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VII. Determination of Need of the May 17, 2016 College Council Meeting

VIII. Announcements from the Student Council – President Grace Theresa Agalo-os

IX. Administrative Announcements – President Jeremy Travis

X. Announcements from the Faculty Senate – President Warren (Ned) Benton
The College Council held its seventh meeting of the 2016-2017 academic year on Tuesday, April 25, 2017. The meeting was called to order at 1:55 p.m. and the following members were present: Grace Theresa Agalo-os, Jasmine Awad, Andrea Balis, Rosemary Barberet, Ellen Belcher, Warren (Ned) Benton, Jane Bowers, Samantha Buan-Ladines, Dara Byrne, Paula Caceres, Helen Cedeno, Kashka Celinska, Lynette Cook-Francis, Glenn Corbett, Dana Davies, Sven Dietrich, Sandrine Dikambi, Jahvar Duffus, Lisa Farrington, Joel Freiser, Tomas Garita*, Leigh Graham, Jonathan Gray, Amy Green, Roman Gressier, Maki Haberfeld, Jay Hamilton, Karen Kaplowitz, Maria Kiriakova, Thurai Kugan, Anru Lee, Johanna Lessinger, Anne Lopes, Sylvia Lopez, Yue Ma, Vincent Maiorino, Xerxes Malki, Aida Martinez-Gomez, Mickey Melendez, Lorraine Moller, Brian Montes, Chuck Nemeth*, Elizabeth Nisbet, Nuno Pereira, Izabela Qafa, Belinda Rincon, Kadeem Robinson, Michael Scaduto, Lauren Shapiro, Charles Stone, Steven Titan, Jeremy Travis, Janet Winter*, and Guoqi Zhang.


*Alternates

I. Adoption of the Agenda

A motion was made to amend the agenda with the following changes. The motion was seconded and approved unanimously.

- B3 should be listed as SPA 250 Spanish for Criminal Investigations
- C5 should be listed as Revision to Existing Graduate Programs

II. Minutes of the March 25, 2017 College Council

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

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B24)

A motion was made to adopt programs marked B1-B2 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt programs marked B1-B2:

B1. Proposal to Revise the BS in Police Studies (Prereqs)
B2. Proposal to Revise the BA in International Criminal Justice (Prereqs)
The motion was seconded and approved unanimously.

A motion was made to adopt a program marked “B3. Proposal to Revise the BS in Toxicology.” The motion was seconded and approved unanimously.

A motion was made to adopt programs marked B4-B5 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt programs marked B4-B5:

B4. Proposal on Honors in the Major for BS in Sciences
B5. Proposal on Honors in the Major for BA in Criminology

The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked B6-B10 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked B6-B10:

B6. ESA 1YY Intro to Emergency Management
B7. ESA 1XX Intro to Emergency Medical Services
B8. ESA 2XX Emergency Dispatch and Communications
B9. ESA 2ZZ Emergency Incident Management
B10. ESA 3YY Geographic Information Systems for Emergency Systems

The motion was seconded and approved unanimously.

A motion was made to adopt a new course marked “B11. MUS 2XX Introduction to Afro-Caribbean music and Dance.” The motion was seconded and approved unanimously.

A motion was made to adopt a new course marked “B12. GEN 3XX Feminist and Critical Methodologies.” The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked B13-B19:

B13. SPA 250 Spanish for Criminal Investigations
B14. SPA 330 Translating II
B15. SPA 333 Interpreting II
B16. SPA 340 Legal Interpreting II
B17. SPA 435 Legal Translating
B18. SPA 33& Test Analysis and Editing for Translators
B19. SPA 339 Translating III

The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked B20-B24 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked B20-B24:
B20. CRJ/PHI 321 Police Ethics  
B21. SOC 301 Penology  
B22. PAD 140 Introduction to Public Administration  
B23. PAD 241 Information in Public Management  
B24. ENG & LIT Film Studies Minor Revision & Bulk Prerequisite Changes  

The motion was seconded and approved unanimously.

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

A motion was made to adopt new graduate courses marked C1-C4 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new graduate courses marked C1-C4:

C1. ECO 725 Microeconomics  
C2. ECO 751 Research Methods I Quantitative Analysis  
C3. PSY 773 Child Abuse and Neglect  
C4. PSY 774 Advanced Issues in Victim Counseling and Psychotherapy  

The motion was seconded and approved unanimously.

A motion was made to adopt a revision to existing graduate course marked “C5. Changes to International Crime and Justice MA.”

In Favor: 48  
Oppose: 1  
Abstentions: 5  

The motion was seconded and passed.

V. Report from the Committee on Honors, Prizes, and Awards (attachment D)  

A motion was made to adopt the recipients of the Graduation Awards.

In Favor: 52  
Oppose: 0  
Abstentions: 2  

The motion was seconded and passed.

The meeting was adjourned at 2:48 p.m.
To: Kathy Killoran and members of UCASC  
From: Carla Barrett, Chair, Curriculum Committee, Department of Sociology  
Date: 4/5/2017  
Re: Revision of the BA in Criminology

The Sociology Department Curriculum Committee met on 4/5/2017 and approved the following changes to the structure of the Criminology major. The major reasons behind this restructuring are that 1) the Multi-Disciplinary Foundations section of the existing major is no longer a workable set of courses for our majors (e.g. open only to freshman, has pre-reqs outside the major), and 2) that the department has identified the need to strengthen our Criminology students’ understandings of the core literature, debates, and theory that form the discipline. In addition, we propose some minor revisions to the Electives section of the major. Details on the changes proposed to each section are as follows:

**REMOVAL OF EXISTING PART TWO – MULTI-DISCIPLINARY FOUNDATIONS**

The courses currently listed in this section have become unworkable or problematic for our Criminology students for a number of reasons (for example, ECO 170 is only available to freshmen and thus not available to any transfer students. LAW 310/PHI 310 has pre-reqs outside our major and thus not easily accessible for our majors. PSY 242 has the same issue. Currently ANT 230 is the only course on the list that is viable for all our majors.) Thus, we propose eliminating this section of the major, redistributing the 3 credits currently allocated here to an expanded Applications of Criminology section of the major (see below). We propose moving ANT 230, LAW 310/PHI 310 and PSY 242 to the existing Multi-Disciplinary Electives list of the major. ECO 170 would not be moved over, as the Multi-Disciplinary Electives list includes only courses at the 200 level or higher.

**EXPANSION AND REVISION OF EXISTING PART THREE – APPLICATIONS OF CRIMINOLOGY**

We propose three interrelated revisions of this section of the Criminology major:

1. We propose that the credits required from this section be increased from 6 to 9. It is from these courses that we intend that our Criminology majors learn the discipline-
specific theories, debates and key concepts of criminology. Our assessments of student learning in the Capstone course have previously indicated that students’ understandings of theory and critical debates in the field of criminology often did not meet our expectations. By adding 3 more credits at this level, we believe that students will exit the major with a firmer understanding of these key concepts.

2. In order to accommodate the additional three credits, we propose adding 4 courses that are regularly taught in our department and that were not previously on the Applications of Criminology list:

a. SOC 216 – Probation and Parole. This course has long been taught in our department but was not on this list. We propose that it belongs on this list given the high rates of probation and parole supervision in the US.

b. SOC 275 – Political Imprisonment. This is a new course that was designed for inclusion in the new Sociology Major. After an examination of the learning goals and design of the course, and consultation with the faculty who teach it, the Sociology department curriculum committee has determined it to be a well-suited and important course to add to the list, especially as it deals in many ways with themes and theories related to a variety of crimes by the state/crimes of the powerful, an area currently under-represented in our curriculum.

c. SOC 351 – Crime and Delinquency in Asia. This course had previously been listed on Criminology Major in Part 5B – Sociology Electives. The Curriculum Committee is not sure why it was not listed on the Applications of Criminology list and we propose that it makes sense for it to be listed here where it belongs.

d. SOC 354 – Gangs and Transnationalism. This course was recently designed and is now being taught on a regular basis in the department. However, it never been added to the Criminology Major list. The Curriculum Committee is not sure why and we propose that it makes sense for it to be listed on the Applications of Criminology list where it belongs.

3. In the existing Applications of Criminology list there was only one 200 level course (SOC 236/CRJ 236 Victimology). Thus, students could never take more than 1 class from the list at the 200 level. With the addition of SOC 216 and SOC 275 to the list, we propose limiting students to only one course from the list at the 200 level. This requirement will require students to complete at least two Applications of Criminology courses at the 300/400 level which will help maintain a level of rigor for students.

EXPANSION OF EXISTING PART 4A LIST OF MULTI-DISCIPLINARY ELECTIVES

In addition to moving over ANT 230, LAW 310/PHI 310 and PSY 242 from the Multi-disciplinary Foundations list (which we are proposing eliminating), we propose adding two new courses to this list – AFR 317 (Environmental Racism) and LLS 341(Immigrant Rights in the Americas). These new courses do not have disciplinary specific pre-requisites and would thus be easily accessible for our majors and they provide students with the opportunity to learn in-depth about two important topics not well-covered in our current Criminology courses.
EXPANSION OF THE EXISTING PART 4B LIST OF SOCIOLOGY ELECTIVES AND
THE REMOVAL OF TWO COURSES

We propose expanding the Sociology Electives list to include SOC/PSY 213 (Race and Ethnic Relations) because we feel it to be a useful and important class for Criminology majors to have access to, given the myriad intersections of race, ethnicity, crime, punishment, law, and the criminal justice system. We propose adding SOC 350 Social Change to the Sociology Electives list because we feel it to be a useful and important class for Criminology majors to have access to, given the importance for understanding social change and its impacts on changes in crime, punishment, law, and justice. We propose removing SOC 351 (Crime and Delinquency in Asia) from this electives list since we are proposing that it be added to the Applications of Criminology list (see above). We propose removing SOC 405 (Social Systems/Modern Organizations) from this list because it has not been taught in years, has no course description in the catalog, and no one in the department has any knowledge about what this course is, was, or should be.
CRIMINOLOGY (BA) – Bulletin Info with Revisions for 2017/2018

Criminology is the study of crimes, criminals, crime victims, theories explaining illegal and deviant behavior, the social reaction to crime and criminals, the effectiveness of anti-crime policies and the broader political terrain of social control. The major contains courses in sociology, other social science disciplines and the humanities. Students who are planning to attend graduate or professional schools and students who are currently working in criminal justice or other public service fields as well as those planning to do so in the future will find this major of interest.

Credits required. 39-42 (or more depending on math placement)

Coordinator. Professor Louis Kontos, Department of Sociology (646-557.4512, lkontos@jjay.cuny.edu)

Advising resources. Criminology and Sociology Advising, contact socadvising@jjay.cuny.edu. Sample Four-year Plan of Study. Visit the department's website for advising resources (course worksheet and advising handbook).

Prerequisites. Some courses also have prerequisites beyond courses previously taken in the major:

- In Part Three, any ECO course can be a prerequisite for ECO 360/SOC 360 Corporate and White-Collar Crime

- In Part Five Four, ANT 101 or PSY 101 is a prerequisite for ANT 340 Anthropology and the Abnormal; ECO 101 or ECO 170 is a prerequisite for ECO 315 /PSC 315 An Economic Analysis of Crime; PHI 231 is a prerequisite for LAW 310/PHI 340 Ethics and Law; CRJ 101 or CJBS 101 or ICJ 101 is a prerequisite for PSC 216 Crime Mapping; PSY 101 is a prerequisite for PSY 242 Abnormal Psychology; PSY 101 and PSY 231 are prerequisites for PSY 332 The Psychology of the Adolescent; and PSY 242 is a prerequisite for PSY 372 Psychology of Criminal Behavior.

Honors option. To qualify for honors in the major, a student must have completed the credit requirements for the major and have earned at least a 3.5 cumulative grade point average in courses above the 100-level in the major. Credit for courses required as prerequisites for major courses applied to the major will not be calculated into the major cumulative grade point average. Students must have also earned at least a 3.2 overall cumulative grade point average. This honor will be noted on the student’s transcript.

Additional information. Students who enrolled for the first time at the College or changed to this major in Fall 2017 Fall 2012-13 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2016-17 2013-2014 Undergraduate Bulletin.
Credits required: 39-42

FOUNDATIONAL COURSES

SOC 101 Introduction to Sociology
MAT 108 Social Science Mathematics OR MAT 141 Pre-calculus (depending on placement)

*Advisor recommendation: SOC 101 will fulfill the Flexible Core: Individual and Society area of the general program.

