of utilizing multiple lines of evidence to answer a question of shared ancestry. For example, in the phylogenetics activity, students will analyze short DNA sequences, protein sequences, and chromosomal heat maps to deduce the evolutionary relationships of five species (human, chimp, orangutan, gorilla, and macaque). A similar strategy is engaged in the classroom activities and assignments considering comparative skeletal anatomy and |
hominid skulls.

Articulate and evaluate the impact of evolution on the contemporary world. Students will write a short paper in which they analyze how evolution has formed and shaped a contemporary intellectual debate. Examples of this might be: the debate over gender roles, gene therapy or race.

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

Examine local, national, and global decision-making as it relates to the issue of evolution, and compare/contrast with earlier events and examples. Students will, for example, keep a current events journal in which they track and discuss references to evolution in the news, including their impact on both individuals and the larger society, and how such discussions affect or lead to public policy.

- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.
ISP 265
Evolution and Its Impact

Instructors:
Nathan H. Lents
Email: nlents@jjay.cuny.edu  Tel: 646.557.4504  Office: 05.61.06; Lab: 05.62
Richard Haw
Email: rhaw@jjay.cuny.edu  Tel: 212.237.8076  Office: 06.65.03

Date, time and place: TBD

Course Description:
Evolution is one of mankind’s greatest discoveries; also, one of the most influential and controversial. This interdisciplinary course will examine the scientific principles on which evolution is founded and impact it has had on the world in which we live. It will consider evolution as a scientific theory, an intellectual idea and a social movement. Drawing on texts from across the sciences, social sciences and the arts and humanities, this course will explore evolution’s complex and contentious history and the influence it has had on various aspects of the human thought, action and experience. It will analyze and consider how a single scientific idea can change an entire species.

Learning Objectives:
Students will:
1. Gather, analyze, and interpret data from biological organisms and draw subsequent inferences regarding evolutionary relationships.
2. Evaluate and critique scientific evidence and arguments regarding evolutionary biology and natural history.
3. Employ evidence from the literature to defend well reasoned written and oral arguments.
4. Demonstrate how the tools of science can be used to analyze problems and develop solutions.
5. Articulate and evaluate the impact of evolution on the contemporary world.
6. Examine local, national, and global decision-making as it relates to the issue of evolution, and compare/contrast with earlier events and examples.

Required Texts:

Approved by UCASC, May 15,  to College Council, Sept 2015
You must check Blackboard and your John Jay E-mail account regularly.

You are responsible for any and all course information, assignments, announcements, and communication that occurs through blackboard and/or your email account.

Statement of the College Policy on Plagiarism:
- Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation.
- Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.
- Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
- It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.
- Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has free guides designed to help students with problems of documentation.
- This course will use turnitin.com for all written assignments. Plagiarism will result in an automatic “zero” for the assignment. Depending on the severity of the offense, the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms.

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 academic 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 follow the established procedures for having the accommodation notice sent to the instructor in enough time to be effective. The instructor will not attempt to accommodate disabilities on his/her own.

<table>
<thead>
<tr>
<th>Exam One</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam Two</td>
<td>15%</td>
</tr>
<tr>
<td>Exam Three</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>Papers</td>
<td>15%</td>
</tr>
<tr>
<td>Current Events Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Research Reports</td>
<td>10%</td>
</tr>
<tr>
<td>In-class Activities</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The grade for this course: The grade for ISP 2XX is a composite of three in-class exams, worth 10% each; in-class reading quizzes, worth a combined total of 10%; reflection papers, worth a combined total of 10%; exam preparation homework, worth a total of 10%; research reports, worth 10%; and submitted work from in-class activities and discussions, worth a total of 15% of the final course grade. The chart here (←) shows the composition of the course grade. In addition, following three “freebies,” each absence will result in a 2% reduction of the final course grade and lateness will count as one-half absence.
Grading Scale: The grading scale here (→) is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded, except as explained here: following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2%). This is the final grade and no further manipulations will be made. The scale here (→) will then be strictly used. These calculations are done by the computer so there are no judgment calls or “leniency.”

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98.0 and above</td>
</tr>
<tr>
<td>A</td>
<td>93.0 - 97.9</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 - 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.0 - 89.9</td>
</tr>
<tr>
<td>B</td>
<td>83.0 - 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 - 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.0 - 79.9</td>
</tr>
<tr>
<td>C</td>
<td>73.0 - 76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70.0 - 72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67.0 - 69.9</td>
</tr>
<tr>
<td>D</td>
<td>63.0 - 66.9</td>
</tr>
<tr>
<td>D-</td>
<td>60.0 - 62.9</td>
</tr>
<tr>
<td>F</td>
<td>below 60.0</td>
</tr>
</tbody>
</table>

Important Policies and Explanation of All Graded Work

Course Attendance: You are required to attend all classes and attendance will be taken every day. You will be allowed three absences with no required documentation. However, beginning with the fourth absence, your final course grade will be penalized by two points (2%) for each undocumented absence thereafter. Arrivals later than five minutes after the start of class will count as a one-half absence.

Exams: There will be three in-class exams. The third exam will take place during the time allotted by the College-wide final exam schedule, but will not be comprehensive. These exams will contain questions covering the assigned readings and the lecture material. The three exams will each form 15% of the overall course grade. If you miss an exam (or foresee that you will miss an exam) for any reason, you MUST contact the instructors as soon as humanly possible. You may be allowed to take the exam late (or early). However, you are ONLY eligible for this one-time consideration if you contact the instructors immediately and arrange to take the exam BEFORE the corrected exams are handed back to the class. In all other cases, the missed exam WILL count as a ZERO. (Exception: a documented medical or family situation that results in an extended crisis may result in being excused from an exam, but this will only be allowed ONCE and is at the complete discretion of the instructor. Further missed exams will count as a zero, regardless of reason.) The combined average of the exams will form 45% of the final overall course grade.

Reading Quizzes: There will be six (6) in-class quizzes covering specific readings assignments. The lowest quiz grade (or any missed during an absence, excused or otherwise) will be dropped and the grades of the remaining five quizzes will be used. The average quiz grade will then form 5% of the overall course grade.

Papers: The instructors will assign three (3) papers throughout the semester of varying style and format, submitted on-line (and checked for plagiarism) through turnitin.com. For each assignment, complete details will be given in class. The average paper grade will form 15% of the course grade.

Current Events Journal: Each student will keep a current events journal in which they track and discuss references to evolution in the news. The journal will be used to measure your engagement with current events, your understanding of the ideas that inform and underpin evolutionary biology, and your awareness of how such discussions affect or lead to public policy.

Research Reports: This course requires two “research reports” of 800-1000 words in proper APA style. These reports shall be a discussion of a recent research finding in the area of human evolution (broadly defined) or that has implications for the matter of human evolution. The student should select a recent research study (or studies) and discuss the following: what was known or thought previously about this topic, what was the major result or discovery itself and how it was done (briefly), and what the impact of
this finding is on our understanding of human evolution. A grading rubric will be supplied, which will also provide more direction and detail, and will be strictly adhered to. The instructors will periodically select very good submissions and feature them on The Human Evolution Blog (with the permission of the student author), and the student will be credited appropriately. Each of these research reports will count as 5% of the final course grade, for a total of 10% of the course grade for both.

In-class Activities: Except on exam days, the discussion sessions will consist of group activities, group discussions, and trips to the American Museum of Natural History. Each of these activities will require the submission of work done in the activity of discussion, either at the end of the period or the following week’s class period. The work may be submitted by individuals or as groups and will be graded. Details of each submission will be given during the activity or discussion. The average grade for the in-class work will be 15% of the final course grade.

Schedule:
The following are the readings to be completed by the indicated class period. As the course relies on classroom participation rather than lectures, it is essential to do the readings, bring the readings to class and come to class on time.

Week 1  Introduction: The Impact of Evolution

_Darwin, Evolution and the Culture of Nineteenth Century Science_

Week 2  Origins and Overview

Week 3  Darwin: Establishing Evolution
Doing: practice with cladistics and character tables; Introduction to parsimony.

***First Paper Due***

Week 4  Evolution: Critics and Supporters
Doing: In-class debate: Intelligent Design versus Evolution by Natural Selection

Week 5  The Origin and Early History of Life on Earth / Exam #1
Reading: James Fortey, _Life: A Natural History of the First Four Billion Years of Life on Earth_ (1997), 3-29

***First Research Report Due***

_Biodiversity, Sexual Selection and the Dark Side of Evolution_

Week 6  Evolution After Darwin: The Modern Evolution Synthesis
Reading: Alice Roberts, _Evolution: The Human Story_ (2011), 8-33 and 174-197; Ernst Mayr, “Cladistic Analysis or Cladistic Classification” (1974); VL: Adaptation
Doing: will use DNA sequences, protein sequences, and chromosomal “heat maps” to deduce ancestry of humans and closely related ape species

Week 7  Museum Trip: The Hall of Biodiversity, The American Museum of Natural History
Doing: The class will visit the “hall of biodiversity” at the American Museum of Natural History, where they will complete a group activity on the Cambrian explosion and innovations in animal body plan.

Approved by UCASC, May 15, to College Council, Sept 2015
Week 8  Sex, Gender, and changing views of Sexual Selection  
Doing: Scientific Bias Discussion: how scientific notions of sex and gender were imformed/hindered by numerous traditional values, including notions of family, natural law, along with male/European dominance of the scientific community.  
***Second Paper Due***

Week 9  How Evolution Inspired Social Darwinism and Eugenics  
Reading: Paul Crook, “Social Darwinism in European and American Thought, 1860-1945” (1999); Mike Hawkins, “The Eugenic Conscience” and “Nazism, Fascism and Social Darwinism” (1997), 216-237 and 272-290  

Week 10 The New Science of Evolutionary Psychology / Exam #2  
Reading: Leda Cosmides and John Tooby, “Evolutionary Psychology: A primer” (1997) (online); Searle, “Is the Brain’s Mind a Computer Program?” (1990), 26-31  

Evolution and Human Behavior

Week 11 Social Thought  
***Third Paper Due***

Week 12 Competition: Jealousy, Greed, Violence  
Doing: Students will discuss ape and hominid behaviors that promote intra- and inter-species competition for reproductive success and how these are still present in human culture.  

Week 13 Cooperation: Fairness, Empathy, Altruism  
Reading: Peter Kropotkin, Mutual Aid: A Factor in Evolution (1902), 37-58; Richard Dawkins, “Nice Guys Finish First” (1976), 202-233  
Doing: Students explore how animal sociality and cooperative instincts led to the evolution of social cohesion and pro-social behaviors, and how these forces shape modern human behavior  

Week 14 Evolution and Our Future  
Reading: Richard Dawkins, “Are We Still Evolving” (21013) (online); Nathan Lents “(The Illusion of) Taking Control: From Eugenics to Designer Babies” (2014) (handout)  
***Second Research Report Due***  

Week 15 Exam #3  
***Current Events Journal Due***
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted March 2, 2015

1. a. Department(s) or program(s) proposing this course: Political Science, Law and Society major

b. Name and contact information of proposer(s) Jean Carmalt

    Email address: jcarmalt@jjay.cuny.edu
    Phone number(s) 212-237-8195

2. a. Title of the course Introduction to Research in Law and Society

b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) INTRO RESEARCH LAW & SOCIETY

c. Level of this course ____100 Level  X 200 Level  ____300 Level  ____400 Level

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

Students will be introduced to the empirical research process and develop research skills that will benefit them in 300 and 400-level courses. Prior development of these research skills is especially important for when students take 400-level courses, especially the senior capstone in Law and Society (LWS 425), which is required of all Law and Society majors. Major assessment results, derived from capstone papers, pointed in particular to our students’ weaknesses with respect to effective written communication. The department believes that these weaknesses stem, in part, from the capstone serving as both a formal introduction to the research process and a course requiring a substantial research project.

There are several existing discipline-specific research courses offered at the 200 and 300-level, as indicated in Item 16. This 200-level course differs from existing 200-level research courses, such as POL 225, because it focuses on the interdisciplinary methods of research and writing that are needed in the Law and Society major.

d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): ___LWS_________
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

The Law and Society major at John Jay College, developed to replace the existing Legal Studies major, was approved by the New York State Department of Education on October 31, 2011. Some students enrolled in the Law and Society major in the Spring 2012 semester, but the first class of newly admitted students (both freshmen and transfers) came to the major in Fall 2012. After approximately two years, the Law and Society (LWS) major offered its first section of the senior capstone course (LWS 425). There are four reasons that a 200-level research methods course is needed for the LWS major.

First, major assessment results, derived from capstone papers, pointed in particular to our students’ weaknesses with respect to effective written communication. The department believes that these weaknesses stem, in part, from the capstone serving as both a formal introduction to LWS-specific research and a course requiring a substantial research project. The course currently required in the major that meets the need for writing and research skills is SSC 325 (Research Methods in the Behavioral Sciences) offered by the Sociology Department. That course is not specifically focused on the interdisciplinary methods of research that are crucial for the success of LWS students. In particular, LWS students must understand how to conduct research in both law and in social science, and they must understand how to navigate between these two different arenas. In addition, LWS students must be able to develop research questions and hypotheses that examine the relationship between law and society. Offering a required skills/research course in the major (i.e., a course with an LWS prefix taught solely by Law and Society faculty) would be more specifically focused to meet the learning goals of the major. Indeed, the major was proposed with the intention of developing a LWS research methods course once faculty were in place to teach it.

Second, offering a research course in law and society helps students majoring in Law and Society meet three of the Law and Society major’s objectives:

1. **Students will demonstrate knowledge of law, legal phenomena and legal institutions from a variety of perspectives outside the discipline of law, with a focus on the relationship between law and political and social change.**
2. **Students will initiate, develop, and present independent research addressing and analyzing the relationship between law and society.**
3. Students will develop written and oral communication skills to express informed opinions about issues in law and society. Initiate, develop, and present independent research;

Third, while research is an important aspect of many courses in the major, students are not formally introduced to interdisciplinary law and society research design until they take the capstone. As a result, when students come to the capstone (LWS 425), they typically have little direct training in the research process they will undertake during the course. Consistent with the department’s current use of 200-level courses, the proposed course will introduce research skills at the 200-level. An introductory research course will allow students to devote more time to the development of their capstone research project and execute better research. Beyond preparation for 400-level courses, this proposed course will also benefit students taking 300-level courses. Several courses at this level, including new 300-level LWS course proposals, include readings from academic journals and require students to produce research papers. A lower level research course will facilitate the use of more methodologically sophisticated readings in higher level courses and provide students with the tools to carry out their own research projects in law and society.

Fourth, the research methods course would offer an additional common experience for all Law and Society majors. Currently, there are only two courses that are required of all LWS majors: the introductory course and the research colloquium. An introductory course that focuses on research methods provides another opportunity for LWS majors to encounter each other in a classroom setting, which strengthens the major by providing an additional common experience.

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

This course is an introduction to how law and society scholars develop and answer research questions, and share their results. Students will familiarize themselves with the research and writing process, read and analyze examples of scholarly research in multiple disciplines that contribute to law and society scholarship, and plan research projects. In doing so, students will be better prepared to understand the content of future classes in law and society.
5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

   Prerequisites: ENG 102/201

6. Number of:
   a. Class hours __3__
   b. Lab hours _____
   c. Credits __3__

7. Has this course been taught on an experimental basis?
   _X_ No _____ Yes. If yes, then please provide:

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

   Students will learn how to:
   - Find and evaluate research questions, thesis statements, and scholarly writing in law and society using databases accessible through the Lloyd Sealy Library and publicly available sources and databases;
   - Compare, contrast, and combine research methods from both law and multiple social science disciplines
   - Write proper research questions, thesis statements, and hypotheses;
   - Evaluate the quality of sources (i.e. distinguish the quality of peer-reviewed and non-peer reviewed sources);
   - Properly cite information in research projects and write a properly formatted reference section.

9. Will this course be part of any **major(s)**, **minor(s)** or **program(s)**?
   _____ No _X_ Yes

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

   **This course would be a required course for all Law and Society majors. It will replace SSC 325 as the course required in Part Two of the major**

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

   _X_ No _____ Yes

   If yes, please indicate the area:

Approved by UCASC, May 15, to College Council, Sept 2015
11. How will you assess student learning?

Students will be assessed on their ability to carry out the research process through several written assignments. Additionally, students may be assessed, at the discretion of the instructor, using a combination of course exams and quizzes, which will allow the students to demonstrate that they have attained a particular level of factual knowledge.

Specifically, students will learn how to understand and conduct interdisciplinary academic research in the field of Law and Society. Development of these skills naturally takes practice. In general, assignments appropriate for these goals will be short, frequent, and particular to the topics covered in the course. The attached sample syllabus lists research assignments due throughout the semester. The number of assignments and the specific focus of each are subject to the instructor. The following are the examples listed in the sample syllabus.

The first three assignments (2 pages each) will be focused on researching the law at the state, federal, and international levels. A specific area of law provides a concrete entry point for students who need to understand the difference between legal research and social science research. Therefore, the first three assignments will involve having an assigned state or country, and then conducting legal research that pertains to a specific issue (such as the right to education). Students will first identify different types of laws and explain how those laws relate to one another. They will then use this substantive starting point to find and evaluate social science scholarship, including law and society scholarship, which focuses on the same legal arena. The first three assignments therefore require students to find and evaluate research questions, thesis statements, and scholarly writing in law and society using databases accessible through the Lloyd Sealy Library and publicly available sources and databases. In addition, these assignments require students to compare, contrast, and combine research methods from both law and multiple social science disciplines.

The fourth assignment (2-5 pages) will be focused on finding and evaluating different types of source material. Drawing from their previous assignments, students will create an annotated bibliography that finds research questions and hypotheses from each of the previously identified sources. Students will also be required to evaluate the quality of the sources they use.

The final research assignment (5-10 pages) focuses on identifying and developing research questions, thesis statements, and hypotheses, as well as the development of interdisciplinary approaches to research. Students will be assigned one of the legal issues from the previous assignments and be asked to locate and read articles from multiple disciplines that address the same topical area. Students will be expected to distinguish between legal analysis and social science analysis of law and society.
relationships. In addition, students will develop their own research questions, thesis
statements, and hypotheses on the topic they are researching.

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

   Yes X  No ___

   • If yes, please state the librarian’s name_____ Janice Dunham _______
   • Are there adequate resources in the library to support students’ work in the course
     Yes X  No _______

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

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval ____ Feb. 25, 2015 _______

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

   Michael Yarbrough, Jean Carmalt, and Monica Varsanyi could all be assigned to teach
   sections of the course as necessary

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

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

   Currently, there are no courses in law and society research methods offered at
   John Jay. The development of this course is consistent with the creation of
   research methods courses in other disciplines. According to the
   Undergraduate Bulletin (2013-2014), there are ten research methods courses
   offered below the 400-level that introduce students to the research process. These are:
• AFR 310 Research Seminar in African American Studies
• ANT 325: Ethnographic Research Methods in Anthropology
• CJBA 240: Quantitative Inquiry of Problems in Criminal Justice
• CJBS 250 Research Methods and Statistics for Criminal Justice
• HIS 300: Research Methods in History
• HJS 315: Research Methods in Humanities and Justice Studies
• ICJ 310: Foundations of Scholarship in International Criminal Justice
• POL 225 Introduction to Research in Politics
• PSY 311: Research Methods in Psychology
• SSC 325: Research Methods in the Behavioral Science
• STA 250: Principles and Methods of Statistics
• SOC 328 Qualitative Research Methods

These courses are related in that they all address research methods, but these courses, and the proposed course, are also very different in their focus on methods and practices most useful to the respective discipline. HIS 300, for example, emphasizes locating and analyzing primary sources in the execution of historical research. PSY 311 introduces students to the use of experiments in psychological research. The current required course, SSC 325, covers research methods for behavioral sciences generally but does not address the variety of methods used specifically by law and society scholars.

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
   _X_ Not applicable
   ___No
   ___Yes. If yes, give a short summary of the consultation process and results.

   James Cauthen, Chair of the Department of Political Science, apprised the Interim Chair of the Sociology Department of the replacement of SSC 325 in the major with this course.

18. Will any course be withdrawn, if this course is approved?
   _X_ No
   ___Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   James Cauthen, Chair of the Department of Political Science
LWS 2XX: Introduction to Research Law and Society

[Instructor’s Name]

[Instructor’s Office]

Day and Time

Room Assignment

Phone: [Instructor’s Phone Number]  Office Hours: TBA
Email: [Instructor’s Email Address]  Or by Appointment

Course Description

This course is an introduction to how law and society scholars develop and answer research questions, and share their results. Students will familiarize themselves with the research and writing process, read and analyze examples of scholarly research in multiple disciplines that contribute to law and society scholarship, and plan research projects. In doing so, students will be better prepared to understand the content of future classes in law and society.

Learning Objectives

Students will learn how to:

• Find and evaluate research questions, thesis statements, and scholarly writing in law and society using databases accessible through the Lloyd Sealy Library and publicly available sources and databases;
• Compare, contrast, and combine research methods from both law and multiple social science disciplines
• Write proper research questions, thesis statements, and hypotheses;
• Evaluate the quality of sources (i.e. distinguish the quality of peer-reviewed and non-peer reviewed sources);
• Properly cite information in research projects and write a properly formatted reference section.
As a required part of the Law and Society major, this course addresses the following learning outcomes for the major:

1. Students will demonstrate knowledge of law, legal phenomena and legal institutions from a variety of perspectives outside the discipline of law, with a focus on the relationship between law and political and social change.
2. Students will initiate, develop, and present independent research addressing and analyzing the relationship between law and society.
3. Students will develop written and oral communication skills to express informed opinions about issues in law and society. Initiate, develop, and present independent research;

**Required Texts**


In addition to this text, I will assign readings from journals, books, and other resources. Some of these readings are already listed and denoted by asterisks in the Course Outline below. These readings are available through Blackboard.

**Grade calculation**

<table>
<thead>
<tr>
<th>Item</th>
<th>Due date</th>
<th>Value (% of your grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>Throughout</td>
<td>5%</td>
</tr>
<tr>
<td>Research assignment 1</td>
<td>Week 3</td>
<td>10%</td>
</tr>
<tr>
<td>Research assignment 2</td>
<td>Week 5</td>
<td>10%</td>
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<tr>
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</tr>
<tr>
<td>Research assignment 5</td>
<td>Week 13</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>Week 8</td>
<td>15%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>Week 15</td>
<td>10%</td>
</tr>
<tr>
<td>Final project/paper</td>
<td>Finals week</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Policies and responsibilities**

All of the policies and responsibilities of John Jay College of Criminal Justice apply in this course. Further explanation of some of these policies is included below. For more information, please also see the undergraduate bulletin.

**Academic integrity**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person’s work as your own is always wrong. For the assignments, I encourage students to work together if they want, but each student is responsible for their own work and therefore answers must be completed by the student alone. Also note that plagiarism is taken very seriously both in this class and by the College.

Approved by UCASC, May 15, to College Council, Sept 2015
I will tolerate NO plagiarism or cheating in this class. Any assignment that includes plagiarism and/or obtaining unfair advantage will automatically receive a zero. Any act of plagiarism and obtaining unfair advantage will be subject to punishment, up to and including expulsion from John Jay. For your reference, John Jay's definition of plagiarism or unfair advantage is included here (copied from the undergraduate bulletin):

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

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

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

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

**Students with disabilities**
If you have a disability and will require accommodations in this course, I will work with you and the Office of Accessibility Services to meet your needs. Please contact the Office of Accessibility Services first and then email me or come talk to me in person (in class, during my office hours, or by making an appointment) to discuss specific accommodations. The contact information for the Office of Accessibility Services is: Room L.66.00, 524 West 59th Street, New York, NY 10019; Phone: 212.237.8031; Fax: 212.237.8144; http://www.jjay.cuny.edu/2023.php

**Extra credit**: The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. It is distinguished from substitute assignments or substitute work that may be assigned by the
instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

**Incomplete Grade Policy:** An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete. Please see the Undergraduate Bulletin for a complete statement of this policy.

**Course Outline**

* These readings are available through Blackboard.

**What is Law and Society research?**

Week 1: Law and Society as an Academic Discipline


**Starting a research project**

Week 2: Citations, references, and formatting

Readings:
2. MLA Guide at Purdue Online Writing Lab (available at: [https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/))

Week 3: Research questions and thesis statements

Reading: Halliday and Schmidt, Chapter 2: Stewart Macaulay and “Non-Contractual Relations in Business” and Chapter 3: Robert Kagan and *Regulatory Justice* (pp. 14-38)

**Research assignment 1 due**

This research assignment focuses on state law. Students will be assigned a state and be asked to identify statutes and case law on a specific topic (e.g. education) for that state. Students will then use this substantive starting point to find and evaluate social science scholarship, including law and society scholarship, which focuses on the same legal arena.

Week 4: Developing a hypothesis

Legal and social science research

Week 5: Quantitative research and interpreting quantitative data
Reading: Chapter 5: Lawrence Friedman and The Roots of Justice, and Chapter 6: John Heinz and Edward Laumann and Chicago Lawyers (pp. 50-71)

Research assignment 2 due
This research assignment focuses on federal law. Using the substantive topic from Research assignment 1, students will locate federal statutes and case law that is on the same topic. Students will compare will then use this substantive starting point to find and evaluate social science scholarship, including law and society scholarship, which focuses on the same legal arena at the federal level.

Week 6: Legal research

Week 7: Qualitative research
Reading: Halliday and Schmidt, Chapter 7: Alan Paterson and The Law Lords and Chapter 8: Devid Engel and “The Oven Bird’s Song” (pp. 72-93)

Research assignment 3 due
This research assignment focuses on international law. Students will be assigned a specific country and asked to locate international laws that pertain to that country on the substantive topic area assigned in Research assignment 1 OR on a substantive topic area related to the student’s research project. Students will then use this substantive starting point to find and evaluate social science scholarship, including law and society scholarship, which focuses on the same legal arena at the international level.

Week 8: MIDTERM EXAM

Socio-legal research

Week 9: Interviews and participant observation
Reading: Halliday and Schmidt, Chapter 9: Keith Hawkins and Environment and Enforcement, Chapter 10: Carol Greenhouse and Praying for Justice, and Chapter 11: John Conley and William O’Barr and Rules versus Relationships (pp. 94-128)
Research assignment 4 due
The fourth assignment (2-5 pages) will be focused on finding and evaluating different types of source material. Drawing from their previous assignments, students will create an annotated bibliography that finds research questions and hypotheses from each of the previously identified sources. Students will also be required to evaluate the quality of the sources they use.

Week 10: Socio-legal research questions
Reading: Halliday and Schmidt, Chapter 12: Sally Engle Merry and Getting Justice and Getting Even and Chapter 13: Tom Tyler and Why People Obey the Law (pp. 129-151)

Week 11: Socio-legal thesis statements
Reading: Halliday and Schmidt, Chapter 14: Doreen McBarnet and “Whiter than White Collar Crime” and Chapter 15: Gerald Rosenberg and The Hollow Hope (pp. 152-173)

Writing a law and society research paper

Week 12: Interdisciplinary research and disciplinary diversity
Reading: Halliday and Schmidt, Chapter 16: Michael McCann and Rights at Work, Chapter 17: Austin Sarat and William Felstiner and Divorce Lawyers and Their Clients, and Chapter 18: Yves Dezalay and Bryant Garth and Dealing in Virtue (pp. 174-213)

Week 13: Bringing things together: From dialogue to project
Reading: Halliday and Schmidt, chapter 19: Patricia Ewick and Susan Silbey and The Common Place of Law (pp. 214-226)

Research assignment 5 due
The final research assignment (5-10 pages) focuses on identifying and developing research questions, thesis statements, and hypotheses, as well as the development of interdisciplinary approaches to research. Students will be assigned one of the legal issues from the previous assignments and be asked to locate and read articles from multiple disciplines that address the same topical area. Students will be expected to distinguish between legal analysis and social science analysis of law and society relationships. In addition, students will develop their own research questions, thesis statements, and hypotheses on the topic they are researching.

Week 14: Writing the paper and presenting your research
Reading: Halliday and Schmidt, Chapter 23: Conclusion: “Research Is a Messy Business” – An Archeology of the Craft of Sociological Research (pp. 264-285)

Week 15: Student presentations of final projects
No reading assigned; students will present their work to their peers during the final week of class.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted October 20, 2014

1. a. **Department(s) or program(s) proposing this course:** SOCIOLGY
   
b. **Name and contact information of proposer(s):**  
   ANTONIO (JAY) PASTRANA, JR. and CRYSTAL JACKSON
   
   Email address(es):  
   APASTRANA@JJAY.CUNY.EDU, CRJACKSON@JJAY.CUNY.EDU
   Phone number(s): (212) 237-8665

2. a. **Title of the course:** SEXUAL IDENTITY & U.S. SOCIETY: LGBT PERSPECTIVES
   
b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS): SEX ID & SOC: LGBT
   
c. **Level** of this course: 100 Level
   
   Please provide a brief rationale for why the course is at the level:

   This is a 100-level freshman seminar course. In keeping with the first-year experience list of outcomes, students will learn basic skills to help them succeed in college, including reading and writing basics. The course encourages students to explore campus and community settings related to the topic.

   A 100-level course is an appropriate point at which to introduce students to the ways in which we can view LGBT identities and struggles through a social justice lens. Sexuality is central to our sense of self. It is both deeply personal and deeply embedded in social norms. Sexuality is also highly policed and regulated in our society. At a 100-level, students are being introduced to meanings of “community” and “diversity” that they may not otherwise be aware of. The course will guide students through issues of justice that they may not have considered. This course will provide students with tools for understanding how our everyday sense of being (or ontological positions) can influence our ever-changing notions of justice in relationship to LGBT identities and struggles.

d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): SOC
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

In keeping with John Jay College’s mission of educating for justice, this course offering is designed to introduce students to social justice issues as they pertain to lesbian, gay, bisexual, and transgender (LGBT) populations in the U.S. As a stigmatized group, LGBT people continue to advocate for rights in various fronts, from civil and political, to cultural and social. Landmark legal cases continue to amass in courtrooms across this nation, making this an on-going, contemporary area of study.

Yet, pedagogical approaches to these advances, and to this history, are often relegated to upper-level undergraduate instruction. This course offering is unique in that it is being proposed and designed for a 100-level student. Further, in designating this course as an entry point to understanding justice and the individual, John Jay College is recognizing the importance of sexuality in shaping our ever-expanding notions of justice. LGBT issues continue to gain recognition and spark debate across multiple areas of study. This course introduces some of these central issues to students while they examine their own understandings of how sexuality and sexual identity have been socially constructed and simultaneously contested by various social forces like the government, families, and other important institutions.

In response to a 2010 statement issued by then New York City Council Speaker Christine Quinn, John Jay College has developed, implemented, and executed various programmatic activities addressing issues of importance to LGBT populations, especially around youth education. Offering a 100-level course on LGBT Justice issues is a logical next step in fostering greater understanding of this often understudied population.

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

This course uses a social justice activist lens to explore lesbian, gay, bisexual, and transgender (LGBT) identities and struggles in the United States. It will examine how LGBT sexuality and identity are shaped by history, culture, and other social forces. Readings introduce key terms and debates about stigma, marriage and relationships, and the intersection of race, gender, class, and sexual identity. Throughout the course, students will explore how their own personal narratives and understandings of sexual identity are connected to the larger LGBT experience today.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): NONE
6. Number of:
   a. Class hours __3__
   b. Lab hours __0__
   c. Credits __3__

7. Has this course been taught on an **experimental basis**?
   ___X No  _____ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

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

By the end of the semester, students will able to:

- Describe their own relationships with key issues related to lesbian, gay, bisexual, and transgender (LGBT) identity;
- Identify important sociological research methodologies related to the study of LGBT people;
- Assess LGBT-related activities created at (and addressed within) the John Jay College community and within New York City;
- Demonstrate planning and reflection in group-based projects; and
- Assess their own leadership skills as well as that of their peers.

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

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

   The course may count toward the Sociology Minor.

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

   No _____  Yes __X__  If yes, please indicate the area:
10b. Please explain why this course should be part of the selected area.

Having a basic understanding of one’s position in relation to larger social structures is a key ingredient in the study of sociology and in becoming a civically engaged person. This course introduces students to – and supplies them with – necessary tools for observing their own sense of being and how it can effectively translate into an active justice agenda. This course achieves this by examining a central aspect of our identities: our sexual identity. Throughout history, lesbian, gay, bisexual, and transgender (LGBT) individuals have addressed and engaged various social forces that have simultaneously silenced them and brought about more understanding around issues of importance to everyone in society. Heterosexual friends and families have been key participants in addressing the inequalities faced by LGBT individuals, and advocating for social change. Sexual identity is impacted and shaped by other social factors, like race, and by other social processes, like scientific measurement and policy implications. By exploring how LGBT people and their allies have juggled, reconciled, and successfully managed social processes like policies and scientific measurement, students will be able to identify and develop their own journey to becoming a more engaged person. Specifically, students will be expected to evaluate their own relationships to the LGBT experience today and to build a critical capacity to explore how sexuality is being constructed, policed, expressed, or suppressed. This will be accomplished through assignments requiring visits to settings in the immediate John Jay College community and select areas in NYC that are of historical importance to LGBT people. Finally, students will be expected to create and deliver a group presentation that will require them to assess their own time-management skills and identify the strengths of their peers. Being able to understand one’s own identities in the midst of an ever-changing and evolving social, political, and cultural setting is a skill necessary for being a fierce advocate for justice.

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

Every semester __X__ Number of sections: ___1__
Fall semesters only ______ Number of sections: ______
Spring semesters only ______ Number of sections: ______

11. How will you assess student learning?
Below is a brief tally of all tasks for this course and how each is related to the overall grade for this course.

<table>
<thead>
<tr>
<th>Task</th>
<th>Percent of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Writings / Informal Reactions</td>
<td>15%</td>
</tr>
<tr>
<td>In-Class Short Quizzes (3)</td>
<td>30</td>
</tr>
<tr>
<td>Site Visit Reports (2)</td>
<td>20</td>
</tr>
<tr>
<td>In-Class Group Presentation (1)</td>
<td>15</td>
</tr>
<tr>
<td>Formal Reaction Papers (2)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**In-Class Writings / Informal Reactions.** At the start of each class period, there will be time devoted toward reflection on a theme related to the class session (topic-based) or to a project related to the college experience (goal-planning). These in-class reactions are to be written and will vary in length, according to the topic being explored. It is expected that students participate every time reactions are collected. Students are encouraged to situate their own experiences and sense of selves into these informal writings.

**In-Class Short Quizzes.** The material for all in-class quizzes will come directly from the readings and lectures. In-class quizzes will be a combination of short answer and multiple-choice questions.

**Site Visit Reports.** Students will be required to make 2 site visits (one of which will be to somewhere within the John Jay College campus and the other will be a group visit outside of campus) and produce a report for each. Potential sites to visit outside of campus include The Lesbian, Gay, Bisexual, and Transgender Community Center; George Segal’s *Gay Liberation, 1980* (outdoor sculpture at Sheridan Square); and Leslie + Lohman Museum of Gay and Lesbian Art.