PART ONE. DISCIPLINARY REQUIREMENTS

SOC 203 Criminology
SOC 314 Theories of Social Order
SOC 440 Senior Seminar in Criminology
SSC 325 Research Methods in Criminology and Sociology
STA 250 Principles and Methods of Statistics

PART TWO. MULTI-DISCIPLINARY FOUNDATIONS

Select one:
ANT 230 Culture and Crime
ECO 170 Crime, Class, Capitalism: The Economics of Justice
LAW 310/PHI 310 Ethics and Law
PSY 242 Abnormal Psychology

PART THREE. APPLICATIONS of CRIMINOLOGY

Select two three (only one of which can be at the 200 level):
SOC 216 Probation and Parole
SOC 236/CRJ 236 Victimology
SOC 275 Political Imprisonment
SOC 301 Penology
SOC 308 Sociology of Violence
SOC 309 Juvenile Delinquency
SOC 335 Migration and Crime
SOC 351 Crime and Delinquency in Asia
SOC 354 Gangs and Transnationalism
SOC 360/ECO 360 Corporate and White Collar Crime
SOC 385 Special Topics in Criminology
SOC 420/CRJ 420 Women and Crime

PART FOUR. ADVANCED METHODS

Select one:
SOC 324 Advanced Social Statistics
SOC 327 Advanced Sociological Methodology
SOC 328 Qualitative Research Methods
SOC 329 Evaluation Research
PART FIVE: ELECTIVES

A. Multi-Disciplinary Electives
Select one:
AFR 215 Police and Urban Communities
AFR 317 Environmental Racism
ANT 230 Culture and Crime
ANT 330 American Cultural Pluralism and the Law
ANT 340 Anthropology and the Abnormal
ECO 315/PSC 315 An Economic Analysis of Crime
LAW 310/PHI 310 Ethics and Law
LIT 326 Crime, Punishment and Justice in U.S. Literature
LIT 327 Crime, Punishment and Justice in World Literatures
LLS 325 The Latina/o Experience of Criminal Justice
LLS 341 Immigrant Rights in the Americas
PSC 216 Crime Mapping
PSY 242 Abnormal Psychology
PSY 332 The Psychology of Adolescence
PSY 372 Psychology of Criminal Behavior

B. Sociology Electives
Select two:
SOC 201 Urban Sociology
SOC 203 Race and Ethnic Relations
SOC 202/PSY 202 The Family: Changes, Challenges, and Crisis Intervention
SOC 206 Sociology of Conflict
SOC 222 Crime, Media and Public Opinion
SOC 240 Social Deviance
SOC 251 Sociology of Human Rights
SOC 282 Selected Topics in Sociology
SOC 302 Social Problems
SOC 305 The Sociology of Law
SOC 343 Global Social Movements
SOC 350 Social Change
SOC 351 Crime and Delinquency in Asia
SOC 377 Internships for Sociology
SOC 405 Social Systems/Modern Organizations

Subtotal: 9 credits

Total Credits in Major: 39-42
General Education: 42
Electives: 36-39
Total Credits for BA: 120
Proposal to UCASC for Revision to the B.A. in English

Based on considerations raised by our annual Outcomes Assessment and Five-Year Program Review, along with the experiences of our Major Coordinator in advising students, the English Department proposes two revisions to the English Major. These changes were approved by the English Department faculty by votes on December 5, 2016, and March 8, 2017.

Revision 1:
In accordance with changes approved by UCASC concerning prerequisites for all majors in the College, the English Department would like to make the following changes, which will clarify how prerequisites and electives should count towards the major. We will separate the three-credit prerequisite requirement to the major as a new FOUNDATIONAL COURSES part of the major:

**Prerequisite LIT Course: 3 credits**
Choose one General Education English LIT course: ISP 235, ISP 236, ISP 273, LIT 230, LIT 231, LIT 232, LIT 233, LIT 237, LIT 239, LIT 326, LIT 327

Those courses will all be removed from the list currently given in Part Four: Electives. The instruction under Part Four, “One 200-level general education literature or writing course (with the exception of ENG 201) can be used to satisfy an elective” will be removed from the Bulletin as no longer applicable.

This will raise the Total Credit Hours for the major from 36 to 39.

**Rationale:**
Creating this new part to the major will remove some of the confusion created by counting our prerequisite course as an Elective. Moreover, it will solve a continuing concern raised by our Outcomes Assessment that our students need more work on their introductory level skills. Our Outcomes Assessment team plans to give new attention to the Learning Objectives of our prerequisite courses to ensure that they are serving the needs of both General Education and English Major students.

Revision 2:

The English Department would like to make several changes that will regularize how certain historically themed electives can count as alternative courses in Part Three: Historical Perspectives. These reforms would make several 300-level LIT electives with historical coverage count towards specific “Topics in Historical Perspectives.”

**Rationale:**
Courses were chosen that fit the specific Learning Outcomes of the Historical Perspectives courses, ones that provide students with exposure to a diverse range of historical periods
and topics. By adding three of the Caribbean and Latino/a literature courses to the Historical Perspectives courses, we ensure that more students are encouraged to study those literatures in depth at an advanced level. Moreover, these reforms will provide students greater flexibility in completing this part of the major. Historical Perspectives courses regularly run at full enrollment while the electives rarely do, which causes some students difficulty in completing the requirement in a timely fashion. The Major Coordinator regularly provides such students with course substitutions for these courses, so this revision to the major will regularize the practice and make it available to all students as a matter of fairness.

Required Revisions to the Bulletin Text:

FOUNDATIONAL COURSES: 3 credits
Required:
Select one General Education English Literature course: ISP 235, ISP 236, ISP 273, LIT 230, LIT 231, LIT 232, LIT 233, LIT 237, LIT 239, LIT 326, LIT 327

PART ONE. CRITICAL SKILLS
[Course remains unchanged.]

PART TWO: CRITICAL METHODS
[Courses remain unchanged.]

PART THREE. HISTORICAL PERSPECTIVES

Choose four
LIT 370 Topics in Ancient Literature
LIT 371 Topics in Medieval Literature
LIT 372 Topics in Early Modern Literature
LIT 373 Topics in Seventeenth- and Eighteenth-Century Literature
LIT 374 Topics in Nineteenth-Century Literature
LIT 375 Topics in Twentieth-Century Literature
LIT 379 Selected Historical Topics in Literature

Students may choose the following elective courses as alternatives to satisfy PART THREE. Historical Perspectives:
For LIT 371: LIT 319 Law and Justice in European Medieval Literature
For LIT 372: LIT 313 Shakespeare OR LIT 314 Shakespeare and Justice
For LIT 375: LIT 344 Caribbean Literature and Culture OR LIT 357 Violence of Language: US Latino/a Street Literature OR LIT 383 Gender and Sexuality in US Latino/a Literature

*Please note: Courses cannot count in more than one area of the major.*
PART FOUR. ELECTIVES
Choose any four courses from the list below; if concentrating in “Literature and the Law,” choose at least two of the courses identified in the bottom note.

ENG 212 Introduction to Creative Writing
ENG 215 Poetry Writing and Reading
ENG 216 Fiction Writing
ENG 221 Screenwriting
ENG 228/ANT 228 Introduction to Language
ENG 230 Journalism in the 21st Century
ENG 233 News Reporting and Writing
ENG 235 Writing for Management, Business, and Public Administration
ENG 242 Contemporary Media in Everyday Life
ENG 245 Creative Nonfiction
ENG 250 Writing for Legal Studies
ENG 255 Argument Writing
ENG 260 Grammar, Syntax, and Style: Writing for All Disciplines
ENG 313 Advanced Fiction Writing
ENG 316 Advanced Argument Writing and Response: Theory and Practice
ENG 328/ANT 328 Forensic Linguistics
ENG 334 Intermediate News Reporting and Writing
ENG 336 Digital Journalism
ENG 350 Advanced Legal Writing: Advocacy and Oral Argument
ENG 380 Selected Topics in Creative Writing
ENG 395 Special Topics
ISP 321 Moral, Legal, and Ethical Dilemmas that Shape the USA
ISP 322 Troublemakers, Gadflies, and Whistleblowers In the Struggle for Justice in America
LIT 203 New York City in Literature
LIT 212 Literature of the African World
LIT 219 The Word as Weapon
LIT 223/AFR223 African-American Literature
LIT 265 Foundations of U.S. Latino/a Literature
LIT 270 Reading and Writing Children’s Literature
LIT 275 The Language of Film
LIT 283 NYC and Film
LIT 284 Film and Society
LIT 285 The Rebel in Film
LIT 286 The Horror Film
LIT 287 Selected Topics in Literature (was LIT 290)
LIT 309 Contemporary Fiction
LIT 311 Literature and Ethics
LIT 313 Shakespeare
LIT 314 Shakespeare and Justice
LIT 315 American Literature and the Law
LIT 316 Gender and Identity in Literary Traditions
LIT 319 Law and Justice in European Medieval Literature

Approved by UCASC, April 21, to College Council, May 15, 2017
LIT 323 The Crime Film
LIT 324 Road Movies
LIT 325 Science Fiction Film
LIT 328 Film Criticism
LIT 329 Documentary Film and Media
LIT 330 Alfred Hitchcock
LIT 331 Steven Spielberg
LIT 332 Martin Scorsese and Spike Lee
LIT 340/AFR 340 The African American Experience in America: Comparative Racial Perspectives
LIT 342 Perspectives on Literature and Human Rights
LIT 344 Caribbean Literature and Culture
LIT 346 Cultures in Conflict
LIT 348 Native American Literature
LIT 352 New Fiction
LIT 353 Comic Books and Graphic Novels: Investigating a Literary Medium
LIT 357 Violence of Language: U.S. Latino/a Street Literature
LIT 360 Mythology in Literature
LIT 362 The Bible as Literature
LIT 366 Writing Nature: Literature and Ecology
LIT 380 Advanced Selected Topics in Literature
LIT 383 Gender and Sexuality in U.S. Latino/a Literature
LIT 389 Independent Study
LIT 401 Special Topics
LIT 409 Seminar in U.S. Latino/a Literature
LLS 362 LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature
LLS 363 Il-legal Subjects: U.S. Latina/o Literature and the Law
LLS 364 Ethical Strains in U.S. Latino/a Literature

Students who wish to complete the Literature and Law concentration should choose their electives from this list: ENG 250, ENG 328/ANT 328, ENG 350, ISP 321, ISP 322, LIT 219, LIT 311, LIT 314, LIT 315, LIT 319, LIT 323, LIT 342, LIT 348, LLS 363.

PART FIVE. MAJOR SEMINAR
[Courses remain unchanged.]

TOTAL CREDIT HOURS: 39
ENGLISH (BA) – Revised Bulletin Text – 2017-18

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

Credits required. 39 36

Learning Outcomes. Students will:

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

Prerequisites. ENG 201, and one general education Literature course: ISP 235, ISP 236, ISP 273, LIT 230, LIT 231, LIT 232, LIT 233, LIT 236, LIT 237, LIT 239, LIT 265, LIT 326, LIT 327

Coordinator. Professor John Staines (646.557.4555, jstaines@jjay.cuny.edu)

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

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

Additional information. Students who enrolled for the first time at the College or changed to this major September 2017 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2016-17 Undergraduate Bulletin (http://jjay.smartcatalogiq.com/en/2016-2017/Undergraduate-Bulletin).
## FOUNDATIONAL COURSES  
Subtotal: 3 credits

*Select one General Education English Literature course*

- LIT 230 Expression of the Living Past: Reading Ancient Worlds
- LIT 231 Medieval and Early Modern Literature
- LIT 232 Reading the Modern World
- LIT 233 American Stories
- LIT 236 Literary Perspectives on Culture and Globalization
- LIT 237 Literature as Witness
- LIT 239 Science in the Making
- LIT 326 Crime, Punishment, and Justice in US Literature
- LIT 327 Crime, Punishment, and Justice in World Literature
- ISP 235 Apples and Oranges: Form and Meaning in the Arts
- ISP 236 Truth and Creativity: How We Make Meaning
- ISP 273 The Stories We Tell

*Advisors recommendation: all the courses above can fulfill one area of the College’s Gen Ed Program.*

## PART ONE. CRITICAL SKILLS  
Subtotal: 3 credits

*Required*

- LIT 260 Introduction to Literary Study

## PART TWO. CRITICAL METHODS  
Subtotal: 6 credits

*Required*

- LIT 300 Text and Context
- LIT 305 Foundations of Literature and Law

## PART THREE. HISTORICAL PERSPECTIVES  
Subtotal: 12 credits

*Choose four*

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

*Students may choose the following elective courses as alternatives to satisfy PART THREE. Historical Perspectives:*

- For LIT 371: LIT 319 Law and Justice in European Medieval Literature
- For LIT 372: LIT 313 Shakespeare OR LIT 314 Shakespeare and Justice
- For LIT 375: LIT 344 Caribbean Literature and Culture OR LIT 357 Violence of
Language: US Latino/a Street Literature OR LIT 383 Gender and Sexuality in US Latino/a Literature
*Please note: Courses cannot count in more than one area of the major.

PART FOUR. ELECTIVES

Choose any four courses from the list below; if concentrating in “Literature and the Law”, choose at least two of the courses identified in the bottom note.

ENG 212 Introduction to Creative Writing
ENG 215 Poetry Writing and Reading
ENG 216 Fiction Writing
ENG 221 Screenwriting for Film, Television and Internet
ENG 228/ANT 228 Introduction to Language
ENG 230 Journalism in the 21st Century
ENG 233 News Reporting and Writing
ENG 235 Writing for Management, Business, and Public Administration
ENG 242 Contemporary Media in Everyday Life
ENG 245 Creative Nonfiction
ENG 250 Writing for Legal Studies
ENG 255 Argument Writing
ENG 260 Grammar, Syntax, and Style: Writing for All Disciplines
ENG 313 Advanced Fiction Writing
ENG 316 Advanced Argument Writing and Response: Theory and Practice
ENG 328/ANT 328 Forensic Linguistics: Language as Evidence in the Courts
ENG 334 Intermediate News Reporting and Writing
ENG 336 Digital Journalism
ENG 350 Advanced Legal Writing: Advocacy and Oral Argument
ENG 380 Selected Topics in Creative Writing
ENG 395 Special Topics
ISP 321 Moral, Legal, and Ethical Dilemmas that Shape the USA
ISP 322 Making Waves: Troublemakers, Gadflies, and Whistleblowers
LIT 203 New York City in Literature
LIT 212 Literature of the African World
LIT 219 The Word as Weapon
LIT 223/AFR 223 African-American Literature
LIT 265 Foundations of U.S. Latino/a Literature
LIT 270 Reading and Writing Children's Literature
LIT 275 The Language of Film
LIT 283 New York City in Film
LIT 284 Film and Society
LIT 285 The Rebel in Film
LIT 286 The Horror Film
LIT 287 Selected Topics in Literature
LIT 309 Contemporary Fiction
LIT 311 Literature and Ethics

Approved by UCASC, April 21, to College Council, May 15, 2017
LIT 313 Shakespeare
LIT 314 Shakespeare and Justice
LIT 315 American Literature and the Law
LIT 316 Gender and Identity in Literary Traditions
LIT 319 Law and Justice in European Medieval Literature
LIT 323 The Crime Film
LIT 324 Road Movies
LIT 325 Science Fiction Film
LIT 328 Film Criticism
LIT 329 Documentary Film and Media
LIT 330 Alfred Hitchcock
LIT 331 Steven Spielberg
LIT 332 Martin Scorsese and Spike Lee
LIT 340/AFR 340 The African-American Experience in America: Comparative Racial Perspectives
LIT 342 Perspectives on Literature and Human Rights
LIT 344 Caribbean Literature and Culture
LIT 346 Cultures in Conflict
LIT 348 Native American Literature
LIT 352 New Fiction
LIT 353 Comic Books and Graphic Novels: Investigating a Literary Medium
LIT 357 Violence of Language: U.S. Latino/a Street Literature
LIT 360 Mythology in Literature
LIT 362 The Bible as Literature
LIT 366 Writing Nature: Literature and Ecology
LIT 380 Advanced Selected Topics in Literature
LIT 383 Gender and Sexuality in U.S. Latino/a Literature
LIT 389 Independent Study
LIT 401 Special Topics
LIT 409 Seminar in U.S. Latino/a Literature
LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature
LLS 363 Il-legal Subjects: U.S. Latina/o Literature and the Law
LLS 364 Ethical Strains in U.S. Latino/a Literature

Students who wish to do the LIT and LAW concentration should choose their electives from this list: ENG 250, ENG 328/ANT 328, ENG 350, ISP 321, ISP 322, LIT 219, LIT 311, LIT 314, LIT 315, LIT 319, LIT 323, LIT 342, LIT 348, LLS 363.