**In-Class Group Presentation.** Every student will prepare and deliver a brief multi-media in-class group presentation, the parameters of which will be discussed in consultation with me and with your assigned group (Note: This will become clearer as the semester progresses, and the exact length of the presentation will depend on the number of students registered in the class). The topic will require you to discuss concepts in relation to your own identities and experiences.

**Formal Reaction Papers.** There will be assignments that require work conducted outside of the classroom. These course assignments are designed to be an extended reflection of class discussions and will vary in length from 1 to 3 pages (Times New Roman, 12-point font, 1-inch margins, double-spaced). Further instructions for these assignments will be distributed during class time and the topic will be assigned exactly one week prior to the due date. There will be 2 of these assignments in total.

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

   Yes _X_  No

   • If yes, please state the librarian’s name(s):
     MARTA BLADEK and MARIA KIRIAKOVA
• Are there adequate resources in the library to support students’ work in the course? Yes____X____ No________

• Will your students be expected to use any of the following library resources? Check all that apply.
  ➢ The library catalog, CUNY+ __X_  ➢ Criminal Justice Abstracts _
  ➢ EBSCOhost Academic Search Complete ___X_  ➢ PsycINFO ___X_
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ______  ➢ Sociological Abstracts ___X_
  ➢ LexisNexis Universe ______  ➢ JSTOR ___X_
  ➢ SCOPUS ______  ➢ Other (please name) ________

  13. Syllabus – see attached

  14. Date of Department curriculum committee approval __October 7, 2014__

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

  ANTONIO (JAY) PASTRANA, JR.
  CRYSTAL JACKSON___

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

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

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

    _____Not applicable
    _____No
    ___X_ Yes. If yes, give a short summary of the consultation process and results.

The syllabus and reading list was shared with Katie Gentile, Director of the Gender Studies Program, in order to avoid duplication of material covered. Dr. Gentile offered feedback and welcomed the submission of this new course. The syllabus and reading list was also shared with Kate Szur, Senior Director of Student Academic Success Programs.

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

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

19. Approvals:

Ric Curtis, Interim Chair, Sociology Department

Name of Chair giving approval, Proposer's Department
### Course Prefix & Number
SOC 1XX

### Course Title
SEXUAL IDENTITY & U.S. SOCIETY: LGBT PERSPECTIVES

### Department or Program
Sociology

### Discipline
Sociology

### Credits
3

### Contact Hours
3

### Prerequisites
N/A

### Co-requisites
N/A

### Course Description
This course uses a social justice activist lens to explore lesbian, gay, bisexual, and transgender (LGBT) identities and struggles in the U.S. It will examine how LGBT sexuality and identity are shaped by history, culture, and other social forces. Readings introduce key terms and debates about stigma, marriage and relationships, and the intersection of race, gender, class, and sexual identity. Throughout the course, students will explore how their own personal narratives and understandings of sexual identity are connected to the larger LGBT experience today.

### Sample Syllabus
Syllabus must be included with submission

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

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

<table>
<thead>
<tr>
<th>Justice Core</th>
<th>Learning from the Past</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Justice &amp; the Individual (100-level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Justice in Global Perspective (300-level)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Learning Outcomes

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

<table>
<thead>
<tr>
<th>I. Justice Core I Freshman Year Seminars: Justice and the Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice Core First Year seminar courses are designed to support student’s academic success by helping them to transition to the college environment and academic expectations; specifically: Please explain how your course meets each of these 5 learning outcomes:</td>
</tr>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>In-class writing / Informal reaction exercises</strong> (1 per class session) will ask students to reflect on their own experiences with various issues related to LGBT justice. In addition, each of the formal reaction papers (Week 3, and 8), will specifically ask students to describe how a personal experience relates to the topic provided. For example, Week 3’s formal reaction assignment will ask students to identify how their preconceived notions of identity relate to the definitions discussed in the readings thus far.</td>
</tr>
<tr>
<td>• Describe one’s own relationship to significant issues of justice</td>
</tr>
<tr>
<td>Starting in Week 7, students will be exposed to contemporary, evidence-based research on LGBT people. Subsequent in-class writing exercises as well as formal reaction assignments (Week 8) will ask students to critique and build upon how the collection of data on LGBT populations has been presented and how more of it can be created in the future. In addition, students will be expected to use evidence-based research as references in their in-class group presentations.</td>
</tr>
<tr>
<td>• Identify problems and propose solutions through evidence-based inquiry</td>
</tr>
<tr>
<td>The in-class group presentations (during Final Exams week) will provide an opportunity for students to work collaboratively. The weeks leading up to this will give ample time for students to reflect (via in-class writing exercises) on practices that worked and to identify areas of future improvement, when working in group settings. Students will also be encouraged to complete at least one site visit outside of the John Jay College area with at least one other classmate. This will require them to work together in order to establish dates and times for the visit.</td>
</tr>
<tr>
<td>• Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds</td>
</tr>
<tr>
<td>The in-class presentations will require students to assess how they effectively planned this collaborative effort. Via in-class reaction writings throughout the semester, students will be required to comment and reflect on those practices that helped them to complete their goals/tasks in class and to identify how these practices can be used in other professional settings (other classes, in their current or future work environment).</td>
</tr>
<tr>
<td>• Demonstrate effective planning and reflection to accomplish specific course outcomes</td>
</tr>
<tr>
<td>At least one site visit report will require students to attend a John Jay College event (lecture, exhibit, club-specific event, etc.). That report will ask students to connect the event to their own trajectory as a student.</td>
</tr>
<tr>
<td>• Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth</td>
</tr>
</tbody>
</table>
SOC 1xx: Sexual Identity & U.S. Society: LGBT Perspectives

John Jay College of Criminal Justice, CUNY
524 West 59th Street
NY, NY 10019

Professor: ANTONIO (JAY) PASTRANA, JR.

<table>
<thead>
<tr>
<th>Class information</th>
<th>Office hours: <strong>By appointment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester and class time: F/S, XX:XX-XX:XX</td>
<td>Office location: <strong>3223-N</strong></td>
</tr>
<tr>
<td>Classroom: TBD</td>
<td>Office phone: <strong>212-237-8665</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:apastrana@jjay.cuny.edu">apastrana@jjay.cuny.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**

This course uses a social justice activist lens to explore lesbian, gay, bisexual, and transgender (LGBT) identities and struggles in the United States. It will examine how LGBT sexuality and identity are shaped by history, culture, and other social forces. Readings introduce key terms and debates about stigma, marriage and relationships, and the intersection of race, gender, class, and sexual identity. Throughout the course, students will explore how their own personal narratives and understandings of sexual identity are connected to the larger LGBT experience today.

**Learning Objectives**

Course assignments will strengthen your sense of observation – from exploring the college’s immediate physical surroundings to identifying key ways that sexuality is expressed and moderated in New York City and in the U.S. – and transform it into research tools for future development. By the end of the semester, it is expected that you will have an applied understanding of sociological inquiry as it relates to the interdisciplinary field of lesbian, gay, bisexual, and transgender (LGBT) studies in the U.S. One of the most important goals of this course is to help you develop a critical capacity to look beyond what may seem to be obvious relationships, and to examine the ways in which these are socially constructed. This process will expose you to some of the tools of sociological inquiry – from drafting brief responses to contemporary issues, crafting and reporting observations about particular built environments, to critically assessing cinematic, documentary, or artistic productions and presenting your own ideas to your peers and others interested in the study of LGBT issues. In sum, you will be able to digest, assess, and create sociological inquiry concerning the area of LGBT studies in the contemporary U.S., while focusing on what it means to be a lesbian, gay, bisexual, and transgender (LGBT) person.

By the end of the semester, you will:

- Describe your own relationship with key issues related to lesbian, gay, bisexual, and transgender (LGBT) identity;
- Identify important sociological research methodologies related to the study of LGBT people;
- Assess LGBT-related activities created at (and addressed within) the John Jay College community and within New York City;
- Demonstrate planning and reflection in group-based projects; and
- Assess your own leadership skills as well as that of your peers.
Required Materials

   a. This book is currently available electronically at the John Jay College Library.
      (Noted as [BOOK-Stryker] in the reading schedule.)

   a. This book is currently not available at the John Jay College Library.
      (Noted as [BOOK-Yoshino] in the reading schedule.)

3. Access to the E-Reserve system at the Lloyd Sealy Library of John Jay College. Other readings will be made available to students via this E-Reserves system. These readings are gathered from scholarly books and articles about LGBT studies.

4. A library barcode on your John Jay College student ID card. Go to the library and ask for a barcode.

Assessment

Readings. All reading assignments are to be done prior to the class time. It is expected that you bring a hard copy of your readings with you to class. Additional required readings may be assigned during the semester, and will be made available on E-Reserve via the John Jay College library website. There may be some minor changes to the schedule or assigned readings as we go along. Throughout the semester, we will be doing in-class readings and analyses.

In-Class Writings / Informal Reactions (Every class session). At the start of each class period, there will be time devoted toward reflection on a theme related to the class session (topic-based) or to a project related to the college experience (goal-planning). These in-class reactions are to be written and will vary in length, according to the topic being explored. It is expected that students participate every time reactions are collected. Students are encouraged to situate their own experiences and sense of selves into these informal writings.

In-Class Short Quizzes (3 total). The material for all in-class exams will come directly from the readings and lectures. Due to scheduling constraints, lectures may not necessarily cover all of the material in the readings. However, you are responsible for all materials assigned throughout the course. In other words, though our discussions may not mention a particular aspect covered in the reading, you will be responsible for all of the reading assignments listed below. The in-class short quizzes will be a combination of short answer and multiple choice questions.

Make-up Policies. Make up of in-class short quizzes will not be granted. If you are absent for an in-class short quiz date, you will earn a zero score for that quiz.

Site Visit Reports (2 total). You will be required to make 2 site visits (one of which will be to somewhere within the John Jay College campus and the other will be a group visit outside of campus) and produce a report for each. Potential sites to visit outside of campus include The Lesbian, Gay, Bisexual, and Transgender Community Center; George Segal’s *Gay Liberation, 1980* (outdoor sculpture at Sheridan Square); and Leslie + Lohman Museum of Gay and Lesbian Art. More details will be provided in the handout of assignments.

In-Class Group Presentation (1 total). Everyone must prepare and deliver a brief multi-media in-class group presentation, the parameters of which will be discussed in consultation with me and with your assigned group (Note: This will become clearer as the semester progresses, and the exact length of the presentation will depend on the number of students registered in the class). The topic will require you to discuss concept(s) in relation to your own identities and experiences.

Formal Reaction Papers (2 total). There will be assignments that require work conducted outside of the classroom. It is expected that you submit these course assignments on time and during class time (not in my
mailbox, during office hours, or via email). Lateness in submitting an assignment will result in a decrease in the grade for that assignment. For example, three points will be subtracted for every subsequent class meeting until you submit your assignment. These course assignments are designed to be an extended reflection of, and reaction to, our class discussions. Formal reaction papers will vary in length from 1 to 3 pages (Times New Roman, 12-point font, 1-inch margins, double-spaced). Further instructions for these assignments will be distributed during class time. There will be 2 of these assignments in total.

**Grading**

*Tally of Tasks.* Below is a brief tally of all tasks for this course and how each is related to the overall grade for this course. For more detailed information about each of these, please consult the handout on Instructions for Assignments.

<table>
<thead>
<tr>
<th>Task</th>
<th>Percent of Course Grade</th>
<th>Frequency / Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Writings / Informal Reactions</td>
<td>15%</td>
<td>Every class session</td>
</tr>
<tr>
<td>In-Class Short Quizzes (3 total)</td>
<td>30 (10% for each quiz)</td>
<td>Week 5, 9, and 15</td>
</tr>
<tr>
<td>Site Visit Reports (2 total)</td>
<td>20 (10% for each report)</td>
<td>Week 6, and 14</td>
</tr>
<tr>
<td>In-Class Group Presentation</td>
<td>15</td>
<td>Week of Final Exam Day</td>
</tr>
<tr>
<td>Formal Reaction Papers (2 total)</td>
<td>20 (10% for each assignment)</td>
<td>Week 3, and 8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale.** The grading scale below is loosely based on the standards reflected in the John Jay College Undergraduate Bulletin.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Transcript Value</th>
<th>Description</th>
<th>Numerical Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
<td>90 – 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Very Good</td>
<td>87.1 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Very Good</td>
<td>83 – 87</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Very Good</td>
<td>80 – 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Satisfactory</td>
<td>77.1 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Satisfactory</td>
<td>73 – 77</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Poor</td>
<td>70 – 72.9</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Poor</td>
<td>67.1 – 69.9</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Very Poor</td>
<td>63 – 67</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>Very Poor</td>
<td>60 – 62.9</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failure</td>
<td>0 – 59.9</td>
</tr>
</tbody>
</table>

**Course Grades.** Grades should be a reflection of the work produced from all components listed above: in-class writings, in-class short quizzes, site visits, in-class group presentations, and formal reaction papers throughout the semester. All grades are not negotiable once the course is completed. Also, incompletes WILL NOT be granted for this course.

**Extra Credit.** I may offer extra credit at my discretion, to the entire class (not to one student or group of students as make-up or for any other reason).

**Open-Door Policy.** After each in-class short quiz, I strongly encourage each of you to visit me during my office hours to discuss your progress. Please be aware of John Jay College’s course withdrawal policies which can be obtained in the Undergraduate Bulletin.
In-Class Expectations

Attendance. It is expected that you attend class regularly AND on time. If you miss a class, please consult with a classmate. It is advised that you inform me of any emergencies or long-term illnesses as soon as possible. This course requires ACTIVE participation. Therefore, it is important for you to attend every time we meet.

Electronic Devices. Mobiles and other electronic communication devices must be silenced during class time. Ear attachments for any unapproved devices are not allowed in class. You will be asked to leave the class should such devices cause a disturbance. If you use a laptop or other portable device for taking notes, you will be expected to submit an electronic copy to me [apastrana@jjay.cuny.edu] after each class session.

Respect. Students are expected to be respectful at all times during lecture and discussions. Students are not allowed to interrupt the instructor or other classmates while they are speaking. This course may delve into issues that may be uncomfortable and/or controversial for some of us to discuss. I ask that everyone be respectful of one another's viewpoints and that everyone adheres to the university's expectation for student conduct. This course is designed to (a) help all of us become more aware of social constructs and how they affect us, and (b) help students develop an open mind toward individual differences. Ethnic slurs, anti-immigrant, classist, sexist and homophobic remarks, and religious diatribes/hate speech will not be acceptable commentary for this course and appropriate action will be taken if these things occur.

Sensitive Topics. Sexuality is central to our sense of self. It is both deeply personal and deeply embedded in social norms. Sexuality is also highly policed and regulated in our society. Consequently, it is important that we be sensitive to each other and see that each individual is respected and supported. Please note that some of the topics that we will be studying may be personally sensitive and could spark new or confusing thoughts, memories, or feelings. If you need my help in making discussion of any of the topics safe for you, please let me know in advance so that we can work out a way to make the course intellectually rewarding for you.

Also note that the John Jay Counseling Center is available to students, free of charge. The John Jay Women’s Center also offers free counseling around issues of interpersonal violence (sexual assault, dating violence, domestic violence).

An academic course cannot act as, or substitute for, a therapy or a support group.

The John Jay Counseling Services Center offers free counseling for students, Room L.68.00, 212-237-8111. The Women's Center is next door, Room L.67.10, (212) 237-8184.

Accessibility Services / ADA Policy

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 L.66.00 (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.

The Writing Center

The Writing Center (http://jjcweb.jjay.cuny.edu/writing/homepage.htm) is a service that provides free tutoring to students of John Jay College. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. The office is located in Room 1.68 – New Building. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Plagiarism

Plagiarism and cheating are violations of CUNY’s policy on academic integrity. By registering for this course, you are promised to abide by all the requirements stated in this policy.
From the Undergraduate Bulletin: Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards).

### Course Schedule

<table>
<thead>
<tr>
<th>WEEK 1: The sociological imagination and the alphabet soup of LGBT terms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How can we use sociology to help us understand ourselves and our place within society? What are some important terms to know when examining LGBT social justice issues?</strong></td>
</tr>
<tr>
<td><strong>E-Reserves:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 2: Definitions and boundaries: homosexual and transgender identities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How does society shape the ways individuals make sense of their identities and behaviors?</strong></td>
</tr>
<tr>
<td><strong>E-Reserves:</strong></td>
</tr>
<tr>
<td>In-class viewing: Documentary TBD [Target: <em>You Don’t Know Dick</em> (1997), 58 mins., DVD-620], or In-class viewing: Short Film TBD [Target: <em>XXXY</em> (2000), 13 mins., not available at John Jay College]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 3: Sexology, the medical profession, and the invention of sexual identities: A social justice issue?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How does science create categories around sexual behavior and identity? In what ways has the medical field been a source of oppression and stigma for LGBT people?</strong></td>
</tr>
<tr>
<td><strong>E-Reserves:</strong></td>
</tr>
<tr>
<td>In-class audio: <em>This American Life</em>, by Alix Spiegel [Target: <em>81 Words</em> (2002), (Excerpts) 59 mins.]</td>
</tr>
</tbody>
</table>

DUE: FORMAL REACTION PAPER
WEEK 4: Contemporary debates: Marriage equality
Is love a right? Is marriage a right that LGBT people need? What are the implications of this for LGBT people? What is the relationship between love and social justice?

E-Reserves:

WEEK 5: Laws and outlaws: Sex
Is sex a “private” or “public” act? How does the law treat LGBT people engaging in sex versus how we think about straight people engaging in sex? How does identity shape how we think about who can and cannot have sex?

E-Reserves:

IN-CLASS QUIZ #1 IS THIS WEEK

WEEK 6: LGBT Youth
How do youth navigate LGBT identities? What role do schools, families, and peers play in youth figuring out and naming their identities? Is “coming out” an exercise in social justice?