Students should also consult the current course schedule for offerings

Approved by UCASC, April 21, to College Council, May 15, 2017
Two hundred level General Education literature and writing courses

Students can only use one general education literature courses from the section below to satisfy an elective.

LIT 230 Expression of the Living Past: Reading Ancient Worlds
LIT 231 Medieval and Early Modern Literature
LIT 232 Reading the Modern World
LIT 233 American Stories
LIT 236 Literary Perspectives on Culture and Globalization
LIT 237 Literature as Witness
ISP 235 Apples and Oranges: Form and Meaning in the Arts
ISP 236 Truth and Creativity: How We Make Meaning
ISP 273 The Stories We Tell

PART SIX. MAJOR SEMINAR Subtotal: 3 credits

Choose one
(if concentrating in Literature and Law, choose Literature and the Law Seminar)

LIT 400 Senior Seminar in Literature
LIT 405 Senior Seminar in Literature and Law

Major credits: 39 36
General Education credits: 42
Electives: 39
Total Credits for BA: 120
January 23, 2017

To: Kathy Killoran and UCASC

From: Maria J. D’Agostino

Re: Public Administration Major Changes

The following are the proposed changes to the the Public Administration Bachelor of Science. The changes have been approved by the Public Management Departmental Curriculum Committee.

1. **Prerequisites are Listed Explicitly**
   STA 250 has a hidden prerequisite of MAT 108 or 141. This is being included to comply with the ‘Rabinowitz’ memo. This will increase the major credits by 0-3 depending on students’ placement.

2. **Methods and Skills (Part Two)**
   We are proposing that all three courses be required in this area of the major. Currently students choose between the writing course and statistics. Both skills are vital to public administrators. Undergraduate statistics is a requirement for admission to our own MPA programs.

   *Required*
   PAD 121 Information in Public Administration (was PAD 241)
   ENG 235 Writing for Management, Business and Public Administration
   STA 250 Principles and Methods of Statistics OR PAD 2XX Measuring Public Policy and Administration.
   (Note: STA 250 will be removed when PAD 2XX is approved)

3. **Require an Internship or Practicum**
   We are proposing creating a separate part of the curriculum for an internship or practicum (Part Three). Previously these courses were listed as part of the capstone options or more recently, as options in the concentrations. This will make the requirement more obvious to students in the Bulletin and Degreeworks.

   The PAD 402 and 404 courses seek to connect theory and practice via an internship or practicum experience. These courses provide the opportunity for students to further develop the necessary skills, knowledge and networks they will utilize in the workplace. These courses also prepare students for the PAD 440 Capstone Seminar where they apply the skills they learned via their courses and internship or practicum experience.

4. **Eliminate concentrations**
   Currently the major is composed of five concentrations and students are required to complete three courses or nine credits of a selected concentration. However, we often need to find course substitutes for students because we do not offer enough courses in each of the concentrations. We are proposing to eliminate the...
concentrations and offer all of the Public Management courses currently offered in the concentrations as electives. Students would be required to complete one or two elective courses (3-6 credits) depending on their choice of internship or practicum. Most courses not offered by Public Management have hidden prerequisites and so present problems for students in taking them.

Courses being eliminated are: ECO 280 Economics of Labor, ECO 245 International Economics, POL 250 International Law and Justice, ECO 265 Introduction to Public Sector Economics, ECO 333 Sustainability: Preserving the Earth as Human Habitat, POL/SOC 278 Political Sociology, and PSC 107 Introduction to Criminal Investigation

5. Four Courses are Being Revised
   We are revising several courses by submitting Course Revision Proposals which will come through separately:

   PAD 140 - Introduction to Public Administration will be renumbered to PAD 101
   PAD 241 Information in Public Management will be re-titled to Information in Public Administration, the course level reduced, and the course number changed to PAD 121, reflecting the correct level at which it is taught.
   PAD 404 Practicum in Public Administration
   PAD 440 Problems in Public Administration the course will be re-titled to Capstone Seminar in Public Administration
Public Administration, BS - with Proposed Changes

The major in Public Administration examines decision making, leadership and management in public agencies and nonprofit organizations. It introduces students to the field of public administration, including its scope, content, literature and relationship to other disciplines. This is accomplished through a curriculum that focuses on developing core competencies for new and mid-career public administration students.

Learning outcomes. Students will:

- Identify the core mechanisms of public administration including the organization and management of human and financial resources.
- Discuss the political, economic, legal and social environments of public policy and administration.
- Explain the unique challenges and opportunities of providing public goods and services in a diverse society. The includes the understanding of public administration and policy in an international and comparative context.
- Define and diagnose decision situations, collect and analyze data, develop and implement effective courses of action, and evaluate results.
- Organize and communicate information clearly to a variety of audiences by means of oral presentation, written documents and reports, and quantitative graphs, charts and tables.
- Pre-service and in-service students synthesize and apply decision-making, leadership and management skills in public agencies or non-profit organizations.

Credits required. 39-45

Prerequisites. In Part One, MAT 108 or MAT 141 is a prerequisite for STA 250.

Coordinator. Professor Yi Lu, Department of Public Management
(646.557.4437, ylu@jjay.cuny.edu)

Advisor. Ms. Yvonne Purdie, Department of Public Management
(212.237.8554, ypurdie@jjay.cuny.edu)

Advising resources. Sample Four-year Plan of Study

Baccalaureate/Master’s Program in Public Administration. Qualified undergraduate students may enter the Baccalaureate/Master’s Program and thereby graduate with both a bachelor’s and a master’s degree in public administration. For additional information, please contact Professor Jennifer Dysart, Department of Psychology (212.484.1160, bamadirector@jjay.cuny.edu).

Additional information. Students who enroll for the first time at the College or changed to this
major in September 2017 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2016-17 Undergraduate Bulletin.

### FOUNDATIONAL COURSES

**MAT 108 Social Science Mathematics OR MAT 141 Pre-Calculus**  
*(depending on math placement)*

*Advisors recommendation – MAT 108 or 141 may satisfy the Gen Ed Required Core in the Math and Quantitative Reasoning area.*

### PART ONE. CORE COURSES

**Required**
- PAD 140 Introduction to Public Administration (re-numbered: PAD 101)
- PAD 260 International Public Administration
- PAD 314 Leadership, Supervision and Performance
- PAD 318 Decisions in Crises
- PAD 340 Planning and Policy Analysis
- PAD 343 Administration of Financial Resources
- PAD 346 Human Resource Administration
- PAD 440 Problems in Public Administration- (re-titled: **Capstone Seminar in Public Administration**)

### PART TWO. METHODS AND SKILLS

**Required**
- PAD 241 Information in Public Management (renumbered & retitled: PAD 121 Information in Public Administration)
- ENG 235 Writing for Management, Business and Public Administration
- **PAD 2XX Measuring Public Policy & Administration OR STA 250 Principles and Methods of Statistics**

### PART THREE. INTERNSHIP OR PRACTICUM

**Choose one**
- PAD 402 Seminar and Internship in Public Administration (6 cr.)
- PAD 404 Practicum in Public Administration (3 cr.)
PART FOUR. ELECTIVES

Choose one or two

Students who complete PAD 402 (6 cr.) in Part Three only need one additional elective course.

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 250 Introduction to Accounting</td>
</tr>
<tr>
<td>PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations</td>
</tr>
<tr>
<td>PAD 348 Justice Planning and Policy Analysis</td>
</tr>
<tr>
<td>PAD 355 Public Policy Analysis</td>
</tr>
<tr>
<td>PAD 358 Comparative Public Administration</td>
</tr>
<tr>
<td>PAD 362 Administration of International Intergovernmental Organizations</td>
</tr>
<tr>
<td>PAD 366 Workplace Investigations: Tools, Techniques and Issues</td>
</tr>
<tr>
<td>PAD 380 Selected Topics in Public Administration</td>
</tr>
<tr>
<td>PAD 385 Faculty-Mentored Research in Public Administration</td>
</tr>
<tr>
<td>PAD 400 Quantitative Problems in Public Administration</td>
</tr>
</tbody>
</table>

Subtotal: 3-6 credits

MAJOR CREDITS: 39-45
GENERAL EDUCATION: 42
ELECTIVES: 33-39
TOTAL CREDITS FOR BS: 120
Public Administration, BS Major - Current

PART ONE. CORE COURSES

Subtotal: 30 credits

Required
PAD 140 Introduction to Public Administration
PAD 260 International Public Administration
PAD 314 Leadership, Supervision and Performance
PAD 318 Decisions in Crises
PAD 340 Planning and Policy Analysis
PAD 343 Administration of Financial Resources
PAD 346 Human Resource Administration
PAD 440 Problems in Public Administration

Methods and Skills

Required
PAD 241 Information in Public Management

Select one
ENG 235 Writing for Management, Business, and Public Administration
STA 250 Principles and Methods of Statistics

PART TWO. CONCENTRATIONS.

Subtotal: 9 credits

Students are required to complete 9 credits for a concentration. If offered, students MUST complete one course with the PAD prefix within their chosen concentration, plus two related courses or a single, 6-credit internship course.

PAD 380 Selected Topics in Public Administration (can be used in a concentration if the topic is appropriate)

Students may complete one of these courses as part of any category:

PAD 402 Seminar and Internship in Public Administration
PAD 404 Practicum in Public Administration

If student completes PAD 402 (6 cr.) as part of the concentration, they only need to complete one additional concentration course.

Category A. Human Resources Administration
This concentration prepares students to assume supervisory and administrative responsibilities involving personnel management.

ECO 280 Economics of Labor
PAD 366 Workplace Investigations: Tools, Techniques and Issues

Category B. Managerial Investigation and Oversight
This concentration prepares students for professional careers associated with oversight

Approved by UCASC, April 21, to College Council, May 15, 2017
of and by regulatory agencies, nonprofit organizations, oversight boards, municipal councils and state legislatures.

ACC 250 Introduction to Accounting
PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations
PAD 366 Workplace Investigations: Tools, Techniques and Issues
PSC 107 Introduction to Criminal Investigations

**Category C. International Public Administration**
This concentration prepares students for managerial and supervisory roles in an international environment.

ECO 245 International Economics
PAD 358 Comparative Public Administration
PAD 362 Administration of International Intergovernmental Organizations
POL 250 International Law and Justice

**Category D. Public Policy and Planning**
This concentration prepares students for responsibilities involving policy analysis and planning in governmental and nonprofit organizations.

ECO 265 Introduction to Public Sector Economics
ECO 333 Sustainability: Preserving the Earth as Human Habitat
PAD 348 Justice Planning and Policy Analysis
PAD 355 Public Policy Analysis
PAD 400 Quantitative Problems in Public Administration
POL 278/SOC 278 Political Sociology

**Category E. Special Concentration**
In consultation with a faculty member of the Department of Public Management, the student may formulate a concentration tailored to a discipline or field related to public administration. The concentration must include three courses, two of which must be in a single discipline.
John Jay College has several longstanding Bachelor’s/ Master’s degree programs. This proposal is to refresh the curriculum for the programs that link to the MA in Criminal Justice. The programs are below:

- BA in Criminal Justice
- BS in Criminal Justice
- BS in Criminal Justice Management
- BS in Police Studies

These programs have not been refreshed since the implementation of the new Undergraduate Gen Ed Program. This revision has significantly reduced the number of credits in general education. Also, each one of the bachelor’s majors has undergone revision since the last time the joint degrees were reviewed.

In the past, the responsibility for managing these programs fell to Graduate Studies. Now both Graduate and Undergraduate Studies will be working together on their management. Because students are required to complete the entire Master’s degree curriculum, it is the undergraduate portion that is changing right now. The curricular requirements need to be refreshed to add them to the UG and GRAD Bulletins and to get them accurately reflected in DegreeWorks.

The Department of Criminal Justice, Law, Police Science and Criminal Justice Administration and Public Management have been consulted and they approved these changes.
CJBA-Criminal Justice BA/MA

Criminal Justice Combined degree (BA/MA) program - **128-134 credits**

**Students must complete all core GEN Ed. requirements** - 42 credits

Criminal Justice BA core required courses - **30 credits**

- CJBA 110 Introduction to Major Problems in Criminal Justice I - 3 credits
- CJBA 111 Introduction to Major Problems in Criminal Justice II - 3 credits
- CJBA 210 Criminal Responsibility - 3 credits
- CJBA 230 Understanding Criminal Behavior - 3 credits
- CJBA 240 Quantitative Inquiry of Problems in Criminal Justice I - 3 credits
- CJBA 241 Quantitative Inquiry of Problems in Criminal Justice II - 3 credits
- CJBA 250 Crime Prevention and Control - 3 credits
- CJBA 340 Research Methods in Criminal Justice - 3 credits
- CJBA 410 Senior Thesis I - 3 credits
- CJBA 411 Senior Thesis II - 3 credits

**Other Courses required** - 0-3 credits

- MAT 108 Social Sciences Math (depending on placement)* - 3 credits

*Advisors recommendation: MAT 108 may fulfill the Required Core: Math and Quantitative Reasoning area of the Gen Ed Program.