E-Reserves:
In-class viewing: Movie TBD [Target: Quinceañera (2006), 90 mins., not available at John Jay College.]

DUE: SITE VISIT REPORT

WEEK 7: AIDS and marginalizing a whole group of people
How does the stigma of AIDS affect LGBT populations? What does this look like in Black communities in the U.S.?

E-Reserves:

**WEEK 8: Racial Intersections: Race and sexuality**

*What is the role of race in the social construction of LGBT identity? What does a social justice approach to the intersection of race and sexuality look like?*

**DUE: FORMAL REACTION PAPER**

**E-Reserves:**


**WEEK 9: Quiz #2; and Racial Intersections: Race and sexuality continued**

*Please Note: There will be an in-class quiz this week.*

**IN-CLASS QUIZ #2 IS THIS WEEK**

**E-Reserves:**


**WEEK 10: Covering, and the LGBT closet**

*Are LGBT people of color mostly in the closet?*

**[BOOK-Yoshino] “Preface” p. ix-xii; “An Uncovered Self” p. 3-27; and “Gay Covering” p. 74-107.**

**WEEK 11: Bisexuals and drag queens, Oh my!**

*Bisexuals, transgender people, and drag queens are often “invisibilized” by lesbians and gays. What can we learn about the categories we create around sexual identities and behaviors? How do they shape our understandings of normal and not normal?*

**E-Reserves:**


**In-class viewing: Documentary TBD [Target: *Paris Is Burning* (1990), 76 mins., DVD-627]**
WEEK 12: On myths and marketing race, class, and sexuality
Why are many of the images of LGBT people classed and racialized? Are they all rich and White? And why are they such a hot commodity?

E-Reserves:


“Queerly Classed Questions” 1997. p. 9-11;


WEEK 13: Social justice in action: Personal narratives and LGBT social movement organizing
How was the sociological imagination utilized in these narratives of LGBT activism and everyday existence? How do personal problems translate into public issues?

E-Reserves:


WEEK 14: Quiz #3; and Can we pee in peace?
What are some other contemporary policy issues that affect the everyday lives of LGBT people today?

DUE: SITE VISIT REPORT

E-Reserves:


WEEK 15: Where do we go from here?
What are some possible future action steps? What does it mean to be a “fierce advocate” for LGBT social justice?

IN-CLASS QUIZ #3 IS THIS WEEK


E-Reserves:


Final Exam Day: In-Class Group Presentations

References


1. a. **Department(s) or program(s) proposing this course** - Modern Languages and Literatures

   b. **Name and contact information of proposer(s)** - Silvia G. Dapia

      Email address(es) - sdapia@jjay.cuny.com
      Phone number(s) – 646-557-4415

2. a. **Title of the course**: SPA 3XX: The African Legacy in Latin America Through Literature and Films

   b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst) – AFR LEGACY LATIN AM LIT & FILM

   c. **Level of this course**  ____100 Level   ____200 Level   __X__300 Level   ____400 Level

      Please provide a brief rationale for why the course is at the level: This is an upper level course with pre-requisites. All literature and culture courses in the major are at the 300-level. As they are taught entirely in Spanish, they need to build on the language skills developed in Spanish language courses at the 100- and 200-levels

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

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

   This course is an elective in the Spanish American Literatures and Cultures concentration of the new Spanish major. It will add to the diversity component in the curriculum through the exploration of the African legacy in Latin America and the Caribbean.

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

Approved by UCASC, May 15, to College Council, Sept 2015
This course explores the African diaspora and its cultural legacy in Latin America and the Caribbean through the lens of literature, films, music, and the arts. Topics covered may include: the experience of African slavery; Afro-Latin American peasants and armed conflicts; African influences on the Spanish language, capoeira (a Brazilian martial art), the tango, and Latin-American art and music; the impact of candomblé as a syncretic religion on music, art, dance and poetry; and the representation of Afro-Latin Americans in literature and film. This course is taught entirely in Spanish.

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

   ENG 201 and SPA 202 or 212 or placement exam.

6. **Number of**:
   a. Class hours  __3__
   b. Lab hours  ______
   c. Credits  __3__

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

   ___X___ No  ____  Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

   Upon completion of this course, students will be able to:
   - trace the history of the African presence in Latin America and the Caribbean;
   - analyze the ways in which the representation of this presence has changed over the last several hundred years;
   - compare patterns of New World race, ethnic and gender relations and identity socially, culturally, historically and politically constructed categories since the sixteenth century;
   - examine the influence of the African heritage on New World culture;
   - articulate critical responses to topics discussed in class and communicate ideas and information that is the result of carefully conducted research.
9. Will this course be part of any major(s), minor(s) or program(s)?

_____ No  ___X__ Yes

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

Elective in the Spanish and Latin American Literatures and Cultures concentration of the new Spanish major.

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

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

11. How will you assess student learning?

For department assessment, we will assess student learning by pre- and post-tests as well as on retention and completion rates. For course assessment see attached syllabus.

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

Yes__X__ No___

- If yes, please state the librarian’s name Maria Kiriakova
- Are there adequate resources in the library to support students’ work in the course

Yes_______  No________

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

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

13. Syllabus – See attached
14. Date of Department curriculum committee approval Oct 30, 2014_________________

15. Faculty - Who will be assigned to teach this course? Prof. Silvia Dapía or Raúl Romero

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?
   
   ___ No
   ___X___ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

This course is related to AFR 263 Blacks in Latin America (Same course as LLS 263 and HIS 263). We consulted Prof. Carlton Jama Adams, Chair of the Africana Department. As a result of this, some articles were added and some aspects were emphasized and Prof. Adams supports our revised course proposal. We also contacted Prof. Suzanne Oboler (LLS). There are three crucial differences between AFR 263 and our proposed course: (1) ours is in Spanish for the Spanish Major while AFR 263 is in English; (2) the proposed course focuses on literature, film, and television, and (3) the courses have different prerequisites.

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
   
   ___ Not applicable
   ___ No
   ___X___ Yes. If yes, give a short summary of the consultation process and results.
   See # 16

18. Will any course be withdrawn, if this course is approved?
   
   ___X___ No
   ___ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:
    
    Silvia Dapia
    
    Chair, Proposer's Department

Approved by UCASC, May 15, to College Council, Sept 2015
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th street, 7th floor, New York, NY 10019
SPAN 3XX: The African Legacy in Latin America Through Literature and Films

Professor: Silvia Dapia
Classroom and Time: Professor’s office
Semester: Professor’s office
Course Code: SPA 3ZZ
Office Hours:
Course Section: Professor’s e-mail
Course Prerequisite: ENG 201 and SPA 202, SPA 212 or placement exam.

Course Description:
This course explores the African diaspora and its cultural legacy in Latin America and the Caribbean through the lens of literature, films, music, and the arts. Topics covered may include: the experience of African slavery; Afro-Latin American peasants and armed conflicts; African influences on the Spanish language, capoeira (a Brazilian martial art), the tango, and Latin-American art and music; the impact of candomblé as a syncretic religion on music, art, dance and poetry; and the representation of Afro-Latin Americans in literature and film. This course is taught entirely in Spanish.

Learning Outcomes: By the end of the semester students will be able to:
- trace the history of the African presence in Latin America and the Caribbean;
- analyze the ways in which the representation of this presence has changed over the last several hundred years;
- compare patterns of New World race, ethnic and gender relations and identity socially, culturally, historically and politically constructed categories since the sixteenth century;
- examine the influence of the African heritage on New World culture;
- articulate critical responses to topics discussed in class and communicate ideas and information that is the result of carefully conducted research.

Required Texts: Readings are available on Blackboard.
- Carpentier, Alejo. El reino de este mundo (The Kingdom of this World). 1948. Only excerpts will be read (51 pages).
- Fanon, Frantz. The Wretched of the Earth. Excerpts (12 pages)
- Falcón-Paridi, Aristedes. Rumba Clave Blen Blen Blen


Films: A copy of these films will be available at the Modern Language Lab.

- **Besouro (The Assailant),** directed by João Daniel Tikhomiroff, 2009, 95 mins.
  The story of the legendary capoeira fighter from Bahia, who was rumored to fly and lead an uprising of agricultural workers against an exploitive plantation owner.

- **Burn (Queimada),** directed by Gillo Pontecorvo, 1969, 112 mins.
  Sir William Walker is an agent provocateur sent to the island of Queimada, a fictional Portuguese colony in the Lesser Antilles island group in the Caribbean. Walker is sent to organize an uprising of black slaves to overthrow the Portuguese regime because Great Britain wants to get economic control of the island, as it is an important sugar cane producer.

- **La Raiz olvidada (The Forgotten Root),** directed by Rafael Rebollar, 1998, 49 mins.
  Details the history of Mexico’s often-overlooked African populations. Drawing on interviews and archival imagery, the film takes us from the slavery of the colonial era to today’s Afro-Mexican communities in Guerrero, Oaxaco, Campeche, Morelos and Veracruz.

- **Ile Aiye (House of Life)** by David Byrne, 2004, 51 mins.
  This documentary explores the ways in which Candomblé, the African-influenced spirit cult of the Bahia region of Brazil, has influenced the daily life and culture of its people in music, art.

- **A Zest for Life: Afro-Peruvian Rhythms, a Source of Latin Jazz** directed by Eve A. Ma, 57 mins.
  This documentary looks at Afro-Peruvian history and culture through its music and dance.

- **An Empty House Falls,** directed by Marta Rodríguez and F. Restrepo, Colombia, 2004, 52 mins.
  This film presents the stories of Afro-Colombian peasants displaced from their land in the armed conflict between the national army, Colombian guerillas, and the right-wing paramilitary in the isolated province of the Chocó.

- **Afro-Argentinos,** directed by Jorge Fortes and Diego Ceballos, Argentina, 2002, 75 mins.
  This film unearths the hidden history of black people in Argentina and their contributions to Argentine culture and society, from the slaves who fought in the revolutionary wars against Spain.

- **Rumba Clave Blen Blen Blen** by Aristedes Falcón-Parídi, Cuba-USA, 2013, 101min.
  This documentary unravels the African and Andalusian origins of rumba and follows ordinary people and famous musicians through the dances, drums, and clave rhythm of the genre. It brings to the surface the religious cosmogonies of Bantu, Abakua, Yoruba, and Arara traditions that have nourished Afro-Cuban music.

- **Scattered Africa,** directed by Sheila Walker, 2002, 55 minutes
  Emphasizing both differences and similarities between their societies, important scholars and community leaders from countries such as Argentina, Uruguay, and Brazil discuss the scattered transnational community that is the contemporary African Diaspora. 55 minutes.

- **Under the Radar: A Survey of Afro-Cuban Music (2005),** directed by Plunky Brunch (86 min)
  This film introduces Afro-Cuban genres, including rumba, change, son, descarga, jazz and hip hop. Shot in Havana, Guantanamo and Santiago de Cuba, the video samples Cuba’s current music scene.

Approved by UCASC, May 15, to College Council, Sept 2015
Course Requirements:
1. **Participation (20% of the final grade):** Students are expected to attend and participate in class regularly. Classroom participation will count as 25% of the final grade and will be based on consistent attendance and meaningful participation in classroom discussions, activities, etc.

2. **Oral Presentation (20%)** — An oral presentation is required in which a theme closely connected to the course topics is explored and placed within the appropriate historical, social, political, economic, and cultural context. The topic must have prior approval from the instructor. A class discussion will follow. The presenter will lead and moderate the discussion.

3. **Quizzes (20%)** — Four short quizzes will be administered throughout the semester, covering the topics of the readings and class discussions conducted so far. Students must attend class on the date when quizzes are scheduled and be on time, as there will be no make-up quizzes.

4. **Midterm (20%)** — The midterm will consist of two parts: (i) short-answer questions that test students’ mastery of the basic terms and academic debates; and (ii) essay questions that allow the students to synthesize the material learned in class. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. **You will be able to take the test at a later date only if you submit written documentation of a serious illness or legal obligation.**

5. **Final Paper (20%)** — The paper will be a written essay (8-10 pages; typed; double spaced; 12 point font) where each student will analyze a text or film of his/her choice, but the topic must have prior approval from the instructor.

6. **Final Grade Weighting:**
   - 20% Participation
   - 20% Midterm
   - 20% Oral Presentations
   - 20% Quizzes
   - 20% Final Paper

The John Jay Undergraduate Bulletin allows for the following grades only:
- A, A- Excellent
- B+, B, B- Very Good
- C+, C Satisfactory
- C-, D+, D, D- Poor
- F Failure
- WU Withdrew Unofficially
- P PASS
- R REPEAT

**SCORING RUBRICS**

**Scoring Rubrics for Class Participation**

**Exemplary (A)**
- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- asks pertinent questions
- is always prepared and demonstrates a minimum of errors
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

**Proficient (B)**
- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers

**Marginal (C-D)**
- participates more passively than actively
- is frequently not well prepared
- makes numerous errors and has difficulty with elaborating on answers

**Unacceptable (F)**
- participates grudgingly or not at all in activities
- generally does not cooperate in group activities
- usually unprepared
- repeatedly makes the same errors.
## SCORING RUBRIC FOR ORAL PRESENTATIONS

*These guidelines have been adapted from excellent grading rubrics available at:*


<table>
<thead>
<tr>
<th>Rubric</th>
<th>Exemplary (A)</th>
<th>Proficient (B)</th>
<th>Marginal (C/D)</th>
<th>Unacceptable (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization Pattern</strong></td>
<td>Clearly and consistently observable; logical progression of thought; makes the content of the presentation cohesive.</td>
<td>Usually observable within the presentation; content generally proceeds in logical fashion.</td>
<td>Somewhat or intermittently observable within the presentation.</td>
<td>Not observable within the presentation; presentation jumps around without logical progression.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>No or almost no grammatical errors.</td>
<td>Occasional and/or minor grammatical errors.</td>
<td>Frequent grammatical errors.</td>
<td>Excessive grammatical errors that impede comprehension.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Precise and effective word use/choice; broad and extensive use of vocabulary.</td>
<td>Occasional and/or minor errors or inappropriate word usage or choice; meaning is clear; shows wide vocabulary.</td>
<td>Frequent errors or inappropriate word use or choice which may lead to confused or obscured meaning.</td>
<td>Excessive erroneous or inappropriate word use or choice; literal translations; invented words. Errors that obscure or change meaning.</td>
</tr>
<tr>
<td><strong>Fluency and Pronunciation</strong></td>
<td>Speech continuous with few pauses or stumbling; consistently accurate pronunciation.</td>
<td>Occasional hesitation, but manages to continue and complete thought and with only occasional pronunciation or other errors.</td>
<td>Speech choppy and/or slow with frequent pauses and some noticeable pronunciation errors.</td>
<td>Speech halting and uneven with long pauses or incomplete thoughts and frequent improper pronunciation.</td>
</tr>
<tr>
<td><strong>Supporting Material</strong></td>
<td>Central message is strongly supported by non-verbal materials (such as PowerPoint). Occasional spelling/grammar errors in supporting materials, but they generally support the presentation and the presenter's comments.</td>
<td>Central message is supported by non-verbal materials (such as PowerPoint). Occasional spelling/grammar errors in supporting materials, but they generally support the presentation and the presenter's comments.</td>
<td>Central message is generally or partially supported by non-verbal material, but frequent spelling and grammar errors in materials.</td>
<td>Central message is not supported by other materials.</td>
</tr>
</tbody>
</table>
SCORING RUBRIC FOR WRITTEN PAPERS

These guidelines have been adapted from excellent grading rubrics available at:
http://www.fordham.edu/halsall/med/rubric.html

Exemplary (A)

**Thesis:** Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

**Structure:** Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

**Use of evidence:** Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

**Analysis:** Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

**Logic and argumentation:** All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

**Mechanics of the essay:** Sentence structure, grammar, and diction excellent; correct use of punctuation; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

**Mechanics of MLA format:** Correct use of MLA citation style.

Proficient (B)

**Thesis:** Promising, but may be slightly unclear, or lacking in insight or originality.

**Structure:** Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

**Use of evidence:** Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

**Analysis:** Evidence often related to mini-thesis, though links perhaps not very clear.

**Logic and argumentation:** Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

**Mechanics of the essay:** Sentence structure, grammar, and diction strong despite occasional lapses; punctuation often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

**Mechanics of MLA format:** MLA citation style often used correctly.

Marginal (C/D)

**Thesis:** May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

**Structure:** Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

**Use of evidence:** Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

**Analysis:** Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Approved by UCASC, May 15, to College Council, Sept 2015
Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation and spelling. May have several run-on sentences or comma splices.

Mechanics of MLA format: Errors in MLA citation style.

Unacceptable (F)

Thesis: Difficult to identify or absent; may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence does not appear to support statements. Quotes not integrated into sentences; "plopped in" in improper manner. No citations for the sources of evidence or quotations.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence relating to it.

Logic and argumentation: Ideas do not flow logically, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics of the essay: Major problems in sentence structure, grammar, and diction. Frequent major errors in punctuation and spelling. Includes many run-on sentences, comma splices, and other examples of poor grammar.

Mechanics of MLA format: Frequent major errors in MLA citation style.

Cheating and 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.

Use of an internet translation website or cutting and pasting for any part of an assignment is also considered cheating, as well as consulting other sources that are outside the scope of the course (including native speakers). The written work required for the course must fulfill the stated assignment and must be the student's original work.

Statement of the College Policy on Plagiarism

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

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

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

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity).
Instructor's Note on Cheating:

The use of machine translation software (Google Translate, Google Translator Toolkit, Babelfish/Systran, among others) will be considered cheating and is therefore PROHIBITED in this course. If a student is unsure about the appropriateness of using any tool of this nature, they are welcome to ask the instructor.

Copying from other students’ homework/papers/exams or allowing another to copy your work will be considered cheating. Cheating also includes unauthorized collaboration by family members/friends/professionals/etc. on any assignment or examination.