Note: Students who took STA 250 can substitute that course for CJBA 240 above. The statistics course (STA 250 or CJBA 240) must be taken while students are undergraduates.

**General Undergraduate Electives** - **23-26 credits**

The remaining 30-36 credits should be applied to courses taken in the Master’s degree program, which is outlined below. If a student decides to leave the BA/MA program or fails to
meet the required 3.5 GPA for the program, they are required to complete the entire undergraduate major to earn the Bachelor’s Degree.

**Courses in the Criminal Justice Master’s Program** - **30- 36 credits**

<table>
<thead>
<tr>
<th>Required courses</th>
<th>- 15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 710 Theory and Courts</td>
<td>- 3 credits</td>
</tr>
<tr>
<td>CRJ 711 Policing &amp; Corrections</td>
<td>- 3 credits</td>
</tr>
<tr>
<td>CRJ 715 Research Design &amp; Methods</td>
<td>- 3 credits</td>
</tr>
<tr>
<td>CRJ 716 Using Computer in Social Research</td>
<td>- 3 credits</td>
</tr>
<tr>
<td>CRJ 730 Policy Analysis in Criminal Justice</td>
<td>- 3 credits</td>
</tr>
</tbody>
</table>

There are five areas of specialization offered under the CRJ Master’s Program. **Students are required to complete three courses from at least one specialization** - **9 credits**

Students may complete the degree by utilizing the option of 4 additional courses from any of the remaining specializations - **12 credits**

**Or**

Students may complete the degree with completion of a thesis. **The thesis** - **3 credits**

**Students who qualify to complete a thesis are advised not to select a second specialization.**

Students who successfully complete CRJ 715 and CRJ 716 with an average GPA of 3.7 may qualify for admission to CRJ 717 Readings for Research. This course is the gateway course to the Thesis Prospectus Seminar. A student who completes CRJ 717 with a grade no lower than an A- may continue on to the thesis with the approval of the course lecturer and the program director. An application for the thesis seminar must be completed and signed by the proposed thesis advisor and the Program Director: the form must be submitted to J Express before the student begins work on the thesis.

- Students may opt to complete two specializations.
- Courses used in one specialization may not be used to fulfill the requirements for a second specialization.
- Students may also opt to complete one Advanced Certificate; courses used to complete a specialization may be used to complete an Advanced Certificate

### Specializations & Specialization Electives

#### Criminology and Deviance
- CRJ 701 Sociology of Crime
- CRJ 712 Sex Crimes
- CRJ 713 White Collar Crime
- CRJ 714 Social Aspects of Alco & Drug
- CRJ 727 Cyber criminology
- CRJ 729 Drugs, Crime, and the CRJ System
- CRJ 738 Race and Crime in America
- CRJ 741 Economic Analysis of Crime
- CRJ 758 Public Health in Criminal Justice
- CRJ 761 Youth Crime and Delinquency Control
- CRJ 765 Social Movements, Rev and Terrorism
- CRJ 766 Sociology of Delinquency
- CRJ 767 Gangs and the Community
- CRJ 769 Deviant Behavior
- CRJ 770 Advanced Criminology
- CRJ 771 Problems in Criminal Justice
- CRJ 774 Immigration and Crime
- CRJ 778 Victimology
- CRJ 779 Female Offender in Western Society
- CRJ 783 Crime and the Media
- CRJ 784 Organized and Transnational Crime
- CRJ 796 History of Crime

#### Criminal Law and Procedure
- CRJ 708 Law, Evidence and Ethics
- CRJ 725 Capital Punishment
- CRJ 732 United States Constitutional Law
- CRJ 733 Constitution and Criminal Justice
- CRJ 734 Criminal Law
- CRJ 735 Prosecuting Crime
- CRJ 736 Civil Rights and Civil Liberties
- CRJ 738 Race and Crime in America
- CRJ 745 Legal Aspects of Undercover Activity
- CRJ 752 Law and High Technology Crime

#### Policing
- CRJ 738 Race and Crime in America
- CRJ 739 Crime Mapping
CRJ 742 Police Ethics  
CRJ 745 Legal Aspects of Undercover Activity  
CRJ 751 Crime Scene Investigation  
CRJ 753 Investigating Cybercrime  
CRJ 756 Problems in Police Administration  
CRJ 757 Police and the Community  
CRJ 759 Comparative Police Administration  
CRJ 760 History of Police Administration  
CRJ 761 Youth Crime and Delinquency Control  
CRJ 762 Investigating Violent Crime  
CRJ 771 Problems in Criminal Justice  
CRJ 783 Crime and the Media  
CRJ 786 Problem-Oriented Policing  
CRJ 787 Seminar in Crime Analysis & Prevention

** Corrections **

CRJ 703 Advanced Penology  
CRJ 704 Probation and Parole: Theory and Practice  
CRJ 728 Problems in Contemporary Corrections  
CRJ 737 Racism, Punishment & Prisons in US  
CRJ 749 Punishment and Responsibility  
CRJ 758 Public Health in Criminal Justice

** Terrorism Studies **

CRJ 744 Terrorism and Politics  
CRJ 746 Terrorism and Apocalyptic Violence  
CRJ 748 Counter-Terrorism for Law Enforcement  
CRJ 765 Social Move, Revolution and Terrorism  
CRJ 789 Violence across the Globe  
CRJ 772 Seminar in Terrorism Studies  
CRJ 797 Homeland Security and International Relations  
CRJ 798 Homeland Security and Terrorism

General Education Credits: 42  
Criminal Justice, BA Major credits: 30  
Other Required credits: 0-3  
General Electives: 23 -26  
MA in Criminal Justice: 30-36  
Total Credits for BA-MA: 128-134
CJBS-Criminal Justice BS/MA

Criminal Justice Combined degree (BS/MA) Program - 128 - 134 credits

Students must complete all core GEN Ed. requirements - 42 credits

Criminal Justice BS core required courses - 21 credits

- CJBS 101 Introduction to the American Criminal Justice System - 3 credits
- Law 203 Constitutional Law - 3 credits
- SOC 203 Criminology - 3 credits
- Diversity area (choose one: COR 320, CRJ/SOC 420, LAW/POL 313, LAW 340, PSC 202, PSC 235) - 3 credits
- CJBS 250 Research Methods and Statistics for Criminal Justice - 3 credits
- CJBS 300 Criminal Justice: Theory in Practice - 3 credits
- CJBS 415 Capstone Seminar for BS in Criminal Justice - 3 credits

Other Courses required - 3-6 credits

- MAT 108 Social Sciences Math (depending on placement) - 3 credits
- STA 250 Principles & Methods of Statistics - 3 credits

*Advisors recommendation: MAT 108 can fulfill the Required Core: Math and Quantitative Reasoning area of the Gen Ed Program. STA 250 must be taken when students are undergraduates.

General Undergraduate Electives - 29-32 credits

The remaining 30- 36 credits should be applied to courses taken in the Master’s degree program, which is outlined below. If a student decides to leave the BA/MA program or fails to maintain the required 3.5 GPA for the program, they are required to complete the entire undergraduate major to earn the Bachelor’s Degree.

Courses in the Criminal Justice Master’s Program - 30- 36 credits

Required courses - 15 credits

CRJ 710 Theory and Courts - 3 credits
There are five areas of specialization offered under the CRJ Master's Program. **Students are required to complete three courses from at least one specialization**

- 9 credits

Students may complete the degree by utilizing the option of 4 additional courses from any of the remaining specializations

- 12 credits

**Or**

Students may complete the degree with completion of a thesis.

The thesis

- 3 credits

**Students who qualify to complete a thesis are advised not to select a second specialization.**

Students who successfully complete CRJ 715 and CRJ 716 with an average GPA of 3.7 may qualify for admission to CRJ 717 Readings for Research. This course is the gateway course to the Thesis Prospectus Seminar. A student who completes CRJ 717 with a grade no lower than an A- may continue on to the thesis with the approval of the course lecturer and the program director. An application for the thesis seminar must be completed and signed by the proposed thesis advisor and the Program Director: the form must be submitted to J Express before the student begins work on the thesis.

- Students may opt to complete two specializations.
- Courses used in one specialization may not be used to fulfill the requirements for a second specialization.
- Students may also opt to complete one Advanced Certificate; courses used to complete a specialization may be used to complete an Advanced Certificate

**Specializations & Specialization Electives**

**Criminology and Deviance**
CRJ 701 Sociology of Crime
CRJ 712 Sex Crimes
CRJ 713 White Collar Crime
CRJ 714 Social Aspects of Alco & Drug
CRJ 727 Cyber criminology
CRJ 729 Drugs, Crime, and the CRJ System
CRJ 738 Race and Crime in America
CRJ 741 Economic Analysis of Crime
CRJ 758 Public Health in Criminal Justice
CRJ 761 Youth Crime and Delinquency Control
CRJ 765 Social Movements, Rev and Terrorism
CRJ 766 Sociology of Delinquency
CRJ 767 Gangs and the Community
CRJ 769 Deviant Behavior
CRJ 770 Advanced Criminology
CRJ 771 Problems in Criminal Justice
CRJ 774 Immigration and Crime
CRJ 778 Victimology
CRJ 779 Female Offender in Western Society
CRJ 783 Crime and the Media
CRJ 784 Organized and Transnational Crime
CRJ 796 History of Crime

**Criminal Law and Procedure**
CRJ 708 Law, Evidence and Ethics
CRJ 725 Capital Punishment
CRJ 732 United States Constitutional Law
CRJ 733 Constitution and Criminal Justice
CRJ 734 Criminal Law
CRJ 735 Prosecuting Crime
CRJ 736 Civil Rights and Civil Liberties
CRJ 738 Race and Crime in America
CRJ 745 Legal Aspects of Undercover Activity
CRJ 752 Law and High Technology Crime

**Policing**
CRJ 738 Race and Crime in America
CRJ 739 Crime Mapping
CRJ 742 Police Ethics
CRJ 745 Legal Aspects of Undercover Activity
CRJ 751 Crime Scene Investigation
CRJ 753 Investigating Cybercrime
CRJ 756 Problems in Police Administration
CRJ 757 Police and the Community
CRJ 759 Comparative Police Administration
CRJ 760 History of Police Administration
CRJ 761 Youth Crime and Delinquency Control
CRJ 762 Investigating Violent Crime
CRJ 771 Problems in Criminal Justice
CRJ 783 Crime and the Media
CRJ 786 Problem-Oriented Policing
CRJ 787 Seminar in Crime Analysis & Prevention

**Corrections**
CRJ 703 Advanced Penology
CRJ 704 Probation and Parole: Theory and Practice
CRJ 728 Problems in Contemporary Corrections
CRJ 737 Racism, Punishment & Prisons in US
CRJ 749 Punishment and Responsibility
CRJ 758 Public Health in Criminal Justice

**Terrorism Studies**
CRJ 744 Terrorism and Politics
CRJ 746 Terrorism and Apocalyptic Violence
CRJ 748 Counter-Terrorism for Law Enforcement
CRJ 765 Social Move, Revolution and Terrorism
CRJ 789 Violence across the Globe
CRJ 772 Seminar in Terrorism Studies
CRJ 797 Homeland Security and International Relations
CRJ 798 Homeland Security and Terrorism

General Education: 42 cr.
Criminal Justice, BS Major: 21 cr.
Other required courses: 3-6 cr.
Undergraduate Electives: 29-32 cr.
MA in CJ: 30-36 cr.

**Total Credits for BS-MA: 128-134 cr.**
Criminal Justice Management
BS/MA Criminal Justice

Criminal Justice Management, BS Joint Degree with MA in Criminal Justice
Total: 128-134 credits

General Education requirements - 42 credits

Criminal Justice Management Major Required Courses - 27 credits

CJBS 101: Introduction to the American Criminal Justice System - 3 cr
LAW 203: Constitutional Law - 3 cr
PAD 140: Introduction to Public Administration - 3 cr
ENG 235: Writing for Management, Business and Public Administration - 3 cr
PAD 241: Information in Public Management - 3 cr
PAD 314: Leadership, Supervision and Performance - 3 cr
PAD 318: Decisions in Crisis - 3 cr
PAD 348: Justice Planning and Policy Analysis - 3 cr
PAD 445: Seminar in Justice Administration and Planning - 3 cr

Other Required Undergraduate Courses* - 3-6 credits

MAT 108 Social Science Mathematics (depending on placement) - 0-3 cr
STA 250 Principles and Methods of Statics - 3 cr

*Advisor recommendation: MAT 108 can fulfill the Required Core: Math and Quantitative Reasoning area of the Gen Ed Program. Note: STA 250 must be completed when student is an undergraduate.

General Undergraduate Electives 23-26 credits

The remaining 30-36 credits are applied to courses taken in the Master’s degree program, which is outlined below. Students must complete the entire MA in Criminal Justice degree. If a
student decides to leave the BA/MA program or fails to maintain the required 3.5 GPA for the program, they are required to complete the entire undergraduate major to earn the Bachelor’s Degree.

Courses in the Criminal Justice Master’s Program - 30-36 credits

Required courses - 15 credits

- CRJ 710 Theory and Courts - 3 credits
- CRJ 711 Policing & Corrections - 3 credits
- CRJ 715 Research Design & Methods - 3 credits
- CRJ 716 Using Computer in Social Research - 3 credits
- CRJ 730 Policy Analysis in Criminal Justice - 3 credits

Specializations - 9 credits

There are five areas of specialization offered under the CRJ Master's Program. **Students are required to complete three courses from at least one specialization**

Free Electives or Thesis Option - 6-12 credits

Free Electives (12 cr.)

Students may complete the degree by taking 4 additional courses (12 cr.) from any of the remaining specializations.

- Students may opt to complete two specializations with their electives.
- Courses used in one specialization may not be used to fulfill the requirements for a second specialization.

Or

Thesis Option (6 cr)

Students may complete the degree with completion of a thesis developed in the following courses. Students who successfully complete CRJ 715 and CRJ 716 with an average GPA of 3.7 may qualify for admission to CRJ 717 Readings for Research. This course is the gateway course to the Thesis Prospectus Seminar. A student who completes CRJ 717 with a grade no lower than an A- may continue on to the thesis with the approval of the course lecturer and the program director. (Students who do not move to the Prospectus, can apply CRJ 717 to their free electives).
Students who qualify to complete a thesis are advised not to select a second specialization. An application for the thesis seminar must be completed and signed by the proposed thesis advisor and the Program Director: the form must be submitted to JExpress before the student begins work on the thesis.

**Specializations & Specialization Electives**

**Criminology and Deviance**
- CRJ 701 Sociology of Crime
- CRJ 712 Sex Crimes
- CRJ 713 White Collar Crime
- CRJ 714 Social Aspects of Alco & Drug
- CRJ 727 Cyber criminology
- CRJ 729 Drugs, Crime, and the CRJ System
- CRJ 738 Race and Crime in America
- CRJ 741 Economic Analysis of Crime
- CRJ 758 Public Health in Criminal Justice
- CRJ 761 Youth Crime and Delinquency Control
- CRJ 765 Social Movements, Rev and Terrorism
- CRJ 766 Sociology of Delinquency
- CRJ 767 Gangs and the Community
- CRJ 769 Deviant Behavior
- CRJ 770 Advanced Criminology
- CRJ 771 Problems in Criminal Justice
- CRJ 774 Immigration and Crime
- CRJ 778 Victimology
- CRJ 779 Female Offender in Western Society
- CRJ 783 Crime and the Media
- CRJ 784 Organized and Transnational Crime
- CRJ 796 History of Crime

**Criminal Law and Procedure**
- CRJ 708 Law, Evidence and Ethics
- CRJ 725 Capital Punishment
- CRJ 732 United States Constitutional Law
- CRJ 733 Constitution and Criminal Justice
- CRJ 734 Criminal Law
- CRJ 735 Prosecuting Crime
- CRJ 736 Civil Rights and Civil Liberties
- CRJ 738 Race and Crime in America
- CRJ 745 Legal Aspects of Undercover Activity
CRJ 752 Law and High Technology Crime

**Policing**
CRJ 738 Race and Crime in America
CRJ 739 Crime Mapping
CRJ 742 Police Ethics
CRJ 745 Legal Aspects of Undercover Activity
CRJ 751 Crime Scene Investigation
CRJ 753 Investigating Cybercrime
CRJ 756 Problems in Police Administration
CRJ 757 Police and the Community
CRJ 759 Comparative Police Administration
CRJ 760 History of Police Administration
CRJ 761 Youth Crime and Delinquency Control
CRJ 762 Investigating Violent Crime
CRJ 771 Problems in Criminal Justice
CRJ 783 Crime and the Media
CRJ 786 Problem-Oriented Policing
CRJ 787 Seminar in Crime Analysis & Prevention

**Corrections**
CRJ 703 Advanced Penology
CRJ 704 Probation and Parole: Theory and Practice
CRJ 728 Problems in Contemporary Corrections
CRJ 737 Racism, Punishment & Prisons in US
CRJ 749 Punishment and Responsibility
CRJ 758 Public Health in Criminal Justice

**Terrorism Studies**
CRJ 744 Terrorism and Politics
CRJ 746 Terrorism and Apocalyptic Violence
CRJ 748 Counter-Terrorism for Law Enforcement
CRJ 765 Social Move, Revolution and Terrorism
CRJ 789 Violence across the Globe
CRJ 772 Seminar in Terrorism Studies 3
CRJ 797 Homeland Security and International Relations
CRJ 798 Homeland Security and Terrorism

<table>
<thead>
<tr>
<th>Areas</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>General Education</td>
<td>42</td>
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<tr>
<td>CJ Management Major</td>
<td>27</td>
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<tr>
<td>Other Required Courses</td>
<td>3-6</td>
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<tr>
<td>Undergraduate Electives</td>
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<tr>
<td>Master’s in CJ Required</td>
<td>30-36</td>
</tr>
<tr>
<td>Total for Joint Degree</td>
<td>128-134</td>
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</table>
Police Studies BS/MA

Police Studies Combined degree (BS/MA) Program - 128 - 134 credits

Students must complete all core GEN Ed. requirements - 42 credits

Police Studies BS core required courses - 24 credits

- CRJ 321/PHI 321 Police Ethics - 3 credits
- LAW 203 Constitutional Law - 3 credits
- PSC 101 Introduction to Police Studies - 3 credits
- PSC 202 Police and Diversity - 3 credits
- PSC 255 Research Methods in Policing - 3 credits
- PSC 260 Evidence-based and Problem-Oriented Policing - 3 credits
- PSC 324 Police Use of Force: Legal, Theoretical & Practical Impl. - 3 credits
- PSC 401 Capstone Seminar in Police Problems - 3 credits

Other Required Courses - 6 credits

- MAT 108 Social Sciences Math - 3 credits
- STA 250 Principles & Methods of Statistics - 3 credits

General Undergraduate Electives - 20-32 credits

The remaining 30-36 credits are applied to courses taken in the Master's degree program, which is outlined below. Students must complete the entire MA in Criminal Justice degree. If a student decides to leave the BA/MA program or fails to maintain the required 3.5 GPA for the program, they are required to complete the entire undergraduate major to earn the Bachelor’s Degree.

Courses in the Criminal Justice Master’s Program - 30-36 credits

Required courses - 15 credits

- CRJ 710 Theory and Courts - 3 credits
- CRJ 711 Policing & Corrections - 3 credits
- CRJ 715 Research Design & Methods - 3 credits
- CRJ 716 Using Computer in Social Research - 3 credits
- CRJ 730 Policy Analysis in Criminal Justice - 3 credits
There are five areas of specialization offered under the CRJ Master's Program. **Students are required to complete three courses from at least one specialization** - 9 credits

Students may complete the degree by utilizing the option of 4 additional courses from any of the remaining specializations - 12 credits

**Or**

Students may complete the degree with completion of a thesis.

The thesis - 3 credits

**Students who qualify to complete a thesis are advised not to select a second specialization.**

Students who successfully complete CRJ 715 and CRJ 716 with an average GPA of 3.7 may qualify for admission to CRJ 717 Readings for Research. This course is the gateway course to the Thesis Prospectus Seminar. A student who completes CRJ 717 with a grade no lower than an A- may continue on to the thesis with the approval of the course lecturer and the program director. An application for the thesis seminar must be completed and signed by the proposed thesis advisor and the Program Director: the form must be submitted to JExpress before the student begins work on the thesis.

- Students may opt to complete two specializations.
- Courses used in one specialization may not be used to fulfill the requirements for a second specialization.
- Students may also opt to complete one Advanced Certificate; courses used to complete a specialization may be used to complete an Advanced Certificate

The specializations are listed below.

### Specializations & Specialization Electives

#### Criminology and Deviance

CRJ 701 Sociology of Crime  
CRJ 712 Sex Crimes  
CRJ 713 White Collar Crime  
CRJ 714 Social Aspects of Alco & Drug  
CRJ 727 Cyber criminology  
CRJ 729 Drugs, Crime, and the CRJ System
CRJ 738 Race and Crime in America
CRJ 741 Economic Analysis of Crime
CRJ 758 Public Health in Criminal Justice
CRJ 761 Youth Crime and Delinquency Control
CRJ 765 Social Movements, Rev and Terrorism
CRJ 766 Sociology of Delinquency
CRJ 767 Gangs and the Community
CRJ 769 Deviant Behavior
CRJ 770 Advanced Criminology
CRJ 771 Problems in Criminal Justice
CRJ 774 Immigration and Crime
CRJ 778 Victimology
CRJ 779 Female Offender in Western Society
CRJ 783 Crime and the Media
CRJ 784 Organized and Transnational Crime
CRJ 796 History of Crime

**Criminal Law and Procedure**

CRJ 708 Law, Evidence and Ethics
CRJ 725 Capital Punishment
CRJ 732 United States Constitutional Law
CRJ 733 Constitution and Criminal Justice
CRJ 734 Criminal Law
CRJ 735 Prosecuting Crime
CRJ 736 Civil Rights and Civil Liberties
CRJ 738 Race and Crime in America
CRJ 745 Legal Aspects of Undercover Activity
CRJ 752 Law and High Technology Crime

**Policing**

CRJ 738 Race and Crime in America
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CRJ 751 Crime Scene Investigation
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CRJ 756 Problems in Police Administration
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CRJ 761 Youth Crime and Delinquency Control
CRJ 762 Investigating Violent Crime
CRJ 771 Problems in Criminal Justice
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CRJ 786 Problem-Oriented Policing
CRJ 787 Seminar in Crime Analysis & Prevention

**Corrections**

CRJ 703 Advanced Penology
CRJ 704 Probation and Parole: Theory and Practice
CRJ 728 Problems in Contemporary Corrections
CRJ 737 Racism, Punishment & Prisons in US
CRJ 749 Punishment and Responsibility
CRJ 758 Public Health in Criminal Justice

**Terrorism Studies**

CRJ 744 Terrorism and Politics
CRJ 746 Terrorism and Apocalyptic Violence
CRJ 748 Counter-Terrorism for Law Enforcement
CRJ 765 Social Move, Revolution and Terrorism
CRJ 789 Violence across the Globe
CRJ 772 Seminar in Terrorism Studies
CRJ 797 Homeland Security and International Relations
CRJ 798 Homeland Security and Terrorism

<table>
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<tr>
<td>Police Studies major</td>
<td>24</td>
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<tr>
<td>Other Required Courses</td>
<td>3-6</td>
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<tr>
<td>Undergraduate Electives</td>
<td>20-32</td>
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<td>Master’s in CJ Required</td>
<td>30-36</td>
</tr>
<tr>
<td>Total for Joint Degree</td>
<td>128-134</td>
</tr>
</tbody>
</table>
To: UCASC

From: Dr. Lawrence Kobilinsky, Department of Sciences

Re: Prerequisites for the joint BS programs in Forensic Science

Date: March 23, 2017

The curriculum committee of the Department of Sciences met and approved of the listing of all required math and science courses, including prerequisites, in the joint degree majors as detailed in the attached Bulletin info for 2017-18 below. In addition to listing prerequisites and fixing errors, the revised draft moves an additional science and/or General Education course from the community college to John Jay College in order to accommodate all science courses and prerequisites in the degree program.

A CUNY Gen Ed waiver was granted to our Forensic Science joint degrees (see attached), which allows students to postpone flexible core general education courses to the John Jay portion of the curriculum (students still are able to receive the AS degree after completing the community college portion of the curriculum). This will be only be one or two general education courses.

In addition, CUNY has confirmed that the joint degree programs complies with the residency requirement (that at least 50% of courses in the major must be completed at the degree granting college) since that policy applies to the combined institutions offering the joint degree.
FORENSIC SCIENCE JOINT AS/BS DEGREE WITH BOROUGH OF MANHATTAN COMMUNITY COLLEGE

Courses Taken at BMCC

PREREQUISITES  Subtotal: 0-4 credits
MAT 206 Pre-Calculus  4
(depending on Placement)

PART ONE. SCIENCE REQUIREMENTS  Subtotal: 41 credits
Required
BIO 210 Biology I  4
BIO 220 Biology II  4
CHE 201 College Chemistry I  4
CHE 202 College Chemistry II  4
CHE 230 Organic Chemistry I  5
CHE 202 Organic Chemistry II  4

(Taken at John Jay college by e-permit. Students may instead take CHE 240 at BMCC)
PHY 215 University Physics I  4
PHY 225 University Physics II  4
LAW 202 Law and Evidence  3
CHE 205 Quantitative Analysis  4
MAT 301 Calculus I  4
MAT 302 Calculus II  4

BIO 210, BIO 220: BMCC equivalents for BIO 103-BIO 104.
CHE 201, CHE 202: BMCC equivalents for CHE 103-CHE 104.
CHE 230, CHE 240: BMCC equivalents for CHE 201-CHE 202.
PHY 215, PHY 225: BMCC equivalents for PHY 203-PHY 204.
MAT 301, MAT 302: BMCC equivalents for MAT 241-MAT 242.

In addition to major requirements, students must also complete all Required Core courses and all Flexible Core courses except Individual and Society, which may be completed at John Jay.

Total Credits taken at BMCC: 60

Courses Taken at John Jay

PART ONE. SCIENCE REQUIREMENTS  Subtotal: 21-25 credits

Before Junior Year

CHE 220 Quantitative Analysis*  0-4
*CHE 220 may be taken at John Jay as a summer course. Students may instead complete CHE 205 at BMCC. All students must take Quantitative Analysis at BMCC or John Jay before beginning Fall semester of their Junior Year.

**Junior Year**

* Required
CHE 302 Physical Chemistry II
CHE 315 Biochemistry
CHE 320 Instrumental Analysis I
CHE 321 Instrumental Analysis II
MAT 301 Probability and Mathematical Statistics I
**LAW 202 Law and Evidence**

Total Credits: 21

**Credits from BMCC AS Degree: 60**
**Credits in Major at John Jay: 35-39**
**General Education at John Jay (6 College Option, 3 Individual and Society): 9**
**Electives at John Jay: 12-16**
**Total Credits for BS: 120**
FORENSIC SCIENCE JOINT AS/BS DEGREE WITH BRONX COMMUNITY COLLEGE

Courses Taken at Bronx Community College

<table>
<thead>
<tr>
<th>PREREQUISITES</th>
<th>Subtotal: 0-4 credits</th>
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<tbody>
<tr>
<td>MTH 30 Pre-Calculus Mathematics 4</td>
<td></td>
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<td>(depending on Placement)</td>
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</tbody>
</table>

PART ONE. SCIENCE REQUIREMENTS Subtotal: 43 credits

| Required |
|-----------------|-----------------|
| BIO 11 General Biology I 4 | |
| BIO 12 General Biology II 4 | |
| CHM 11 General College Chemistry I 4 | |
| CHM 12 General College Chemistry II 4 | |
| CHM 31 Organic Chemistry I 5 | |
| CHM 32 Organic Chemistry II 5 | |
| PHY 31 Physics I 4 | |
| PHY 32 Physics II 4 | |
| LAW 202 Law and Evidence 3 | |
| MTH 31 Calculus and Analytical Geometry I 4 | |
| MTH 32 Calculus and Analytical Geometry II 5 | |
| CHM 33 Quantitative Analysis 4 | |

*BIO 11, BIO 12: BCC equivalents for BIO 103-BIO 104.