If any kind of cheating or plagiarism is detected in the work of a student, the instructor reserves the right to report the offense to the College’s Academic Integrity Officer and assign a Pending grade. The instructor reserves the right to impose an academic sanction ranging from failing the assignment involved to failing the whole course. In some cases, the Academic Integrity Officer may decide to impose a disciplinary sanction as well.

For more information, please read John Jay College of Criminal Justice Undergraduate Bulletin, (http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity) and CUNY Policy on Academic Integrity).

Incomplete Grade Policy

An Incomplete Grade will only be assigned to students whose progress has been satisfactory in the course and who present a legitimate reason for the extension such as a medical emergency. Awarding a grade of “Incomplete” is at the discretion of the instructor.

Use of Electronic Devices in Class

The use of mobile phones is not allowed in class. Students must turn off/silence (not vibrate mode) their phones when coming into class. The use of mobile phones and other devices such as laptops, tablets or the like may be allowed for academic purposes only (e.g. taking notes, using electronic dictionaries, etc.). Any other use (text, e-mail, social networks, chat, Internet browsing, etc.) will not be tolerated (the student may be asked to leave the class or have her/his grade reduced at the discretion of the instructor). The instructor will inform students when they can use these devices. At certain points, the instructor can ask the students to turn them off as they may not be necessary for certain in-class activities.

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).

Tentative Schedule

Week 1: Course Introduction & Syllabus:

- Overview of course. Discussion of readings and objective of the course. What/who is/are Afro-Latin America(ns)?

Week 2: Theorizing Identity

- Césaire, Aimé. (Martinique). Discourse on Colonialism. Excerpts (12 pages)

Topics for discussion: Can the histories of Africans and their descendants be contained within the confines of “nation”? Are there alternative frameworks (transnational and/or diasporic) that can better
enhance our understanding of these histories? What is identity? How can we conceive community, aesthetics, and politics in diasporic (non-)identity? What is “cultural hybridity”?

**Week 3: Afro-Latinos’ Experiences and Identities: Puerto Rico and Cuba**
- Vega, Ana Lydia. "Historia de arroz con habichuelas." 133-141.
- Barnet, Miguel. *Biografía de un cimarrón*. Only excerpts will be read (25 pages).
- Cabrera, Lydia. "Hay hombres blancos, pardos y negros." 11-15
- Burn (Queimada), directed by Gillo Pontecorvo, 1969, 112 mins.
- **Quiz # 1**

**Topics for discussion:** Whose voice really gets a hearing in Vega’s, Barnet’s and Cabrera’s literary texts? Does the marginalized other really have a voice in these narratives? Are there references to African myths, beliefs and folklore in these texts? If so, which ones? What circumlocutions or expressions typical of African languages (Yoruba, in Barnet’s text) can be found in these texts?

**Week 4: Haiti & the Dominican Republic: An Island Divided**
- Alejo Carpentier. *El reino de este mundo*. Only excerpts will be read (51 pages).

**Topics for discussion:** Why did Alejo Carpentier, a Cuban writer, choose Haiti between the 1750s and 1826 as the setting for his narrative? How does Carpentier manage to convey a subaltern perspective on the Revolution? Based on a timeline of the Haitian revolution (Blackboard), identify and explain the choices Carpentier has made in his construction of the novel.

**Week 5: Representations of Black Women and the Formation of National Identity in Afro-Caribbean Poetry**
- Nicolás Guillén (Cuba): “Mujer nueva.”
- Nancy Morejón (Cuba): “Negro” ["Black Man"], “Mujer negra” ["Black Woman"].
- Luis Palés Matos (Puerto Rico): “Danza negra,” “Majestad negra,” “Mulata-Antilla”

**Topics for discussion:** How do the diverse poetic voices encourage people to take pride in the culture, heritage and history of their African roots? How do they envision and construct an inclusive national identity? Discuss the diverse representations of Black Women in these poems. Explain the relationship between these representations and national identity as it appears in these poems.

**Week 6: The Afro-Dominican Identity in its Literature**

**Poetry excerpts from:**
- Aída Cartagena Portalatín, and
- Angela Hernández Nuñez

In: *Praises & Offenses: Three Women Poets from the Dominican Republic* by Aída Cartagena Portalatín et al.
- Blas Jiménez, *Afrodominicano por elección y negro por nacimiento* [Afro-Dominican by choice and black by birth].

**Topics for discussion:** How does Aída Cartagena Portalatín understand Dominican Identity? In what respect may one claim that Blas Jiménez’s poetry "offers a more pluralistic view of Dominican identity”? How do these different authors emphasize African ancestry?
- **Quiz # 2**

**Week 7: Rumba: Coded Resistance and Cultural Adaptation**

**Reading:**
- Arístedes Falcón-Paridi (Cuba-USA), *Rumba Clave Blen Blen Blen* (fragments).

**Discussion of the following films:**
- *Under the Radar: A Survey of Afro-Cuban Music* (2005), directed by Plunky Brunch (86 min)
Award-winning writer, poet, educator, and film producer Falcón-Paridí will visit our class and discuss the histories behind the Afro-Cuban music and dance culture following its origins to Africa and Andalusia.

**Week 8: Review and Midterm**

**Week 9: The Afro-Brazilian Experience**
- Film: Besouro (The Assailant ), directed by João Daniel Tikhomiroff, 2009, 95 mins.
- Clarice Lispector. La pasión según G. H. [The Passion According to GH].
- Film: Ile Aïye (House of Life) by David Byrne (51 mins).

**Topics for discussion:** What is "capoeira"? What does the film Besouro tell us about colonial slave culture in Brazil? What is Candomblé? How has it influenced the daily life and culture of its people in music, art, religion, theater, dance, and poetry? How does the Candomblé appear in Clarice Lispector's novel? Is there any relationship between the imagery associated with Africa and the imagery associated with Judaism in Lispector's text? If yes, what kind of relationship?

**Week 10: Afro-Mexican Language Within the Context of Afro-Hispanic Linguistics**
- Lipski, J. “El lenguaje Afromexicano en el contexto de la lingüística Afrohispánica” (13 pages).
- Film: “La Raíz olvidada” (The Forgotten Root) 49 mins.

**Topics for discussion:** Where did important African settlements develop in Mexico? From a linguistic point of view, how can one describe the impact of the African languages on Afro-Mexican Spanish?

**Quiz # 3**

**Week 11: Colombia: Afro-Colombian peasants, National Army and Colombian Guerillas**
- Manuel Zapata Olivella. Changó, el Gran Putas. 608-646.
- Film: An Empty House Falls, 2004, 52 minutes.

**Topics for discussion:** What issues concerning the African Diaspora are alluded to in Zapata Olivella’s literary text and in the film An Empty House Falls? What role do Afro-Colombian peasants play in the armed conflict between the national army, Colombian guerillas, and the right-wing paramilitary? In what ways do these two texts deal with the complex and overlapping themes of race, gender and class struggle?

**Week 12: The Black Diaspora in Perú**
- Lucía Charún-Illescas’s novel Malambo. Only excerpts will be read (57 pages).
- Film: A Zest for Life: Afro-Peruvian Rhythms (57 mins)

**Quiz # 4**

**Topics for discussion:** What is the specificity of the dynamic between race and power in Lima, Perú? How does racism obstruct democratization of rights in Perú? What kind of narrator does Lucía Charún-Illescas use in her novel? Why? When does this novel take place? How does the novel present the colonial city where it takes place? How are the Afro-Peruvians presented in this novel? What role do African and Christian religions play in this novel?

**Week 13: Argentina, An Imagined “European” Community?**
Film: *Afro-Argentinos* (75 mins)
The Blackness of Tango: Tango as a "Buenos Aires conversation" between two creolized Kongo rhythms: the bassline of the habanera (imported from Havana) with Argentinian candombe.

**Topics for discussion:** Why did European immigration appear to be the key for Argentina’s modernization in the eyes of the liberal Argentinean élite in the late 1800s? What was the prevailing racial ideology in twentieth-century Argentina? How does Vicente Rossi’s essay serve to remind Argentine audiences of the pronounced impact Afro-Argentines had on the nation’s culture?

**Week 14: Oral Presentations**

**Week 15: Final paper due on the day of the final exam**
From: Monica W. Varsanyi, Co-Coordinator of the Law and Society major

To: UCASC

Re: Replacing SSC 325 with LWS 2xx (225) in the LWS major curriculum

Date: 23 April 2015

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

At its meeting on February 25, 2015 the Governance Committee of the Law and Society (LWS) BA program unanimously voted in favor of replacing SSC 325 Research Methods in the Behavioral Sciences, with LWS 2xx (225): Introduction to Research in Law and Society.

Rationale: A strong foundation in research methods is an important component of student success in the LWS major. When the LWS major came online in Fall 2012, SSC 325 was the best available option to provide these methodological skills to LWS students. Since that time, we have hired two full time faculty in LWS (Profs. Carmalt and Yarbrough), and the program has grown considerably. At this point, we are in favor of replacing SSC 325 with LWS 2xx, a methods course that addresses the specific skills needed for doing research in law and society (for example, research related to case law), as opposed to SSC 325, which addresses social science research methods, generally speaking.

A second rationale for the course is that LWS is an interdisciplinary major, and as such, requires a specifically interdisciplinary approach to research. Law and Society approaches to research are substantively different from research done in single disciplines, and LWS majors therefore require training in interdisciplinary approaches in order to be successful in the major.

In addition, because of its interdisciplinary nature, students in the major currently share only two common courses: LWS 200 and LWS 425. With this proposed course, LWS 2xx (225) Introduction to Research in Law and Society, the students will have a third common course, which we believe will foster a greater sense of community amongst LWS students and increase student success and retention.
LAW AND SOCIETY – Revised Bulletin info 2015-16
(Bachelors of Arts)

The Law and Society major offers an interdisciplinary approach to the study of law and legal institutions, their impact on society, and society’s impact on them. The major is organized around the central theme of understanding law as an instrument of political and social change and examines questions concerning how law matters in people’s lives; how law and law-like systems of rules empower and constrain individuals, groups, organizations and communities; and how the structures and values in social institutions shape and are shaped by law.

Credits Required. 36

Prerequisites. POL 101 and SOC 101. Students are strongly urged to complete these two courses during their first year in the College. These courses can fulfill the College's general education requirement in the Flexible Core: U.S. Experience in its Diversity and the Flexible Core: Individual and Society areas respectively. Additional prerequisites for individual courses include ANT 315 which requires at least one course in either ANT or LAW, and ECO 215 which requires ECO 101.

Coordinators. Professor Monica Varsanyi, Department of Political Science (212.237.8232, mvarsanyi@jjay.cuny.edu) and Professor Maxwell Mak, Department of Political Science (646.557.4662, mmak@jjay.cuny.edu)

Advisor. Professor Monica Varsanyi, Department of Political Science (212.237.8232, mvarsanyi@jjay.cuny.edu)

PART ONE: INTRODUCTORY COURSE Credits: 3

Required
LWS 200 Introduction to Law and Society

PART TWO: SKILLS Credits: 3

Required
LWS 2XX (225) Introduction to Research in Law and Society
SSC 325 Research Methods in the Behavioral Sciences

PART THREE: FOUNDATIONS Credits: 12

(Two courses in this area must be at the 300-level or above)

Category A: American Legal Foundations
Select two (one course must be at 300-level or above)

HIS 277 American Legal History
LAW 206 The American Judiciary
POL 235 Judicial Processes and Politics
POL 301 Constitutional Powers
POL 308 State Courts and State Constitutional Law

Category B: International Legal Foundations
Select one

ANT 315 Systems of Law
POL 250 International Law and Justice
POL 320 International Human Rights
Category C: Sociological Foundations  
Select one  

SOC 206 The Sociology of Conflict and Dispute Resolution  
SOC 232 Social Stratification  
SOC 302 Social Problems  

PART FOUR: PHILOSOPHY/JURISPRUDENCE/ETHICS  
Credits: 3  
Select one  

LAW 301 Jurisprudence  
LAW 310/PHI 310 Ethics and Law  
PHI 302 Philosophical Issues of Rights  
POL 270 Political Philosophy  
POL 273 – Western Political Thought  
POL 371 American Political Philosophy  
POL 375 Law, Order, Justice and Society  

PART FIVE: SOCIETAL AND POLITICAL CHANGE  
Credits: 12  
Select four courses, or two courses plus a six credit internship (LWS 375, LWS 378, POL 407, POL 408, POL 409, or three courses plus a three-credit internship (LWS 375). Only one 200-level course and a maximum of six credits of internship can be applied towards Part Five of the major. All students must take at least one course dealing with social change and race, gender, sexual orientation, or ethnicity (POL 313 or 318 or 319 or LLS 322 marked with an asterisk below).  

ANT 330 American Cultural Pluralism and the Law  
ECO 215 Economics of Regulation and the Law  
*LLS 322 Latino/a Struggles for Civil Rights and Social Justice  
*POL 313/LAW 313 The Law and Politics of Race Relations  
*POL 318 The Law and Politics of Sexual Orientation  
*POL 319 Gender and the Law  
POL 305 Constitutional Rights and Liberties  
POL 316 The Politics of Rights  
POL 344 The Law and Politics of Immigration  
SOC 305 The Sociology of Law  

Internship Options (each internship except where noted is at least 6 credits & requires permission of the instructor)  

LWS 375 Law and Society Internship (3 cr)  
LWS 378 Law and Society Internship Intensive  
POL 406 Seminar and Internship in NYC Government and Politics  
POL 407 New York State Assembly/Senate Session Program  
POL 408 CUNY Washington, D.C. Summer Internship Program  

PART SIX: SENIOR CAPSTONE  
Credits: 3  

Required  
LWS 425 Colloquium for Research in Law and Society  

CREDITS REQUIRED FOR THE MAJOR: 36
April 27, 2015

TO: John Jay UCASC

FROM: Jessica Gordon Nembhard,
Africana Studies Minor Coordinator

RE: Changes to the Africana Studies Minor

After operating the revised Africana Studies Minor for the last 2-3 years, we found a few details that need revising. The Africana Studies Department Curriculum Committee approved the following changes on April 21, 2015.

1. Any AFR course is acceptable as an elective for the Africana Studies Minor. The current suggestions for electives listed (in the bulletin) by interest group are just suggestions if students want ideas for clusters of courses to take. Right now the language and assumption is that students must choose an interest cluster and choose all courses from one cluster. They do not have to do either. We will keep the courses with other prefixes as is for the minor, they are not being removed.

Rationale: This change is needed and requested because often our students have trouble completing the minor because Degree Works does not count some of the AFR courses they take if the course is not on the before mentioned list, or if they have taken one course from one of the interest categories and another course from a different category. We had intentionally required only 2 courses for the Minor, in order to give students flexibility in meeting the remaining requirements. The language we had was interpreted by some students, some advisors and some Jay Stop associates, and coded in Degree Works as if there were restrictions on which AFR courses satisfied the minor and that students had to choose courses from one interest group only. Without these changes there are still unnecessary restrictions on how the students can complete the minor and what courses will qualify.

We suggest a language change in the College Bulletin and website description of the Minor. After the subheading “Part II Electives Subtotal: 12 credits” and before the suggested course groupings are listed, and anywhere else the Minor is listed or described, please replace the existing “Select any four courses” with: Select ANY 4 (four) courses taught by the Africana Studies Department (AFR label). And please replace the existing “Suggested groupings of courses are listed below depending on the interests of the students.” with: The following list
provides suggested groupings of courses for those students with particular interests, but does not include all possible course choices.

2. We also need a note added in the course bulletin and on the website at the end of the description for our minor, similar to what the Philosophy department has. This note should say: Any course from a different department that has substantial Africana content is acceptable as an elective for the Africana Studies Minor, with approval from the department's minor coordinator.

Rationale: This change is needed and requested to help our students to complete the minor. Many of our students receive financial aid and cannot afford to take extra courses. This allows them to apply an appropriate course from another department to our Minor without us having to fill out a course substitution form, so reduces the bureaucracy and paper work. This again helps to encourage our students to minor and does not add unnecessary burdens, costs, or extra courses to their coursework. We want the Africana Minor to be as accessible to students as possible.

We suggest a language change in the College Bulletin and website description of the Minor. After the list of suggested course groupings under electives, and before the total credits are calculated, please add the following note:

*Note: Credit toward the Africana Studies Minor may be given for courses taken elsewhere at the College if they include substantial Africana content upon review of the course syllabus. Please contact the Africana Studies minor coordinator for approval.*

Please let me know if further clarification is needed or if there are any questions. Thank you.
Bulletin Info Reflecting the Changes for 2015-16

AFRICANA STUDIES MINOR

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

Learning Outcomes. Students will:

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

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

Credits required. 18

Program/minor coordinator. Professor Jessica Gordon-Nembhard, Department of Africana Studies (212.484.4658, jnembhard@jjay.cuny.edu)

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

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

PART ONE. REQUIRED COURSES Credits: 6

AFR 140 Introduction to Africana Studies
AFR 310 Research Seminar in African American Studies*
PART TWO. ELECTIVES Credits: 12

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

The following list provides suggested groupings of courses for those students with particular interests, but does not include all possible course choices.
Suggested groupings of courses are listed below depending on the interests of students.