*CHE 11, CHE 12: BCC equivalents for CHE 103-CHE 104

*CHE 31, CHE 32: BCC equivalents for CHE 201-CHE 202.

PHY 31: BCC equivalent for PHY 203

MTH 31, MTH 32: BCC equivalents for MAT 241-MAT 242

CHM 33: BCC equivalent for CHE 220

In addition to major requirements, students must also complete all Required Core courses and all Flexible Core courses except Individual and Society and World Cultures and Global Issues, which may be completed at John Jay.

Total Credits taken at BCC: 60

Courses Taken at John Jay

<table>
<thead>
<tr>
<th>PART ONE. SCIENCE REQUIREMENTS</th>
<th>Subtotal: 21-25 credits</th>
</tr>
</thead>
</table>

Before Junior Year
PHY 204 General Physics II*  0-4

*PHY 204 may be taken at John Jay as a summer course. All students must take Physics II at Bronx Community College or John Jay before beginning Fall semester of their Junior Year.

Junior Year
Required
CHE 302 Physical Chemistry II
CHE 315 Biochemistry
CHE 320 Instrumental Analysis I
CHE 321 Instrumental Analysis II
MAT 301 Probability and Mathematical Statistics I
**LAW 202 Law and Evidence**

Total Credits: 21

Credits from BCC AS Degree: 60
Credits in Major at John Jay: 35-39
General Education at JJC (6 College Option, 3 Individual & Society, 3 World Cultures): 12
Electives at John Jay: 9-13
Total Credits for BS: 120
# FORENSIC SCIENCE JOINT AS/BS DEGREE WITH HOSTOS COMMUNITY COLLEGE

## Courses Taken at Hostos Community College

<table>
<thead>
<tr>
<th>PREREQUISITES</th>
<th>Subtotal: 0-4 credits</th>
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<tr>
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<td>(depending on Placement)</td>
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## PART ONE. SCIENCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Required</th>
<th>Subtotal: 41 credits</th>
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<tr>
<td><strong>BIO 210 General Biology I</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>BIO 220 General Biology II</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>CHE 210 General Chemistry I</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>CHE 220 General Chemistry II</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>CHE 310 Organic Chemistry I</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>CHE 312 Organic Chemistry Lab I</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>CHE 320 Organic Chemistry II</strong></td>
<td>3</td>
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<tr>
<td><strong>CHE 322 Organic Chemistry II Lab</strong></td>
<td>1</td>
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<tr>
<td><strong>PHY 210 Physics I</strong></td>
<td>4</td>
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<tr>
<td><strong>PHY 220 Physics II</strong></td>
<td>4</td>
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<tr>
<td><strong>LAW 202 Law and Evidence</strong></td>
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<tr>
<td><strong>CHE 230 Quantitative Analysis</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>MAT 210 Calculus I</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>MAT 220 Calculus II</strong></td>
<td>4</td>
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</table>

*BIO 210, BIO 220: HCC equivalents for BIO 103-BIO 104.*

*CHE 210, CHE 220: HCC equivalents for CHE 103-CHE 104.*

*CHE 310+312, CHE 320+322: HCC equivalents for CHE 201-CHE 202.*

*PHY 210, PHY 220: HCC equivalents for PHY 203-PHY 204.*

*MAT 210, MAT 220: HCC equivalents for MAT 241-MAT 242.*

In addition to major requirements, students must also complete all Required Core courses and all Flexible Core courses except Individual and Society, which may be completed at John Jay.

**Total Credits taken at HCC: 60**

## Courses Taken at John Jay

<table>
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<tr>
<th>PART ONE. SCIENCE REQUIREMENTS</th>
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<tbody>
<tr>
<td><strong>Before Junior Year</strong></td>
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<tr>
<td><strong>CHE 220 Quantitative Analysis</strong>*</td>
<td>0-4</td>
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</table>
*CHE 220 may be taken at John Jay as a summer course. Students may instead complete CHE 230 at Hostos. All students must take Quantitative Analysis at Hostos or John Jay before beginning Fall semester of their Junior Year.

Junior Year
Required
CHE 302 Physical Chemistry II
CHE 315 Biochemistry
CHE 320 Instrumental Analysis I
CHE 321 Instrumental Analysis II
MAT 301 Probability and Mathematical Statistics I
LAW 202 Law and Evidence

Total Credits: 21

Credits from Hostos AS Degree: 60
Credits in Major at John Jay: 35-39
General Education at John Jay (6 College Option, 3 Individual and Society): 9
Electives at John Jay: 12-16
Total Credits for BS: 120
FORENSIC SCIENCE JOINT AS/BS DEGREE WITH KINGSBOROUGH COMMUNITY COLLEGE

Courses Taken at Kingsborough Community College

PREREQUISITES

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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
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<td>MAT 1400 Pre-Calculus</td>
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PART ONE. SCIENCE REQUIREMENTS

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>BIO 1300 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1400 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1100 General Chemistry I</td>
<td>4</td>
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<tr>
<td>CHM 1200 General Chemistry II</td>
<td>4</td>
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<tr>
<td>CHM 3100 Organic Chemistry I</td>
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<td>CHM 3200 Organic Chemistry II</td>
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<tr>
<td>PHY 1300 Advanced General Physics I</td>
<td>4</td>
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<td>PHY 1400 Advanced General Physics II</td>
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<td>LAW 202 Law and Evidence</td>
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<tr>
<td>MTH 1500 Calculus I</td>
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<tr>
<td>MTH 1600 Calculus II</td>
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BIO 1300, BIO 1400: KCC equivalents for BIO 103-BIO 104.
CHM 1100, CHM 1200: KCC equivalents for CHE 103-CHE 104.
CHM 3100, CHM 3200: KCC equivalents for CHE 201-CHE 202.
PHY 1300, PHY 1400: KCC equivalents for PHY 203-PHY 204.
MTH 1500, MTH 1600: KCC equivalents for MAT 241-MAT 242.

In addition to major requirements, students must also complete all Required Core courses and all Flexible Core courses except Individual and Society and World Cultures and Global Issues, which may be completed at John Jay.

Total Credits taken at KCC: 60

Courses Taken at John Jay

PART ONE. SCIENCE REQUIREMENTS

Subtotal: 25 credits

Before Junior Year
CHE 220 Quantitative Analysis*  4

*CHE 220 may be taken at John Jay as a summer course or by e-permit while at KCC. All students must take Quantitative Analysis before beginning Fall semester of their Junior Year.

Junior Year
Required
CHE 302 Physical Chemistry II  
CHE 315 Biochemistry  
CHE 320 Instrumental Analysis I  
CHE 321 Instrumental Analysis II  
MAT 301 Probability and Mathematical Statistics I
LAW 202 Law and Evidence

Total Credits: 21

Credits from KCC AS Degree: 60
Credits in Major at John Jay: 39
General Education at JJC (6 College Option, 3 Individual & Society, 3 World Cultures): 12
Electives at John Jay: 9
Total Credits for BS: 120
FORENSIC SCIENCE JOINT AS/BS DEGREE WITH QUEENSBOROUGH COMMUNITY COLLEGE

Courses Taken at Queensborough

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<tr>
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<tr>
<td>MA 440 Precalculus</td>
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<tr>
<td>BI 201 General Biology I</td>
<td>4</td>
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<tr>
<td>BI 202 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CH 151 General Chemistry I</td>
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<tr>
<td>CH 152 General Chemistry II</td>
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<tr>
<td>CH 251 Organic Chemistry I</td>
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<td>CH 252 Organic Chemistry II</td>
<td>5</td>
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<td>PHY 412 Calculus Physics II</td>
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<td><strong>PHY 413 Calculus Physics III</strong></td>
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<tr>
<td>MA 441 Calculus I</td>
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<td>MAT 242 Calculus II</td>
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<td>(Taken at John Jay college by e-permit. Students may instead take MA 442 at QCC)</td>
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<tr>
<td>LAW 202 Law and Evidence</td>
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<tr>
<td>CHE 220 Quantitative Analysis</td>
<td>4</td>
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</table>

**BI 201, BI 202: QCC equivalents for BIO 103-BIO 104.**

**CH 151, CH 152: QCC equivalents for CHE 103-CHE 104**

**CH 251, CH 252: QCC equivalents for CHE 201-CHE 202.**

**PHY 411, PHY 413: QCC equivalents for PHY 203-PHY 204.**

**MAT 441, MAT 442: QCC equivalents for MAT 241-MAT 242.**

In addition to major requirements, students must also complete all Required Core courses and all Flexible Core courses except Individual and Society and World Cultures and Global Issues, which may be completed at John Jay.

**Total Credits taken at QCC: 60**

Courses Taken at John Jay

<table>
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**Before Junior Year**
CHE 220 Quantitative Analysis*  4

*CHE 220 may be taken at John Jay as a summer course or by e-permit while at QCC. All students must take Quantitative Analysis before beginning Fall semester of their Junior Year.

**Junior Year**
Required
CHE 302 Physical Chemistry II
CHE 315 Biochemistry
CHE 320 Instrumental Analysis I
CHE 321 Instrumental Analysis II
MAT 301 Probability and Mathematical Statistics I
**LAW 202 Law and Evidence**

Total Credits: 21

Credits from QCC AS Degree: 60
Credits in Major at John Jay: 39
General Education at JJC (6 College Option, 3 Individual & Society, 3 World Cultures): 12
Electives at John Jay: 9
Total Credits for BS: 120
July 30, 2012

Dr. Anne Lopes  
Dean of Undergraduate Studies  
John Jay College of Criminal Justice  
899 Tenth Avenue  
New York, NY 10019

Dear Dr. Lopes,

We have now completed our review of your request for a waiver of the timeline for the completion of the Common Core for the Forensic Science bachelor’s degree program and for Justice Academy students in the Forensic Science associate degree programs. We note that each of the community colleges currently participating in the Justice Academy, including Borough of Manhattan Community College, Bronx Community College, Hostos Community College, Kingsborough Community College, and Queensborough Community College, has also made a request to the office of Academic Affairs for the waiver.

We understand that Forensic Science students take a rigorous and highly sequenced course of study, with approximately 45-47 credits in math and science taken during the first two years of study, including a full year each of Chemistry, Organic Chemistry, Biology, Physics, and math. The structure of the Pathways Common Core cannot accommodate associate degree students who must take 45-47 credits in math and science, while also ensuring that such students complete their degree within 60 credits. The 30-credit Pathways Common Core requires at least 18 credits in fields outside science and math. I therefore approve your request to extend the timeline to complete Common Core requirements past the first two years of study for students enrolled in the joint A.S. in Science for Forensics and B.S. in Forensic Science degree programs. The waiver is not necessary for native Forensic Science baccalaureate students at John Jay, because there is no requirement that the Common Core be completed during the first two years of study at baccalaureate colleges.

We note that many students do not succeed in Forensic Science and ultimately change majors. Such students might be disadvantaged if they transfer with few general education requirements completed. As a result we request that the Forensic Science programs at CUNY be structured to award as much credit toward the Pathways Common Core as possible during students’ first two years of study. Forensic Science students should be advised to complete the specific requirements of their program while also fulfilling Pathways requirements. Utilizing the waivers for STEM courses available for the “Life and Physical Sciences,” “Mathematics and Quantitative Reasoning,” and “Scientific World” areas of the Common Core, particular math and science courses required for Forensic Science may be taken. Furthermore, Forensic Science students may
be advised to complete the sixth course of the Flexible Core in the Scientific World area. Using these strategies it would be possible for Forensic Science students to complete eight out of the ten required Common Core courses during their first two years of study. John Jay should monitor Common Core completion of Forensic Science students to ensure that as many requirements as possible are fulfilled during the first two years of study. I also ask that John Jay, as well as the involved community colleges, as I am sure you are all already doing, continuously monitor the Justice Academy Forensic Science program to ensure that its structure and supports are as optimal as possible for the success of students who do and do not remain in the program.

I appreciate your bringing this program to our attention. Please do not hesitate to contact Julia Wrigley, Associate University Provost, with any further questions or concerns.

Sincerely,

Alexandra W. Logue
Executive Vice Chancellor and University Provost

cc: Julia Wrigley, Associate University Provost
Robert Ptachik, Senior University Dean for the Executive Office and Enrollment
Erin Croke, Director for Undergraduate Policy
Ekaterina Sukhanova, Director of Academic Program Review, Articulation and Transfer
Karen Kapp, University Grants Manager
Carole Berotte Joseph, President, Bronx Community College
Diane Bova Call, Interim President, Queensborough Community College
Felix Matos Rodriguez, President, Hostos Community College
Antonio Perez, President, Borough of Manhattan Community College
Regina Peruggi, President, Kingsborough Community College
Jeremy Travis, President, John Jay College
Jane Bowers, Provost and Senior Vice President for Academic Affairs, John Jay College
Sadie Bragg, Provost and Senior Vice President of Academic Affairs, Borough of Manhattan Community College
Carmen Coballes-Vega, Provost and Vice President for Academic Affairs, Hostos Community College
Karen Steele, Interim Vice President for Academic Affairs, Queensborough Community College
Stuart Suss, Provost for Academic Affairs, Kingsborough Community College
Howard Wach, Interim Vice President, Bronx Community College
David Barnet, Director of Educational Partnerships, John Jay College
Re: changing the name of the Sustainability and Environmental Justice minor

Dear Members of UCASC;

The Sustainability and Environmental Justice Program would like to change the name of the program and minor to Environmental Justice. To reflect the name-change in the undergraduate bulletin and the course schedule, we would like to change the prefix for our courses from SUS to EJS.