For students interested in Justice:

AFR 123 Justice, the Individual, and Struggle in the African American Experience
AFR 125 Race and Ethnicity in America
AFR 215 Police and Urban Communities
AFR 220 Law and Justice in Africa
AFR 227 Introduction to Community-based Approaches to Justice
AFR 229 Restorative Justice: Making Peace and Resolving Conflict
AFR 315 Practicing Community-based Justice in the Africana World
AFR 317 Environmental Racism
AFR 320 Perspectives on Justice in the Africana World
* ICJ 381 Internship in International Criminal Justice (prerequisites: SOC 341 & LAW 259/POL 259)
*SOC 381 Internship in Dispute Resolution (prerequisite: SOC 380)

For students interested in a focus on Humanities:

AFR 132 Arts and Culture in the African Diaspora
AFR 223/LIT 223 African American Literature
AFR 230/DRA 230 African American Theatre
AFR 267/HIS 267/LLS 267 History of Caribbean Migrations to the United States
AFR 270 History of African American Social and Intellectual Thought
AFR 280 Selected Topics in Africana Studies

AFR 340/LIT 340 The African American Experience in America: Comparative Racial Perspectives
AFR 354/PHI 354 Africana Philosophy
LIT 212 Literature of the African World
LIT 344 Caribbean Literature and Culture
MUS 103 American Popular Music from Jazz to Rock
MUS 110/LLS 110 Popular Musics of the Caribbean
MUS 310 Comparative History of African American Musics (prerequisites: one HIS course and any 100-level MUS course)

For students interested in Inequality:

AFR 110 Race and the Urban Community
AFR 121 Africana Communities in the U.S.
AFR 125 Race and Ethnicity in America
AFR 227 Introduction to Community-based Approaches to Justice
AFR 237 Institutional Racism
AFR 280 Selected Topics in Africana Studies

*Note: Students who take AFR 390 McNair Research Methods or AFR 410 Independent Study or a 300 or 400-level “Experience Course” equivalent (such as one of the courses below indicated below with an asterisk) can use such a course in lieu of AFR 310, see Minor Coordinator for more information.)
AFR 317 Environmental Racism  
AFR 322 Inequality and Wealth  
*LLS 321 Puerto Rican/Latina/o Community Fieldwork (prerequisites: LLS 241)

For students interested in a focus on Africa:  
AFR 150 Origins of Contemporary Africa  
AFR 220 Law and Justice in Africa  
AFR 263/LLS 263/HIS 263 Blacks in Latin America  
AFR 271 African Politics

For students interested in Psychology and Identity:  
AFR 129/PSY 129 Psychology of the African American Experience  
AFR 245 Psychology of the African American Family  
AFR 248 Men: Masculinities in the United States  
AFR 319 Self, Identity, and Justice: Global Perspectives  
AFR 347/PSY 347 Psychology of Oppression

Note: Credit toward the Africana Studies Minor may be given for courses taken elsewhere at the College if they include substantial Africana content upon review of the course syllabus. Please contact the Africana Studies minor coordinator for approval.

CREDITS REQUIRED FOR MINOR: 18
Re: Revision of Minor in Chemistry

Dear Members of the UCASC:

We are writing to request revision of the chemistry minor at John Jay College. The chemistry minor has always been available to students in all majors, except that of Forensic Science (FOS), because of complete overlap of the chemistry minor with courses required of the FOS major. However, with the impending addition of a Cell and Molecular Biology (CMB) major at John Jay College, there will be a new cohort of students that may wish to pursue the minor in chemistry. Nationally, chemistry is among the most popular minors for students majoring in biology. Indeed, graduate and professional programs in the biomedical sciences especially value a strong chemistry background among their successful applicants.

The current formulation of the chemistry minor is a strict list of courses for a total of 20 or 21 credits. Because four of these courses are already required within the CMB major, those students cannot earn the minor due to college rules limiting the number of courses that can count for both a major and a minor to two. CMB students would thus not be able to earn enough chemistry credits, separate from the CMB major, to be awarded a minor in chemistry.

The revised minor requirements below would allow CMB students to earn a chemistry minor by taking three additional chemistry courses beyond the four chemistry courses that are required of the CMB major. Importantly, under the revised scheme, students in majors other than FOS or CMB would still be able to pursue the minor in chemistry exactly as before. However, the new scheme brings more choices for the fifth required chemistry course for those students.

Neither the description, nor the learning outcomes of the chemistry minor need revising at this time.

Current Chemistry Minor:

Please note: These courses all have a laboratory component.

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credits</th>
<th>CHE Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 103</td>
<td>General Chemistry I (CHE 101-102)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CHE 104: General Chemistry II (CHE 104)</td>
<td>4</td>
<td>CHE 103</td>
<td></td>
</tr>
<tr>
<td>CHE 201</td>
<td>Organic Chemistry I</td>
<td>4</td>
<td>CHE 104</td>
</tr>
<tr>
<td>CHE 202: Organic Chemistry II</td>
<td>4</td>
<td>CHE 201</td>
<td></td>
</tr>
<tr>
<td>CHE 220: Quantitative Analysis</td>
<td>4</td>
<td>CHE 104</td>
<td></td>
</tr>
<tr>
<td>OR CHE 361: Inorganic Chemistry</td>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

Total: 20-21 credits

Approved by UCASC, May 15, to College Council, Sept 2015
**Proposed Revised Chemistry Minor**

To earn a minor in chemistry, students must earn **no less than 18 credits** of chemistry courses from the following list; students need to take CHE 103 and 104 and then may choose thereafter. It is highly recommend that students also take CHE 201 & 202.

Note: Students should have taken MAT 105 or higher and have 24 credits before taking the minor. A placement test for beginning chemistry is required.

**PART ONE. REQUIRED COURSES**  
Credit subtotal: 13  
Pre-requisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 103 General Chemistry I (or CHE 101-102)</td>
<td>5</td>
<td>placement exam</td>
</tr>
<tr>
<td>CHE 104 General Chemistry II</td>
<td>4</td>
<td>CHE 103</td>
</tr>
<tr>
<td>CHE 201 Organic Chemistry I</td>
<td>4</td>
<td>CHE 104</td>
</tr>
</tbody>
</table>

**PART TWO. ELECTIVES**  
Credit subtotal: 7-8  
Pre-requisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 202 Organic Chemistry II</td>
<td>4</td>
<td>CHE 201</td>
</tr>
<tr>
<td>CHE 220 Quantitative Analysis</td>
<td>4</td>
<td>CHE 104</td>
</tr>
<tr>
<td>CHE 302 Physical Chemistry II</td>
<td>4</td>
<td>CHE 104 (&amp; PHY 204, MAT 241)</td>
</tr>
<tr>
<td>CHE 315 Biochemistry</td>
<td>4</td>
<td>CHE 202 (&amp; PHY 102 or 204, MAT 241)</td>
</tr>
<tr>
<td>CHE 361 Inorganic Chemistry</td>
<td>3</td>
<td>CHE 202</td>
</tr>
</tbody>
</table>

**Total credits: 20-21**

Students majoring in Biology they can take CHE 202, 220, 302 and/or 361 to complete the Chemistry minor.

**Learning Outcomes:**

- **(Reasoning)** Drawing appropriate scientific conclusions from evidence and experimental data.
  - Understand the role of creativity in problem solving
  - Apply scientific principles in gathering and interpreting scientific data

- **(Knowledge)** Acquiring broad fundamental concepts, theories, and principles in physical and biological sciences.
  - Use the primary scientific literature effectively in their own research
  - Describe the scientific progress that has led to their research project

- **(Practical skills)** Accruing hands-on laboratory and practical research skills, including emphasizing the role of quality assurance and objectivity in scientific data collection and how these relate to the system of professional ethics in science.

- **(Communication)** Developing competence in oral and written forms of scientific communication.
Course Revision Form

Date Submitted: March 24, 2015

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

2. Contact information of proposer(s):

   Name(s): Prof. Joe Pollini
   Email(s): jpollini@jjay.cuny.edu
   Phone number(s): 212-237-8409

3. Current number and title of course: PSC 207 The Investigative Function

4. Current course description:

   This is an introductory course to the function of criminal investigation in the field. The course will focus on the consideration of conduct at the crime scene, interview and interrogation of witnesses and suspects, the use of informants and the techniques of surveillance. Emphasis will be placed on the special techniques employed in particular kinds of investigation and the presentation of the police cases in court.

   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 sophomore standing

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

   This course has been dropped down to a 100 level course from its former status as a second year course (PSC 207). This change reflects the creation of the new Criminal Investigations concentration of the revised PSC major. A course revision was required to adjust the content to introduce the foundations and etiology of the investigative function, to enable the students to grasp the more complex aspects of the process at the 200-level courses. This course also has to address the historical and political development of the investigative function to provide a sound foundation for the more in-depth material students will receive in subsequent courses in the concentration. The prerequisites are also being revised to include PSC 101, the required foundation course in the Police Studies major and remove the class standing since the course will now be at the 100-level. Criminal Justice BS students also are required to take PSC 101 so this will not impact the availability of this course to those in that major.
6. Rationale for the proposed change(s):

The goal is to create an introductory, detail-rich foundation course for the newly created Investigative Concentration with the revised Police Science Major. The art and science of the investigative process must be analyzed at its basic level, before the students are introduced to the complexities of the process.

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

   a. Revised course description:

   The course provides a history of criminal investigation in Western society and an in-depth look at the investigative process as well as ethical considerations that apply. Students will learn about the qualifications for becoming an investigator, crime scene search techniques, preparing effective field notes and investigative reports, interviewing and interrogating suspects and witnesses, the proper collection and packaging methods used to preserve evidence, contributions of forensic science in criminal investigation, legal issues involved in criminal investigations and preparing a case for trial. They will also learn about real-life examples to enhance their understanding of how to effectively apply the techniques and tools provided.

   b. Revised course title: Introduction to Criminal Investigations

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

   d. Revised learning outcomes

   Students will:

   1. Identify early forms of investigative work, its evolution and developmental processes.
   2. Examine conduct at the crime scene, interview and interrogation of witnesses and suspects, the use of informants and the techniques of surveillance.
   3. Examine the special techniques employed in particular kinds of investigation (e.g., narcotics, burglary, homicide) and the presentation of the police cases in court.
   4. Examine how criminal investigations are undertaken and the logical links to evidence within the framework of existing laws and policies.
   5. Examine how criminal investigative process from preliminary to follow-up to case clearance.

   e. Revised assignments and activities related to revised outcomes

   Since we are downgrading an existing 200-level course the assignments and activities related to the revised outcomes will be adjusted accordingly with less writing intensive assignments and more value assigned to the mid-term and final exams.

   f. Revised number of credits: N/A

   g. Revised number of hours: N/A
8. Enrollment in past semesters: 35 – 40 per section and about 5 sections each semester, including some sections during the winter and summer sessions.

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval:

   LPS Curriculum Committee – March, 2015

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

   Dr. Maria (Maki) Haberfeld, Chair, LPS Department
PSC 207
Introduction to Criminal Investigation
Fall 2015
Tues. & Thurs.: 1450x1605
Classroom: 1.109/New Bldg.

Professor Joseph A. Pollini
Office Location: 422-31T
Office Phone #: (212) 237-8409
Office Hours: Tues. & Thursday 1500-1600 and by appointment
Alt. Phone Number: (917-969-1711)
Email: jpollini@jjay.cuny.edu

Course Description
The course provides a history of criminal investigation in Western society and an in-depth look at the investigative process as well as ethical considerations that apply. Students will learn about the qualifications for becoming an investigator, crime scene search techniques, preparing effective field notes and investigative reports, interviewing and interrogating suspects and witnesses, the proper collection and packaging methods used to preserve evidence, contributions of forensic science in criminal investigation, legal issues involved in criminal investigations and preparing a case for trial. They will also learn about real-life examples to enhance their understanding of how to effectively apply the techniques and tools provided.

Learning Objectives:
At the conclusion of the course, students will be able to:

1. Describe the early forms of investigative work, their evolution and developmental processes.
2. Understand how investigators develop cases and information leading to the identity and prosecution of offenders. They will also learn the sources of crucial information that will aid in the solution of these cases.
3. They will have a comprehensive knowledge of crime scenes and how an investigation progresses from the initial police notification, the correct police response that follows, and the subsequent steps necessary to conduct an intelligent investigation.
4. They will have a working knowledge of how to conduct; homicide, assault, robbery, larceny, burglary, arson, kidnapping and gang investigations.
5. They will learn how to prepare a case for prosecution and the consequences for not properly documenting investigative steps.
6. They will learn about the ethical issues in developing a case and the ramifications to conducting an improper/illegal investigation.

Course Prerequisites – English 101, PSC 101.


There will be supplementary readings, which will be placed on BLACKBOARD, to further the learning process.

Course Requirements and Policies

Only students who are properly registered for the course may attend. An attendance roster is kept, and students are expected to attend all sessions on time and as scheduled. Any student who misses more than three (3) classes will have their grade reduced by ½ a grade point (i.e., an A reduces to A-; B to B- etc.) Absences beyond six (6) may result in a failing grade. Unexcused absence, unexplained lateness, disrespect to fellow students and the instructor, incomplete homework, will affect the student’s final grade. The decision to excuse an absence or lateness will be at the instructors sole discretion. **Please Note: An excuse absence is one accompanied by proper documentation (e.g., a doctor’s note) and must be provided in a timely fashion.
for the absence to be counted as excused. Excuses that cannot be verified with documentation (e.g. power outage, traffic jam, car trouble) will not be accepted as valid.

Class participation, which is part of the grade, is based on the students’ ability to discuss the assigned readings during class. This class will involve discussion of the subject manner and it is vital that each student exhibit an understanding of the concepts and topics. All students are expected to participate in class discussions (during Q & A). I will encourage participation of all students by occasionally calling on students from the class roster. We will strive for discussions that are informed, constructive, critical and civil.

Academic & Classroom Misconduct: Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students should read the "Code of Student Conduct" in the Student Handbook for an understanding of what will be expected of them within the academic setting. Any speech intended to degrade, intimidate, or incite violence or prejudicial action against someone based on race, ethnicity, national origin, religion, sexual orientation, or disability is strictly prohibited and will not be tolerated in this class.

All electronic devices (e.g., cell phones, Blackberries and other electronic messaging or communication devices) must be turned off or on silent prior to entering the classroom. Making phone calls, texting, emailing, checking messages, browsing the internet or otherwise using other messaging or communication devices is strictly prohibited while class is in session. Students who wish to meet and talk about course related issues are asked to make an appointment with the instructor. Students should feel free to contact me via email. I check my email on a daily basis and this is the best way to reach me. Students are asked to send email from a John Jay email account (the College's spam blocker may reject an "unusual" email address). Please include "PSC 207" in the subject heading. I will not reply to anonymous emails.

It is your responsibility to know the functions and how to navigate on Blackboard. You are asked to get an account and be able to access Blackboard within the first week of the classes. If there are any additional readings they will be posted on Blackboard. You can access Blackboard directly via link: https://bbhosted.cuny.edu or navigate from the College home page, under John Jay Students, select Blackboard Online. You will be prompted to login with your CUNY portal login. To access Blackboard, you must have a CUNY portal account. To apply for an account, you must navigate to the CUNY portal page and click the Login link at the bottom of left navigation bar, then click Register Now! Once you have registered, you will create your own login password. For additional help with Blackboard, see the Login into Blackboard section. I will not accept excuses regarding sporadic difficulties in accessing the Blackboard due to temporary network problems. I assume that after the first week, all of you will access the Blackboard routinely. You are not allowed to join this course once I have sent the attendance verification of students to the Office of the Registrar’s.

Accommodations: The College is committed to ensuring full access to its programs for all students. If you have special needs, please let me know at the beginning of the semester and I will ensure that you have full access to all materials and programs. This matter will be held in strict confidence.

Course Format:

1. If you have any questions or need consulting during the semester please do not hesitate to contact me and I will do my best to assist you in any way that I can. Email communication is the best way to reach the Instructor. Your John Jay email address is the only acceptable form of email.

2. Attendance will be taken at the beginning of class. Anyone arriving thereafter shall be marked late. It is important that you come to class prepared; this means that you should always read the required assignment, be familiarized with the topic and be prepared to contribute to the classroom dynamic. You are expected to complete the required readings indicated on the syllabus. Participation will be graded based upon the ability to argue critically; demonstrating an informed prior reading of assigned materials.

3. Your undivided attention is expected during class. Be respectful when voicing your opinions, and be receptive to other people’s point of view. If you are going to be absent from class, you must email the Instructor. If you fail to attend a class, please DO NOT email or call the Professor regarding missed coursework and/or homework assignments. It is highly recommended that you network with fellow classmates to secure missed information (It is further recommended that you form formal/informal study groups to further debate and explore course concepts).

Approved by UCASC, May 15, to College Council, Sept 2015
Emails: will only be used to communicate, NOT to submit items for grading. The grades for each assignment will be posted on Blackboard.

4. All assignments must be submitted on or before the due date. Late assignments will decrease a letter grade, each day, until turned in, without exception. Homework assignments must be typed in Times New Roman, double spaced utilizing a 12-point font size. Grammatical errors will lower your grade, so proof read your assignments before submitting them. In-class assignments and examinations are to be neatly and legibly printed. Do not cite Wikipedia. TURNITIN, the plagiarism detection software system, will be used to submit all written assignments.

5. Policy for make-up exams/missed or late assignments: Students will receive an “F” for missed exams. There are “no” make-up exams without a documented, verifiable medical excusal or emergency excusal on the day of the exam. You must meet with me prior to the exam to explain as well as present verifiable documentation upon return. No late assignments will be accepted, so please make note of the assignments at the start of the semester. No grades of Incomplete (INC) will be issued. I will not change any student’s grade unless there is a calculation error on my part. Do not email the Professor requesting extra time to complete the assignments. You will have plenty of time to do your assignments during the semester and I will only say no if asked for any extensions. If you are unable to complete the course requirements you should officially withdraw through the Registrar’s Office.

6. Anyone experiencing technical difficulties should contact the college’s Blackboard technicians immediately. Any reports of technical difficulties will be verified with the Blackboard technicians to determine their validity and if any reports of problems were submitted by a student or professor. These complaints will be thoroughly investigated, and a final determination will be made as to their accuracy and validity.