Rationale for the name-change: The rationale for the change is two-fold. On the one hand, as our interactions with students over the past three years have shown, while students are immediately drawn to the term “environmental justice,” the great majority of John Jay students will be unfamiliar with the term “sustainability” before they take one of the minor courses. Changing the name of our required 200-level course from “Introduction to Sustainability Studies” to “Earth Justice” had an immediate impact on enrollment (we will be offering two sections of the course for the first time on Fall 17, after the course filled to capacity in both semesters in 2016), and we anticipate the same effect for student interest in the minor itself after the name-change. The students will of course continue to learn about principles of sustainability in our courses, but we suspect that the unfamiliar word in the name presents an obstacle to student interest in the minor.

The second and related reason is to create a closer alignment with John Jay’s mission, “educating for justice.” “Environmental Justice” is one of the terms the College uses in the official list of justice concerns it seeks to address, and focusing on the term in the minor’s name, rather than presenting it in second place as is currently the case, will send a clear signal that the course of study is directly related to the institutional mission. In sum, we expect the name-change to draw more students to the minor and to further strengthen the program overall. To avoid student confusion, we would like to change the prefix of our courses to EJS.

With many thanks for your consideration,

Alexander Schlutz (program coordinator)
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 7, 2017_________

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

1. a. Department(s) or program(s) proposing this course___ Art and Music _________
   
b. Name and contact information of proposer(s)___ Milena Popov and Erin Thompson_____
   Email address(es)___ mpopov@jjay.cuny.edu; ethompson@jjay.cuny.edu
   Phone number(s)___ 718/576-4692; 212/237-8335 __________________

2. a. Title of the course _______ Eco Art and Design __________________
   
b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _____ Eco Art and Design __________________
   
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:

This is an introductory course to the field of Eco art and design. Course requirements and assignments are designed for the first-year level students. Thus, the course require the skills and knowledge appropriate for a 100-level course.

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

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 provides an opportunity for John Joy College students to engage in a practical way with the increasingly critical issues of the global ecological crisis that confront us and become part of the solution to this crisis. Through field trips, films, diverse art and design projects, as well as readings and discussions, this interdisciplinary art course explores various creative solutions to the problems we cause and face. This is the only course at the college that teaches students how sustainability principles can be applied to various art and cutting-edge design projects, integrating them into awareness and solving of environmental problem. In this course student
projects will range from non-toxic art projects that communicate environmental justice messages and design projects that use sustainable materials, smart technology, and fair trade to bioremedial art-science projects that clean the environment. While learning about various forms of eco art and design, students learn how to live a more responsible lifestyle themselves.

Due to interdisciplinarity of its subject, this course will be part of the two minors: Art, and the Sustainability and Environmental Justice minor. It will attract students from different disciplines and majors across the College. The course is an important addition to both minors. In the face of ever-pressing local, national, and global environmental problems more and more of our students are recognizing the necessity of learning about creative solutions to these problems that permeate our entire society, as environmental justice and social justice are inseparable. There is strong student demand for this course. When it was offered experimentally, many of the students who took the course said they had waited many semesters for this kind of course to be offered as part of the college’s undergraduate curriculum.

As other colleges have recognized the necessity of including eco art and eco design in their undergraduate curricula, John Jay College of Criminal Justice should do the same, and become engaged in this new field. Our students should get a chance to creatively engage in an active dialogue with real-life concerns.

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 studio art course explores the diverse and exciting ways artists from different historical periods and backgrounds have thought about environmental challenges, exposing students to global environmental issues and asking them to create their own art as part of an engaged cultural dialogue. Students will create public art projects to raise awareness of environmental problems, including creating ephemeral art, presenting an eco-fashion show, and writing proposals for art installations to remediate environment problems. No artistic experience is needed. The inspiration for student projects will evolve from fieldtrips, thought-provoking videos and slides, discussions, and artistic exercises and experiments.

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 __________
   c. Credits ___3___

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

Approved by UCASC, April 21, to College Council, May 15, 2017
a. Semester(s) and year(s): Fall 2015, Spring 2016
b. Teacher(s): Milena Popov
c. Enrollment(s): 17, 15
d. Prerequisites(s): None

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:
- Use appropriate technologies to conduct research, to communicate, and to express themselves clearly in written, oral, visual, and aesthetic forms of communication
- Maintain self-awareness and critical distance
- Work collaboratively in comprehending the basic principles of sustainability and eco-aesthetics, and applying these principles to various art and design projects
- Demonstrate knowledge of the skills involved in the creative process, as well as listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society
- Have a deeper understanding of the ways in which the visual arts engage with the environment and be able to recognize works made by environmentally-conscious and responsible artists

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

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

This studio art course will be offered as an elective in two minors: the Art minor and the Sustainability and Environmental Justice minor.

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

   If yes, please indicate the area:

**College Option:**

<table>
<thead>
<tr>
<th>Justice core 100-level: Justice &amp; the Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice core 300-level: Struggle for Justice &amp; Equality in U.S.</td>
</tr>
<tr>
<td>Justice core 300-level: Justice in Global Perspective</td>
</tr>
<tr>
<td>Learning from the Past</td>
</tr>
<tr>
<td>Communication</td>
</tr>
</tbody>
</table>
10b. Please explain why this course should be part of the selected area.

Like all other studio art courses, this studio art course falls into the College Option Communication category. The course’s learning objectives match the requirements of this category.

Students will express themselves through an array of forms of communication in both in-class assignments and homework assignments that will range from essays, oral presentations and class discussions to art and design productions. Through readings, class discussions, multimedia lectures, and field trips, the course provides students with a multiplicity of perspectives on the topic of eco-aesthetics. Guided through readings and class discussions, students will be able to relate issues and concepts taken from the class to their own art production.

Many class activities and assignments in this course are collaborative in nature. For example in some in-class assignments students build art projects or discuss readings in groups. Final project that consists of group research, art making and presentation, will also teach students to work collaboratively.

Students will be exposed to a variety of environmental issues around the world and the works of environmentally conscious artists of different historical periods and backgrounds to stimulate their production of art as part of an engaged cultural dialogue. They will be making various public art projects to bring awareness of the environmental problems to diverse audiences (for example, creating ephemeral art in Central Park, creating eco fashion and presenting it at the college campus, creating proposals for various public art installations that bring awareness or remediate environment on different sites around the world).

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

<table>
<thead>
<tr>
<th>Every semester</th>
<th>Number of sections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1</td>
</tr>
</tbody>
</table>

Fall semesters only

Spring semesters only

11. How will you assess student learning?

In this course, student learning is assessed through a wide variety of studio art assignments (individual and group projects), written assignments, class discussions, and oral presentations (individual and group projects).

Each week students are given studio art assignments (both in class and at home) related to the week’s topic. The assignments vary from drawings, paintings, sculptures, collages, assemblages, jewelry, fashion design, and videos to proposals for large-scale art installations, art performances, and design projects. In all these art assignments students are expected to apply...
the basic principles of sustainability and eco-aesthetics learned in class, and demonstrate the knowledge of the skills involved in the creative process.

Class discussions and oral presentations will not only assess if students understand the basic principles of sustainability and eco-aesthetics and if they have a starting framework for living a more responsible lifestyle, but also if they have a deeper understanding of the ways in which the visual arts engage with the environment, i.e. if they are able to recognize works made by environmentally-conscious and environmentally-responsible artists, and if they can analyze how arts from diverse cultures of the past serve as a foundation for those of the present. In class discussions besides discussing week’s readings, students will critique their classmates’ artwork as well as their own, using the information learned in class, assessing the work from technical and theoretical points of view.

Development of creativity, critical thinking, and communicational skills will not only also be assessed through art projects, class discussions, and oral presentations, but also through written assignments. In Eco Art and Design, students are expected to write several shorter essay assignments, from short written proposals for a large-scale art or design project to summary of the readings, reflection on the film, video, field trip, or art exhibit, and a short research paper on an artistic movement, or artwork. These assignments will also assess if students can use appropriate technologies to conduct academic research. All essay assignments must connect the exhibitions, field trips, reading, or film with issues discussed in class and art projects completed in class or at home, as well as personal experiences relevant to the course. Points of view must be supported with additional online or library research (using correct citation).

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__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 _____
     ➢ 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) ________________________________

Approved by UCASC, April 21, to College Council, May 15, 2017
13. **Syllabus- see attached**

14. Date of Department curriculum committee approval _March 7, 2017___

15. **Faculty** - Who will be assigned to teach this course? ___ Roberto Visani, Milena Popov

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:
Ben Lapidus
    Chair, Art and Music Department

Cyriaco Lopes
    Art Minor Coordinator

Alexander Schlutz
    Minor Coordinator, Sustainability and Environmental Justice
### John Jay General Education College Option
### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ART 1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Eco Art and Design</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Art and Music</td>
</tr>
<tr>
<td>Discipline</td>
<td>Studio art</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>none</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>n/a</td>
</tr>
</tbody>
</table>

#### Course Description
This studio art course explores the diverse and exciting ways artists from different historical periods and backgrounds have thought about environmental challenges, exposing students to global environmental issues and asking them to create their own art as part of an engaged cultural dialogue. Students will create public art projects to raise awareness of environmental problems, including creating ephemeral art, presenting an eco-fashion show, and writing proposals for art installations to remediate environment problems. No artistic experience is needed. The inspiration for student projects will evolve from fieldtrips, thought-provoking videos and slides, discussions, and artistic exercises and experiments.

#### 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  
- [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.)

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

---

### Learning Outcomes

Approved by UCASC, April 21, to College Council, May 15, 2017
**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. Communications - Please explain how your course meets these learning outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td></td>
</tr>
<tr>
<td>Students will use appropriate technologies to conduct research, to communicate, and to express themselves clearly in written, oral, visual, and aesthetic forms of communication. Students will express themselves through an array of forms of communication in both in-class assignments and homework. Assignments for this course will range from essays (on required readings and art exhibits), oral presentations and class discussions to art and design productions (such as paintings, sculptures, collages).</td>
<td>• Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</td>
</tr>
<tr>
<td>Through readings, class discussions, multimedia lectures, and field trips, the course provides students with a multiplicity of perspectives on the topic of eco-aesthetics. Guided through readings and discussions of the important texts of the field, chosen particularly from theory and philosophy of art, students will develop the skills of critical analysis. They will be able then to relate issues and concepts taken from class discussions to their own art production.</td>
<td>• Maintain self-awareness and critical distance</td>
</tr>
<tr>
<td>Many class activities and assignments in this course are collaborative in nature. For example in some in-class assignments students build art projects or discuss readings in groups, and homework includes critiques of art project in which each student is asked to express her/his opinion and contribute to the development of her/his classmates. Final project that consists of group research, art making and presentation, will also teach students to work collaboratively.</td>
<td>• Work collaboratively</td>
</tr>
<tr>
<td>Students will be exposed to a variety of environmental issues around the world and the works of environmentally conscious artists of different historical periods and backgrounds to stimulate their production of art as part of an engaged cultural dialogue. They will be making various public art projects to bring awareness of the environmental problems to diverse audiences (for example, creating ephemeral art in Central Park, creating eco fashion and presenting it at the college campus, creating proposals for various public art installations that bring awareness or remediate environment on different sites around the world).</td>
<td>• Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society</td>
</tr>
</tbody>
</table>
Syllabus for ART 1XX: Eco Art and Design

Instructor: Prof. Milena Popov

Office hours: by appointment

Email: mpopov@jjay.cuny.edu

Course Description

This studio art course explores the diverse and exciting ways artists from different historical periods and backgrounds have thought about environmental challenges, exposing students to global environmental issues and asking them to create their own art as part of an engaged cultural dialogue. Students will create public art projects to raise awareness of environmental problems, including creating ephemeral art, presenting an eco-fashion show, and writing proposals for art installations to remediate environment problems. No artistic experience is needed. The inspiration for student projects will evolve from fieldtrips, thought-provoking videos and slides, discussions, and artistic exercises and experiments.

Learning outcomes

Students will:

- Use appropriate technologies to conduct research, to communicate, and to express themselves clearly in written, oral, visual, and aesthetic forms of communication
- Maintain self-awareness and critical distance
- Work collaboratively in comprehending the basic principles of sustainability and eco-aesthetics, and applying these principles to various art and design projects
- Demonstrate knowledge of the skills involved in the creative process, as well as listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society
- Have a deeper understanding of the ways in which the visual arts engage with the environment and be able to recognize works made by environmentally-conscious and responsible artists

Course prerequisites or co-requisites: None

Class Policies and Graded Work

Attendance and Punctuality: Attendance is required. Attendance will be taken at the start of each class. Students must make up all work missed during missed classes.

Approved by UCASC, April 21, to College Council, May 15, 2017
**Readings and Videos:** All readings and video links (for class discussions and homework essay assignments) are available on Blackboard. Students are expected to complete required readings and or watch videos listed on the syllabus for that day and come to class prepared to discuss them.

**Assignments:** Students will complete weekly short assignments. The course schedule contains short descriptions. Detailed assignment sheets and grading rubrics will be distributed. These assignments include artworks, artwork proposals, and short written assignments. Some assignments are individual and some are group assignments. They are all assessed according to student’s ability to be inventive (in content and form), familiarity with visual elements and language, as well as their application in relation to the student’s intention, responsiveness to suggestions to strengthen projects, ability to comprehend and apply course content.

The final assignment consists of a mixed media 2D or 3D model of a site-specific eco-art proposal project addressing a New York City environmental problem site, accompanied by a paper explaining the proposed project. Students will prepare for the final project though the semester, by experimenting with potential eco-art techniques and engaging with other eco-art projects.

**Grades:**
- Participation (including class discussions based on readings and in-class art projects, as well as attendance): 30%
- Homework Assignments (including artworks and papers): 30%
- Final Project and Final Project Presentation: 40%

Students are graded on commitment and effort, not talent. Grades are assigned as the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59%</td>
</tr>
</tbody>
</table>

A, A–: Excellent
B+, B, B–: Good
C+, C: Satisfactory
C–, D+, D, D–: Poor -- Passing, but too many of these grades can lead to dismissal from the College because of a low grade point average.
F: Failure -- An F is not erased when the course is taken again and passed.
P: Passing -- The P grade is not computed in the grade point average and is authorized only for:
   1. Remedial and developmental courses
2. Non-remedial courses for which the P grade is designated in the course description.
3. Courses taken on a Pass/Fail Option

This explanation of grades comes from the Registrar’s office.