Questions are encouraged during the lecture periods. If you do not understand a concept, please raise your hand and ask me to explain. Classes will follow the assigned readings, although the focus of the classroom discussion may differ from the text. You must do the required readings in order to be prepared for class.

Term Paper
A term paper will be assigned during the first week of class. All references must be in APA Style.

Written Assignments
No assignments will be accepted late without prior consent. It is easy to download from the internet, but that is not only morally dishonest but educationally counterproductive, since you are defeating the purpose of writing and thus cheating yourself as well. See, also, Statement of College Policy on Plagiarism. All papers must be formatted in the APA citation method. Students will use the American Psychological Association (APA) style for written assignments, as appropriate. APA guidelines can be found on the John Jay College Library website http://www.lib.jjay.cuny.edu/ under “Library publications.” The Writing Center – located in Room 01.68 NB, is a service that helps students organize and develop ideas, documenting American Psychological Association (APA) style, evaluating evidence and revising a paper, and writing specific to the disciplines. If you are given a Referral Form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form: This is not optional. The Center's tutorial staff offers help in all stages of writing:

Prewriting – overcoming writing block, generating material, formulating a thesis, doing research
Writing – organizing, paragraphing, supporting one’s points, expressing one’s ideas clearly
Post-writing – revising, reorganizing, proofreading

Trained tutors work with students on conceptual and sentence level skills, rules of grammar and help them achieve greater eloquence and clarity in their writing.

Students will submit both a hard copy to the professor AND an electronic version to www.turnitin.com.

Examinations: will follow the semester schedule or Final Exam Schedule, www.jjay.cuny.edu/registrar/). There will be two (2) in-class examinations. The midterm exam will examine students’ proficiency in assigned reading material and classroom lectures. The midterm will be multiple choice and short essay type questions. The final examination will be given on the date and time based on the schedule put forth by the college. The date and time will be

Approved by UCASC, May 15, to College Council, Sept 2015
provided when the schedule becomes available. The final examination is not cumulative and will be comprised of multiple choice and short essays.

**We will confirm the dates before the scheduled exam.** Come prepared to remain in the classroom for the entire exam period. **Students are not permitted to leave the room during an exam except during an emergency.** For any reason, if a student misses an exam and submits a valid excuse, then that exam’s grade will constitute 0% of his/her grade and the next exam will constitute 30% of his/her grade. The dates are listed under the course calendar section of the syllabus. **Failure to take an exam or quiz at its scheduled time will result in a grade of zero (0) being used in the computation of your final grade. The grade you receive at the end of this semester is the grade you earn.** If you do poorly or fail an examination, make an appointment to see the Instructor immediately. Do not wait to fail the second examination.

**Academic Integrity**
All students are expected to be familiar with the college’s standards on academic integrity, honesty, cheating and plagiarism as found in the *John Jay College of Criminal Justice Undergraduate Bulletin*. **These standards will be strictly observed and enforced in this class.**

**Grading Protocol:** Your final grade for this course will be compiled according to this formula:

a. Midterm Exam: 40%
b. Research Paper: 10%
c. Final Exam: 40%
d. Class Participation: 10%

**Grading Scale** – The numerical values of the grades are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 93.0–100.0</td>
<td>A–</td>
<td>3.7 90.0–92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 87.1–89.9</td>
<td>B</td>
<td>3.0 83.0–87.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7 80.0–82.9</td>
<td>C+</td>
<td>2.3 77.1–79.9</td>
</tr>
<tr>
<td>C</td>
<td>2.0 73.0–77.0</td>
<td>C–</td>
<td>1.7 70.0–72.9</td>
</tr>
<tr>
<td>D+</td>
<td>1.3 67.1–69.9</td>
<td>D</td>
<td>1.0 63.0–67.0</td>
</tr>
<tr>
<td>D–</td>
<td>0.7 60.0–62.9</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unsuccessful/0.0 Below 60.0</td>
<td></td>
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</tbody>
</table>

**Course Calendar**
*Assigned readings should be done prior to class on the date where they appear.* The schedule outlined below represents my **intended** timetable, but adjustments may be made during the semester and additional readings may be assigned (to be announced in class and posted on BB). **Students are responsible for knowing the material in the readings, whether it was discussed in class or not.** Your exams will include materials from class lectures and your readings, unless otherwise noted. Supplementary readings are **required** in addition to the text.

**Lesson** | **Lecture Topic**
--- | ---
1 | *A Brief History of Criminal Investigation*

Chapter 1-Text

2 | *Introduction to Criminal Investigation*

Chapter 2-Text

A. Qualifications to becoming an investigator

Supplementary Reading:

Criminal Investigations and Collective Moral Responsibility.”

3 Introduction to Criminal investigation (cont.)
   Chapter 2 - Text (cont.)
   B. Role of the first officer at the crime scene

PART ONE – CRIMES AGAINST PERSONS

4 Crime Scene Evidence Identification and Collection
   Chapter 3
   Supplementary Reading:

5 Crime Scene Evidence Identification and Collection (continued)
   Chapter 3 (continued)

6 Report Writing
   Chapter 4 – Text

7 Interview and Interrogation
   Chapter 5 - Text
   Supplementary Reading:

8 Interview and Interrogation (continued)
   Chapter 5 - Text (continued)

9 Evidence
   Chapter 6 - Text
   Categories and types of evidence. Locard’s Exchange Theory

10 Evidence (continued)
   Chapter 6 (continued)
   Identification, collection and preservation of physical evidence.

11 Role of Forensic Science
   Chapter 7 - Text
   Supplementary Reading:
12    **Homicide and Assault Investigations**  
     Chapter 13 - Text  
     Supplementary Reading:  
     “Killers Decisions: The Role of Cognition, Affect and Expertise in Homicide”.

13    **Homicide and Assault Investigations - (continued)**  
     Supplementary Reading:  

14    **Sex Crimes**  
     Chapter 14 - Text  
     Supplementary Reading:  

15    **Robbery Investigation**  
     Chapter 15 - Text  
     Supplementary Reading:  

**PART TWO – CRIMES AGAINST PROPERTY**

16    **Vandalism**  
     Chapter 8 - Text  
     The impact of vandalism and how police respond to the problem.  
     Identifying and tracking vandals.

17    **Vandalism (continued)**  
     Chapter 8 (continued)  
     Documenting vandalism  
     How vandalism cases are prosecuted.

18    **Larceny and Burglary**  
     Chapter 9 - Text  
     Supplementary Reading:  

19    **MIDTERM EXAMINATION**

20    **Auto Theft**

Approved by UCASC, May 15, to College Council, Sept 2015
Chapter 10 - Text

Supplementary Reading:


21 Arson Investigation

Chapter 11 - Text

Supplementary Reading:


PART THREE – SPECIALIZED CRIMES

22 Financial Crimes Investigations

Chapter 12 - Text

Supplementary Reading:


23 Financial Crimes Investigations (continued)

24 Narcotics Investigation

Chapter 16 - Text

Supplementary Reading:


25 Cybercrime

Chapter 17 - Text

Supplementary Reading:


26 Gang Investigations

Chapter 18 - Text

Supplementary Reading:


27 Ethical Considerations and Legal Issues When Conducting a Criminal Investigation

Chapter 19 - Text
Supplementary Readings:

28  Legal Issues and Preparing the Case for Court
Chapter 20 - Text

29  FINAL EXAMINATION
(See the JJ Homepage, Registrar, Final Exam Schedule)

College wide policies for undergraduate courses (see the Undergraduate Bulletin, Chapter IV Academic Standards)

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

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

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

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

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

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

Plagiarism detection software – the College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign.
# Expedited Application for Registration of a New Certificate or Advanced Certificate Program

This application is for New York degree-granting institutions seeking to register a new Certificate or Advanced Certificate program. Please download and save this file, enter the requested information, and submit to the State Education Department.  

*Note that public institutions should use the appropriate SUNY/CUNY proposal submission forms in lieu of the attached forms and submit proposals to SUNY/CUNY Central Administration. The expedited review option is not available to programs intended to prepare candidates for teacher certification or professional licensure.*

<table>
<thead>
<tr>
<th>Item</th>
<th>Response (type in the requested information)</th>
</tr>
</thead>
</table>
| Program type | Check program type  
 x Advanced Certificate  
 _ Certificate |
| Institution name and address | John Jay College of Criminal Justice, CUNY  
 524 West 59th Street  
 New York, NY 10019  
 **Additional information:**  
  - Specify campus where program will be offered, if other than the main campus:  
  - If any courses will be offered off campus, indicate the location and number of courses and credits: |
| Program title, credits, and proposed HEGIS code | Program title: Advanced Certificate in Victimology Studies in Forensic Psychology  
 Credits: 12  
 Proposed HEGIS code: 2104 |
| Program format | Check all program scheduling and format features that apply:  
 (See definitions)  
 i) **Format:**  
 X Day  
 _ Evening  
 _ Weekend  
 _ Evening/Weekend  
 _ Not Full-Time  
 ii) **Mode:**  
 X Standard  
 _ Independent Study  
 _ External  
 _ Accelerated  
 _ Distance Education*  
 iii) **Other:**  
 _ Bilingual  
 _ Language Other Than English  
 *If distance education, please also see [www.highered.nysed.gov/ocue/ded/individualprogramproposal.htm](http://www.highered.nysed.gov/ocue/ded/individualprogramproposal.htm). |
| Related degree program(s) | Indicate the registered degree program(s) by title, award and five-digit SED code to which the credits will apply: |
| Contact person for this proposal | Name and title: Chitra Raghavan, Professor of Psychology  
 Telephone: 917 415 8322  
 Fax: 212 237 8930  
 E-mail: craghavan@jjay.cuny.edu |
| CEO (or) | Name and title: Jane Bowers, PhD, Provost |
1. Program Description and Purpose

   a) Provide a brief description of the program as it will appear in the institution's catalog.

   **Answer:** This advanced certificate aims to develop specialized knowledge in the area of interpersonal victimization in a forensic psychology context. Areas covered include but are not limited to interpersonal violence and victimization including domestic violence, sexual assault, sexual harassment, child abuse, sex and labor trafficking, and hate crimes.

   b) List educational and (if appropriate) career objectives.

   - Identifying different types of interpersonal violence and victimization including domestic violence, sexual assault, sexual harassment, child abuse, sex and labor trafficking, and hate crimes
   - Understanding how to apply victim psychology in the criminal justice system. This includes but is not limited to gendered and culturally-appropriate advocacy and screening for victims of sex trafficking, sexual assault, domestic violence and high conflict divorce, evidence gathering, and ethics and challenges of child custody litigation
   - Understanding vulnerability including how ethnicity, immigrant status, sexual orientation and gender increase risk of victimization and may hamper service provision
   - Exposure to current knowledge trends and debates in the field
   - An introduction to understanding of traumatic outcomes including mental illness and emotional dysregulation

   c) How does the program relate to the institution’s mission and/or master plan?

   **Answer:** John Jay’s mission is to train students in careers that address inequalities and promote just societies—“fierce advocates for justice.”

   d) Describe the role of faculty in the program’s design.

   **Answer:** Designed by full-time faculty who specialize in victimization research and teaching with some classes being taught by full-time faculty

   e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).

   **Answer:** None

   f) What are the anticipated Year 1 through Year 5 enrollments?

---

1 If the partner institution is non-degree-granting, see CEO Memo 94-04 at [www.highered.nysed.gov/ocue/ceo94-04.htm](http://www.highered.nysed.gov/ocue/ceo94-04.htm).
Answer:

Assumptions:

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
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<td>10</td>
</tr>
<tr>
<td>Mid Term Target</td>
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<td>10</td>
</tr>
<tr>
<td>Final Target</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2C* 20.00%</td>
<td>1C* 80.00%</td>
</tr>
</tbody>
</table>

*1C = 1 course/semester, completion in 4 semesters; 2C = 2 courses/semester, completion in 2 semesters.

Semester | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10
---|---|---|---|---|---|---|---|---|---|---
Y1 1C Fall | 8 | 7 | 6 | 5 |
Y1 2C Fall | 2 | 2 |
Y1 1C Spring | 8 | 7 | 6 | 5 |
Y1 2C Spring | 2 | 2 |
Y2 1C Fall | 16 | 14 | 13 | 12 |
Y2 2C Fall | 4 | 4 |
Y2 1C Spring | 8 | 7 | 6 | 5 |
Y2 2C Spring | 2 | 2 |
Y3 1C Fall | 16 | 14 | 13 | 12 |
Y3 2C Fall | 4 | 4 |
Y3 1C Spring | 8 | 7 | 6 | 5 |
Y3 2C Spring | 2 | 2 |
Y4 1C Fall | 16 | 14 | 13 | 12 |
Y4 2C Fall | 4 | 4 |
Y4 1C Spring | 8 | 7 | 6 |
Y4 2C Spring | 2 | 2 |
Y5 1C Fall | 16 | 14 |
Y5 2C Fall | 4 | 4 |
Y5 1C Spring | 8 |
Y5 2C Spring | 2 |

Total Enrollment | 10 | 19 | 35 | 39 | 47 | 46 | 47 | 46 | 47 | 46

2. **Sample Program Schedule**

Complete the sample program schedule (Table 1) for the first full cycle of the program (e.g., two semesters for a traditional 24 credit-hour Certificate program).

- If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
- For existing courses, submit a copy of the catalog description. Provide syllabi for all new courses. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

3. **Faculty**

a) **Complete the faculty tables** that describe full-time faculty (Table 2), part-time faculty (Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only on request.

b) **What is the institution's definition of “full-time” faculty?**

*Answer: Full-time faculty are professors in tenured or tenure-track positions and lecturers in lines that receive*
4. Financial Resources and Instructional Facilities

   a) **Summarize** the instructional facilities and equipment committed to ensure the success of the program.

   **Answer:** Since this program builds upon existing courses and program specialties, no additional facilities, equipment, or library-instructional materials are needed.

   b) Complete the new resources table (Table 5).

5. Admissions

   a) **List all program admission requirements** (or note if identical to the institution’s admission requirements).

   **Answer:** This advanced certificate program is designed for anyone who has received a bachelor’s degree and has completed at least 12 credits of undergraduate psychology or coursework in related fields. Related fields include human services, counseling, nursing, psychology, and social work.

   b) **Describe the process for evaluating exceptions to those requirements.**

   **Answer:** Exceptions are made for potential applications with a grade point average of at least 3.5 or higher even if they do not have coursework in related fields or at least 2 years of experience working in direct victim services.

   c) **How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?**

   **Answer:** As a Hispanic-serving institution, we get wide interest from historically underrepresented groups. John Jay’s Graduate Admissions Office also engages in outreach to colleges with concentrations of traditionally underrepresented students.

6. Academic Support Services

   **Summarize the academic support services available** to help students succeed in the program.

   **Answer:** The advanced certificate coordinator will also serve as advisor. Advanced certificate students will be encouraged to take advantage of the Alan Siegel Writing Center at John Jay.

7. Credit for Experience

   **If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.**

   **Answer:** Not applicable

8. Program Assessment and Improvement

   **Summarize the plan for periodic evaluation of the new program, including a timetable and the use of data to inform program improvement.**

   **Answer:** The program enrollment, GPA, initial student goals, and student satisfaction will be evaluated at admission and at graduation. The advanced certificate program will also be included in the regular five-year review cycle of the Forensic Mental Health Counseling MA program.

9. Transfer Programs

   **If the program will be promoted as preparing students for transfer to a program at another institution, provide a copy of an articulation agreement with the institution**

   **Answer:** Not applicable.
Table 1: Program Schedule

- Indicate academic calendar type: _x_Semester _x_Quarter _x_Trimester _x_Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Copy/expand the table as needed to show additional terms

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<thead>
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<th>Term: Fall 1</th>
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<tbody>
<tr>
<td><strong>Course Number &amp; Title</strong></td>
<td><strong>Course Number &amp; Title</strong></td>
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<tr>
<td>Psychology 700: Mental Health Professionals, Social Science, and the Law</td>
<td>PSY 742. Family Violence and Disputes</td>
</tr>
<tr>
<td>PSY 705. Victimology</td>
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<td>New</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td></td>
</tr>
</tbody>
</table>

| Program Totals: | Credits: | 12 | |
|----------------|---------|----|
New: indicate if new course  Prerequisite(s): list prerequisite(s) for the noted courses

**PSY 700. Mental Health Professionals, Social Science, and the Law**
Reviews the various areas, and ways, in which mental health issues interact with the law and, in particular, the criminal justice system. Explores topics such as mental health testimony; civil commitment; the rights of mental patients; competency to stand trial; the insanity defense; the antisocial personality; and child custody disputes and determinations. Considers the utility and the limitations of mental health expertise in relation to the legal system. 30 hours plus conferences, 3 credits.

*Prerequisites: None*

**PSY 705. Victimology**
Presents an intensive study, both theoretical and clinical, of the victim. Concentrates on community attitudes towards victims, the interaction of the victim with the criminal justice system, and programs for rehabilitation of the victim. 30 hours plus conferences, 3 credits.

*Prerequisites: None*

**PSY 733. Dissociation and Trauma:** This course reviews issues arising from inter-connections among trauma, memory, and dissociation. The impact of trauma on family systems and the reliability of memory for trauma are studied, as well as counseling, and forensic questions such as: “false memory syndrome,” diminished responsibility, and competence to stand trial. 30 hours plus conferences, 3 credits.

*Prerequisites: None*

**PSY 742. Family Violence and Disputes**
Explores the psychopathology and dynamics of child abuse, spouse abuse, incest, and other forms of intra-familial violence that frequently come to the attention of the legal system. 30 hours plus conferences, 3 credits.

*Prerequisites: None*
Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chitra Raghavan, Professor of Psychology (Certificate Coordinator)</td>
<td>PSY 705</td>
<td>60%</td>
<td>Ph.D., in Clinical and Community Psychology from the University of Illinois at Urbana-Champaign</td>
<td>Licensed psychologist, active research agenda on domestic violence and sex trafficking with over 30 peer-reviewed publications and two edited books; expert witness for New York State Criminal and Family Court</td>
</tr>
<tr>
<td></td>
<td>PSY 733</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.J. Cling</td>
<td>PSY 742, PSY 700</td>
<td>Ph.D in Clinical Psychology from New York University and J.D. from UCLA</td>
<td>Licensed clinical psychologist and practicing lawyer in related field; research on women, abuse, divorce, and depression</td>
</tr>
<tr>
<td>Lisa Fischel-Wolovic</td>
<td>PSY 742</td>
<td>J.D. from CUNY Law School and and M.S.W from Hunter College, certified mediator in divorce</td>
<td>Practicing lawyer in related fields of family and matrimonial law; published articles on domestic violence, family and criminal law</td>
</tr>
<tr>
<td>Title/Rank of Position</td>
<td>No. of New Positions</td>
<td>Minimum Qualifications (including degree and discipline area)</td>
<td>F/T or P/T</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>None. Program will be given with existing faculty.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 4: Faculty to be Hired**

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

**Table 5: New Resources**

List new resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

<table>
<thead>
<tr>
<th>New Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel—Certificate Coordinator</td>
<td>Equivalent of 1 course release a year</td>
<td>Equivalent of 1 course release a year</td>
<td>Equivalent of 1 course release a year</td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratories and Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other Than Personal Service)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total all</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This completes the application for a Certificate or Advanced Certificate program.

State Education Department Contact Information

New York State Education Department
Office of Higher Education
Office of College and University Evaluation
89 Washington Avenue
Albany, NY 12234
(518) 474-2593 Fax: (518) 486-2779
EXPEDITEDCERTS@mail.nysed.gov
Application to Add the Distance Education Format to a Registered Program

Name of Institution: John Jay College of Criminal Justice

CEO or Designee: Jane Bowers, PhD, Provost

Signature: Date:

The signature of the institutional representative indicates the institution’s commitment to support the proposed distance education program.

Distance Education Contact Person: Judith Cahn, PhD, Director, John Jay Online

Telephone: 212-484-1193
Fax:

E-mail: jcahn@jjay.cuny.edu

Program Title: Master of Arts in Criminal Justice
Program Codes: 02538; 00140; 20700; 20701; 20702;

Degree or Certificate Awarded: MA
HEGIS Code: 2105

Anticipated enrollment in distance program: 130

Initial: 20 Maximum by year 3: 90

Term length (in weeks) for the distance program: 8 weeks

(Is this the same as term length for classroom program?) Yes ☐ No X

How much "instructional time" is required per week per credit for a distance course in this program?

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

1 hour per week per credit.

What proportion or percentage of the program will be offered in Distance Education format?
100%

What is the maximum number of students who would be enrolled in an online course section? 20
Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

I. LEARNING DESIGN

1. How does your institution ensure that the same academic standards and requirements are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

College policy requires that the standards and requirements of academic programs, regardless of modality, be subject to the same governance and review processes. The Master of Arts in Criminal Justice to be delivered online has the same curriculum as the face-to-face version, and any modifications to this program will have to be approved via campus and CUNY governance.

The MA delivered online will offer four of five specializations at launch.

2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows timely completion of requirements?

The curriculum for the online master's program in Criminal Justice shares the sequencing of core courses and the comprehensive exam. The face-to-face program is scaffolded and scheduled so that full-time students can complete all requirements within three terms. Online delivery will progress in eight-week sessions, which will allow students to accumulate credits as quickly as they would when taking the on-campus program. Like campus delivery, required core courses and the comprehensive examination will be offered online at least once each fall and spring semester.

3. How do faculty ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?

Faculty partner with John Jay Online Instructional Designers to capitalize on their expertise in best practices for online teaching and learning to design course activities and assignments that maximize student engagement and success. The Criminal Justice MA curriculum includes a few courses already offered online as part of John Jay’s Advanced Certificate in Terrorism Studies, and instructors offering those online courses will serve as additional resources and mentors for faculty developing online instructional materials for the first time.

John Jay Online also requires all faculty teaching online to complete an orientation to help them acclimate to the tools and demands of distance delivery.

Students evaluate online classes with the same instrument used for campus-delivered content. In addition, student evaluations for online sections ask for specific feedback about students’ experiences with distance delivery as such. Both faculty from the Criminal Justice master’s program and John Jay Online staff will use the results to assess student satisfaction with online teaching tools.

4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

In translating courses for online delivery, faculty are assisted in developing online discussions, collaborative reading and writing projects, and multimedia educational technology tools, such as short-
video scenarios that students respond to together. Faculty are trained to use such tools to foster an online community of learners.

5. How do faculty teaching online courses verify that students are doing their own work?

Academic integrity will be assured through various methods: (a) Students are required to use their institutional email for all course correspondence to ensure that the student who is registered is the online student in the course. (b) An online service, such as ProctorU, will be employed to validate student identities and proctor exams.

6. For programs that prepare candidates for teacher or educational leadership certification: Explain how the required field/student teaching/practicum/internship experiences meet requirements for the selection of cooperating teachers (licensed/certified in the certification areas of candidates); college faculty supervision and assessment of candidates; and collaboration between the faculty supervisor and cooperating teacher in assessing the candidate within the goals and objectives of the program and the State Learning Standards.

Not applicable.

II. OUTCOMES AND ASSESSMENT

1. Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

Learning outcomes for each course, whether delivered online or on campus, are listed on the syllabus distributed to students at the beginning of the term. Program-level learning outcomes will be prominently listed on the program website. Any changes to course or program structure or outcomes must be approved by college governance and, once approved, will be reflected on program materials and websites.

2. Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Program-level learning outcomes – both in terms of demonstrable knowledge and skills – are assessed via a comprehensive exam taken after students complete the first four required courses and via a substantive final project in CRJ 730 Policy Analysis in Criminal Justice, a signature course for the program.

Assessments of the student learning at the course level will, like campus delivery, be in terms of expected learning outcomes and methods of evaluation as stated on course syllabi, including assignments for the term, grading rubrics, and weight given to those assignments in calculating final grades. Class assignments and activities will include quizzes, exams, and written work, but also group projects and scenario analyses that provide opportunities to assess student problem-solving, research and writing, and collaboration skills.

III. PROGRAM EVALUATION

1. What process is in place to monitor and evaluate the effectiveness of the distance learning program on a regular basis?

The online MA program in Criminal Justice shares curricular design, learning outcomes, and academic standards with the program delivered on campus and is subject to the college’s regular governance
structures and review processes at the program, college, and CUNY levels. The program assesses its effectiveness with regard to student learning through a systematic approach required by the institution. All courses must have stated learning outcomes that introduce, reinforce, or bring to mastery program-level outcomes. The program collects direct and indirect data to measure student progress with regard to these outcomes, and this data is used to revise course content, activities, and assignments. John Jay Online also captures student feedback specifically about their online experience and uses that feedback to help guide faculty in improving delivery of current offerings and to help shape the development of new courses and programs.

2. How will the evaluation results will be used for continuous program improvement?

The online MA program in Criminal Justice will be part of the program’s recurring academic program review cycle. Faculty teaching online work closely with John Jay Online instructional designers during the course-development process, and maintain regular contact during the term. Both the program and John Jay Online review student performance and course evaluations at the end of the term and collaborate to improve course content and delivery in future iterations.

3. How will the evaluation process assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?

As mentioned above, the master’s program undergoes regular academic program review, and the online version will be included in that review. In between APR review cycles, the program meets regularly to review student success in meeting course and program outcomes. This comprehensive review is not pro forma. Program faculty recently sent through governance a revision to the MA’s curricular structure that moved the comprehensive examination earlier in the course sequence and aligned the examination more tightly with program-level learning outcomes. The faculty also revised the thesis-option path to better prepare students to produce a substantial and substantive written work that meets the rigorous standards of the program.
PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for the Digital Forensics and Cybersecurity Program leading to the Master of Science Degree.

Program Name and Degree Awarded: MS in Digital Forensics and Cybersecurity
HEGIS Code: 0799
NY State Program Code: 28427
Effective term: Spring 2016

Date of Program Approval: April 2, 2015
Date of CGS approval: May 13, 2015

The Digital Forensics and Cybersecurity faculty has approved the addition of the following courses to the list of designated Criminal Justice Electives in the degree requirements and seeks the approval of the Committee on Graduate Studies for the change:

- CRJ 751, Crime Scene Investigation
- CRJ 753, Investigating Cybercrime
- CRJ/PAD 755, Writing for Management

Rationale for proposed changes:

These courses have been routinely taken as a free elective allowed by D4CS students. The addition of the courses to the list of designated electives eliminates the need for students to bypass the out-of-program block on course enrollments and the need for them to seek permission to enroll in these courses. The changes in the program of study also reflect and are subsequent to approved changes in the course title and descriptions of FCM 710 and FCM 791, and the capstone options have been clarified as well.
### Requirements for the Degree Program:

**Strike through what is to be changed.**

### REQUIRED COURSES (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ/FCM 752 The Law and High Technology Crime</td>
<td>3</td>
</tr>
<tr>
<td>FCM 742 Network Security</td>
<td>3</td>
</tr>
<tr>
<td>FCM 710 Architecture of Secure Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>FCM 753 Digital Forensic Applications</td>
<td>3</td>
</tr>
<tr>
<td>FCM 760 Forensic Management of Digital Evidence</td>
<td>3</td>
</tr>
</tbody>
</table>

### FORENSIC AND SECURITY ELECTIVES (Choose 3)

<table>
<thead>
<tr>
<th>Course</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCM 700 Theoretical Foundations of Computing</td>
<td>3</td>
</tr>
<tr>
<td>FCM/FOS 705 Mathematical Statistics for FOS</td>
<td>3</td>
</tr>
<tr>
<td>FCM 740 Data Communications and Forensics Security</td>
<td>3</td>
</tr>
<tr>
<td>FCM 745 Network Forensics</td>
<td>3</td>
</tr>
</tbody>
</table>

### CRIMINAL JUSTICE ELECTIVES (Choose 1)

<table>
<thead>
<tr>
<th>Course</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 708 Law, Evidence and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CRJ/FCM 727 Cybercriminology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 733 The Constitution and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 750/PAD 750 Security of Information and Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

### GRADUATE ELECTIVE (3 credits)

Select any course in the John Jay College graduate catalog (except FCM 708 or FCM 709) to include the above electives.

### CAPSTONE OPTIONS (Choose 1)

For Fieldwork: FCM 780 Capstone Seminar and Fieldwork

For Applied Research Project or Thesis: Forensic Computing 791 Prospectus Seminar

### Requirements for the Degree Program:

**Underline the changes.**

### REQUIRED COURSES (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ/FCM 752 The Law and High Technology Crime</td>
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</tr>
<tr>
<td>FCM 742 Network Security</td>
<td>3</td>
</tr>
<tr>
<td>FCM 710 Architecture of Secure Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>FCM 753 Digital Forensic Applications</td>
<td>3</td>
</tr>
<tr>
<td>FCM 760 Forensic Management of Digital Evidence</td>
<td>3</td>
</tr>
</tbody>
</table>

### FORENSIC AND SECURITY ELECTIVES (Choose 3)

<table>
<thead>
<tr>
<th>Course</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCM 700 Theoretical Foundations of Computing</td>
<td>3</td>
</tr>
<tr>
<td>FCM/FOS 705 Mathematical Statistics for FOS</td>
<td>3</td>
</tr>
<tr>
<td>FCM 740 Data Communications and Forensics Security</td>
<td>3</td>
</tr>
<tr>
<td>FCM 741 Applied Cryptography</td>
<td>3</td>
</tr>
<tr>
<td>FCM 745 Network Forensics</td>
<td>3</td>
</tr>
</tbody>
</table>

### CRIMINAL JUSTICE ELECTIVES (Choose 1)

<table>
<thead>
<tr>
<th>Course</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 708 Law, Evidence and Ethics</td>
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<tr>
<td>CRJ 733 The Constitution and Criminal Justice</td>
<td>3</td>
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<tr>
<td>CRJ 750/PAD 750 Security of Information and Technology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 751 Crime Scene Investigation</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 753 Investigating Cybercrime</td>
<td>3</td>
</tr>
<tr>
<td>CRJ/PAD 755 Writing for Management</td>
<td>3</td>
</tr>
</tbody>
</table>

### GRADUATE ELECTIVE (3 credits)

Select any course in the John Jay College graduate catalog (except FCM 708 or FCM 709) to include the above electives.

### CAPSTONE OPTIONS (Choose 1)

Capstone Fieldwork + CAD4SCI

- Required: FCM 780 Capstone Seminar and Fieldwork
- Total: 33 credits

Capstone Fieldwork:
<table>
<thead>
<tr>
<th>Sub-total</th>
<th>Electives</th>
<th>Total credits required:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>18-24</td>
</tr>
<tr>
<td></td>
<td>33-39</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-total</th>
<th>Electives</th>
<th>Total credits required:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>18-24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33-39</td>
</tr>
</tbody>
</table>

**Required:** FCM 780 Capstone Seminar and Fieldwork
2 additional Graduate Electives

Total: 39 credits

**Applied Research Project + CAD4SCI**

Required: FCM 791 Forensic Computing Research Practicum

Total: 33 credits

**Applied Research Project**

Required: FCM 791 Forensic Computing Research Practicum
2 additional Graduate Electives

Total: 39 credits

**Thesis**

Required: FCM 791 Forensic Computing Research Practicum

Total: 33 credits

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

**Does this change affect any other program?**

___X___ No ______ Yes

If yes, what consultation has taken place?
## Committee Agendas Minutes

<table>
<thead>
<tr>
<th>Committee</th>
<th>Agendas</th>
<th>Minutes</th>
<th>Attendance Lists</th>
<th>No. Scheduled Meetings</th>
<th>Meetings Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Personnel Committee</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>College Council</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Honors, Prizes and Awards</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Student Evaluation on the Faculty</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Council of Undergraduate Program Coordinators</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Student Interests</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>UCASC</td>
<td>Y</td>
<td>Y†</td>
<td>Y</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Faculty-Student Disciplinary Committee (formally Judicial Committee)</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Budget and Planning Committee</td>
<td>Y</td>
<td>Y†</td>
<td>Y</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Executive Committee of the College Council</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>College Wide Assessment Committee</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Joint meetings of the Financial Planning Subcommittee of the Budget and Planning Committee and the Strategic Planning Subcommittee of the Budget &amp; Planning</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

†May minutes have not yet been approved, therefore not submitted.

### Submitted Proposals and Reports for Academic Year 2014-2015

<table>
<thead>
<tr>
<th>Committee</th>
<th>Number of Proposals/Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Curriculum and Academic Standards</td>
<td>87</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>33</td>
</tr>
<tr>
<td>Provost's Taskforce on Student Evaluation of the Faculty</td>
<td>2</td>
</tr>
<tr>
<td>Interdisciplinary Studies Program</td>
<td>2</td>
</tr>
<tr>
<td>Ad Hoc Committee for Strategic Plan</td>
<td>2</td>
</tr>
<tr>
<td>Honors, Prizes and Awards Committee</td>
<td>1</td>
</tr>
<tr>
<td>Enrollment Management</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 128

128 proposals and reports were put on the College Council agenda for consideration in academic year 2014-2015.

**Last Updated: September 2, 2015**
John Jay College of Criminal Justice  
The City University of New York  

College Council Calendar 2015-2016

<table>
<thead>
<tr>
<th>Items Due</th>
<th>Executive Committee</th>
<th>College Council Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, August 26, 2015</td>
<td>Wednesday, September 9, 2015</td>
<td>Monday, September 21, 2015</td>
</tr>
<tr>
<td>Friday, September 25, 2015</td>
<td>Wednesday, October 7, 2015</td>
<td>Thursday, October 15, 2015</td>
</tr>
<tr>
<td>Monday, October 26, 2015</td>
<td>Tuesday, November 10, 2015</td>
<td>Tuesday, November 24, 2015</td>
</tr>
<tr>
<td>Wednesday, November 25, 2015</td>
<td>Tuesday, December 8, 2015</td>
<td>Monday, December 14, 2015</td>
</tr>
<tr>
<td>Wednesday, January 20, 2016</td>
<td>Thursday, January 28, 2016</td>
<td>Thursday, February 11, 2016</td>
</tr>
<tr>
<td>Tuesday, February 16, 2016</td>
<td>Thursday, February 25, 2016</td>
<td>Thursday, March 10, 2016</td>
</tr>
<tr>
<td>Wednesday, March 23, 2016</td>
<td>Wednesday, April 6, 2016</td>
<td>Wednesday, April 20, 2016</td>
</tr>
<tr>
<td>Thursday, April 21, 2016</td>
<td>Tuesday, May 3, 2016</td>
<td>Tuesday, May 10, 2016</td>
</tr>
</tbody>
</table>

All meetings begin at 1:40 p.m. and are open to the College Community. The Executive Committee meetings and the College Council meetings will be held in room 9.64NB.

The multicolored chairs are reserved for members of the Council. Non-members are asked to sit in the blue chairs.

**Additional meetings if needed**

<table>
<thead>
<tr>
<th>Items Due</th>
<th>Executive Committee</th>
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</thead>
<tbody>
<tr>
<td>Tuesday, November 25, 2015</td>
<td>Wednesday, December 9, 2015</td>
<td>Tuesday, December 15, 2015</td>
</tr>
<tr>
<td>Thursday, April 21, 2016</td>
<td>Thursday, May 5, 2016</td>
<td>Monday, May 16, 2016</td>
</tr>
</tbody>
</table>