**College Wide Policies for Undergraduate Courses**

**A. Incomplete Grade Policy**

“This policy does not apply to laboratory and studio courses, or to internship courses, for which neither the professor nor the department can reasonably accommodate a student’s missed lab or studio or internship work as described herein.” (Source: *Undergraduate Bulletin*, Chapter VI Academic Standards, pp. 229, http://www.jjay.cuny.edu/academics/654.php)

**B. Extra Work During the Semester**

There will be no extra credit assignments in this course.

**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)

**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.

Approved by UCASC, April 21, to College Council, May 15, 2017
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.” (Source: John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards)

As stated above, plagiarism (in any form: writing, art creation, etc) is not permitted in this college and therefore in this course, so it will result in a zero for the assignment or class work in question.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Defining terms and concepts of sustainability and eco-aesthetics (eco art and eco design). Materials in art - meaning, functionality and toxicity issues.</td>
<td>M. Carter, “Greening the Ghetto” (video)</td>
<td>Photo Assignment: 2 environmental problem sites in my neighborhood</td>
</tr>
<tr>
<td>Sustainability and Eco-Aesthetics</td>
<td></td>
<td></td>
<td>Artwork: food</td>
</tr>
<tr>
<td>Week 2: NYC’s Environmental Problems and Possible Solutions</td>
<td>Environmental problems, possible solutions, and obstacles in NYC, with case studies of Newtown Creek, Gowanus Canal, and Majora Carter’s proposals for the South Bronx. How can Eco-Art address New York’s environmental problems?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3: Types of</td>
<td>Defining eco</td>
<td>Herron, E. C. “Feeling, Art,</td>
<td></td>
</tr>
<tr>
<td>Eco-Art: Eco Painting and Eco Sculpture</td>
<td>painting and eco sculpture. What materials can be used in this type of art?</td>
<td>and Sustainable Civil Society.” sculpture or painting with natural pigments (tea, coffee, juice)</td>
<td></td>
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<tr>
<td>---------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Week 4: Types of Eco-Art: Recycled Sculpture and Jewelry Design</td>
<td>How can found objects be used in art? Defining the difference between made and readymade in art.</td>
<td>Prince, M. “The Made vs. The Readymade.” Artwork: found object sculpture or jewelry design</td>
<td></td>
</tr>
<tr>
<td>Week 6: Types of Eco-Art: Recycled Design</td>
<td>Contemporary eco design: ecological concern or commercial strategy? What materials and techniques are used in this type of design?</td>
<td>Todd, A. “The Aesthetic Turn in Green Marketing.” Artwork: eco design</td>
<td></td>
</tr>
<tr>
<td>Week 7: Types of Eco-Art: Recycled Fashion</td>
<td>How can fashion be environmentally friendly and why is that important? Defining eco fashion design, sustainable fashion, and recycled fashion. What materials and strategies are used in this type of design?</td>
<td>“Wardrobe Surgery” (video) Artwork: fashion eco design/redesign</td>
<td></td>
</tr>
<tr>
<td>Week 8: Types of Eco-Art: Ephemeral Art (Central park field work)</td>
<td>What is ephemeral art and how can be related to sustainability? What materials and techniques are used in this type of art?</td>
<td>Boyer, M., “Andy Goldsworthy Uses Natural Materials to Make Ephemeral Art Installations at the Presidio in San Francisco”</td>
<td>Short Paper (2 pages): the uses of ephemeral art</td>
</tr>
<tr>
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</tr>
<tr>
<td>Week 9: Types of Eco-Art: Sculpture and Installation</td>
<td>Discussing environmental concerns in contemporary art, with an emphasis on various types of Eco-Art. What materials, techniques, and strategies are used in this type of art? Defining living sculpture and living art installation?</td>
<td>Ingram, M., “Ecopolitics and Aesthetics: The Art of Helen Mayer Harrison and Newton Harrison.”</td>
<td>Artwork: living sculpture (terrarium) or Sketch and Written Proposal (1 page): Eco-Art installation (developed from one of your previous artworks)</td>
</tr>
<tr>
<td>Week 10: Types of Eco-Art: Interactive, Video and Performance Eco-Art</td>
<td>Defining ecoventions, eco feminism. How can performances, video art, and interactive artworks raise environmental awareness? What strategies are used?</td>
<td>Krug, D. “Ecological restoration: Mierle Ukeles Flow City.”</td>
<td>Artwork: short eco video or Sketch and Short Written Proposal (1 page): Eco-Art performance, video, or interactive art (developed from one of your previous artworks)</td>
</tr>
<tr>
<td>Week 11: MoMA Museum Visit (or other gallery or museum visit)</td>
<td>Exploring various Eco-Art and design ideas</td>
<td></td>
<td>Short Paper (2 pages): ideas from the visited exhibits worthy of exploring in final project</td>
</tr>
<tr>
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</tr>
<tr>
<td>Week 14: Final Project Proposals</td>
<td>Presentations of the short proposals for the final project, followed by questions, answers and comments.</td>
<td></td>
<td>Complete final project!</td>
</tr>
<tr>
<td>Week 15: Final Project Presentations</td>
<td>Final Projects presentations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: November 10, 2016

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

1. a. Department(s) or program(s) proposing this course: SFEM

   b. Name and contact information of proposer(s): Hung-Lung Wei

      Email address: hwei@jjay.cuny.edu
      Phone number: (646) 781-5130

2. a. Title of the course: Responder Health, Protection, and Safety

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Responder Health & Safety

   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:

   This 200-level course expands on two 100-level courses (e.g., FIS 104: Risk Management; and ESA 1XX: Introduction to Emergency Management) to cover an increasing body of knowledge and exercises in the realms of responder health, protection, and safety. In addition, the course requires more intensive reading and writing assignments than the 100-level courses.

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

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.)

   Since many of our students are from the Fire Department New York (FDNY) and Emergency Medical Services (EMS), providing this introductory course allows students to understand safety-related information, identify risks faced by fire and emergency services personnel, and avoid injuries and fatalities through planning and training programs.
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 introduces methods, procedures, protective equipment and actions, and the Incident Command System (ICS) that establishes and maintains a culture of safety within fire and emergency services. This course provides guidance for creating a safe work environment, establishing an organizational and personal culture which embraces emergency responders’ safety, and provides them with recommendations for a safe and healthy lifestyle.

5. **Course Prerequisites or co-requisites:** ENG 101, FIS 104 (Risk Management), and ESA 1XX (Introduction to Emergency Management)

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?

Upon completion of the course, students will be able to:

- Compare and contrast the traits of effective versus ineffective supervision and management styles.
- Assess safety needs for both emergency and non-emergency situations.
- Explain the role of emergency responder within the Incident Command System.
- Identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness, and vehicle operations.
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)

Emergency Services Administration Major (It is one of the required core courses)

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?

I will assess student learning through writing assignments, class discussions, oral presentations, and examinations. In addition, I will adopt the assessment rubrics revised by our SFEM department to determine whether students will meet the learning expectations at key points in the existing curriculum.

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

_____ X Yes _____ No_____

- If yes, please state the librarian’s name Dr. Jeffrey Kroessler
- Are there adequate resources in the library to support students’ work in the course
  _____ X 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 ______
  ➢ SCOPUS ______
  ➢ Other (please name)

13. Syllabus--attached

14. Date of Department curriculum committee approval December 19th, 2016

Approved by UCASC, April 21, to College Council, May 15, 2017
15. **Faculty** - Who will be assigned to teach this course? Hung-Lung Wei and other 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
   
   X 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:

   **Dr. Charles Nemeth**

   Name of Chair giving approval, Department of Security, Fire, and Emergency Management
Syllabus for Responder Health, Protection, and Safety, ESA 2XX

Professor: Hung-Lung Wei, Ph.D.
Office: Room 43305, Haaren Hall
Phone: 646-781-5130
E-mail: hwei@jjay.cuny.edu
Office hours: TR 2:00–4:00 PM, or by appt.

Course Description
This course is designed to introduce methods, procedures, protective equipment and actions, supervision and management styles, and the Incident Command System (ICS) that establishes and maintains a culture of safety within fire and emergency services. It provides guidance for creating a safe work environment, establishing an organizational and personal culture which embraces emergency responders’ safety, and provides fire and emergency responders with recommendations for a safe and healthy lifestyle.

Learning Outcomes
Upon completion of the course, students will be able to:

- Compare and contrast the traits of effective versus ineffective supervision and management styles.
- Assess safety needs for both emergency and non-emergency situations.
- Explain the role of emergency responder within the Incident Command System.
- Identify and analyze the major causes involved in line of duty firefighter deaths related to health, wellness, fitness, and vehicle operations.

Required Textbooks and Report

Additional readings will be provided throughout the semester and posted on the Blackboard.

Approved by UCASC, April 21, to College Council, May 15, 2017
Grading
Grades will be determined by the student’s performance in the following areas:
10% Class Participation
20% Summary & Discussion
15% Mid-term Examination
15% Final Examination
10% Oral Presentation
30% Term Paper

Letter grades for the course will be assigned according to the following table.

<table>
<thead>
<tr>
<th>Weighted percentage</th>
<th>Final course letter grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.0% to 100.0%</td>
<td>A</td>
</tr>
<tr>
<td>90.0% to 92.9%</td>
<td>A-</td>
</tr>
<tr>
<td>87.1% to 89.9%</td>
<td>B+</td>
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<tr>
<td>83.0% to 87.0%</td>
<td>B</td>
</tr>
<tr>
<td>80.0% to 82.9%</td>
<td>B-</td>
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<tr>
<td>77.1% to 79.9%</td>
<td>C+</td>
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<tr>
<td>73.0% to 77.0%</td>
<td>C</td>
</tr>
<tr>
<td>70.0% to 72.9%</td>
<td>C-</td>
</tr>
<tr>
<td>67.1% to 69.9%</td>
<td>D+</td>
</tr>
<tr>
<td>63.0% to 67.0%</td>
<td>D</td>
</tr>
<tr>
<td>60.0% to 62.9%</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60.0%</td>
<td>F</td>
</tr>
</tbody>
</table>

Class Participation (10% of final grade)
Students are expected to participate in class and engage in constructive discussions. If you are sick, having a personal or family emergency, or on a business travel, please inform me ahead of the class time and submit a legitimate proof as you come back to the next class.

Summary & Discussion (20% of final grade)
Each student must post a summary (minimum of 350 words) of the week’s readings for discussion by Thursday at 11:59 pm. In terms of the online discussion participation, students are required to comment on at least two summaries of the other students by Sunday at 11:59 pm. There are no right and wrong answers for discussing topics. More comments may receive a better grade; however, the quality and clear expression of your comments are much more important.

Note: The reading summary is an opportunity for you to concisely summarize some of the key learnings from each week’s assigned readings. The simplest format for the summary would consist of a heading for each article, chapter or other text assigned, followed by brief paragraphs that answer the following questions:
1. What were the key points of the articles?
2. What, if any, new concepts did you learn?
3. How did the reading connect to key ideas in previous readings in the course or your particular area(s) of interest?
4. What questions arose as you completed the readings?

Of course, any information you find pertinent that is not covered by the questions can be included.

Midterm and Final Examinations (30% of final grade)
The midterm and final exams (each 15% of final grade) are open book tests and timed with multiple-choice and short essay questions.

Oral Presentation (10% of final grade)
The oral presentation is a simple presentation based on the term paper. In this presentation, you must
- discuss your topic and highlight your research
- create PowerPoint slides (about 10-15 minutes long)
- submit your presentation slides to Blackboard before the day of your presentation

Term Paper Requirements (30% of final grade)
Content: You should choose a specific topic related to health and safety issues within the following areas—public fire protection; private fire protection; fire losses and costs; fire and the built environment; life and fire safety education; emergency services; disaster mitigation, response and recovery; hazardous materials; fire engineering; business continuity; and the national fire problem. Your selected topic must be approved by the instructor.
You may submit a research proposal, a policy analysis, a program evaluation, or a case study. The objective of a research proposal is to define the research objectives (i.e., hypotheses or research questions) and research methods for an empirical study (you do not need to actually do the study, only design it). This is a good option for people who will pursue a Master’s degree and write a thesis. The objective of a policy analysis is to assess the likely or actual effects of a government (federal, state, or local), non-governmental agency, or corporate policy. A program evaluation is similar to a policy analysis but is an empirical evaluation of the implementation a specific program. Finally, a case study examines a specific emergency and examines the effectiveness of the response to that incident (much like an After Action Report). You should support your main points with references from the scholarly literature. Reports from government agencies, non-governmental organizations, and corporations are acceptable, but exclusive reliance on such sources is not. Wikipedia entries might be helpful to you in the preliminary stages of your literature search, but are not acceptable sources for your paper.

Your final term paper must include:
- Title Page
- Introduction/Problem Statement
- Literature Review
- Research Question/Hypothesis
• Discussion
• Conclusion/Recommendation
• References

Length: Approximately 10-15 pages double-spaced (including references). You must include at least 7 references from scholarly sources (e.g., periodical and journal articles; government reports and studies; and scholarly books). The quality of your analysis and your writing is much more important than the length of the paper.

Format: Margins ≤ 1.25 inches, 12 pt. font. Your term paper must follow the American Psychological Association (APA) style. All material with proper citations in parentheses within the text, for example: (Wei et al., 2014). All material (text, figures, and tables) from other sources must be properly cited, either as a quotation or as a source. Please check with me if you have any questions with regard to citations and quotations. Failure use proper citations can expose you to charges of plagiarism, which is a serious crime in academia. Penalties can include expulsion from the University.

References: Should be listed at the end of the paper, alphabetically, as follows:
• APA format for books
• APA format for journal articles
• APA format for web sources

Late Work: Regarding all assignments, 10% will be deducted from your grade for each day that the assignment is late. After three days (not to be confused with class days), I will no longer accept your assignment. If you have a legitimate excused absence that prevented you from turning in your assignments on time, please contact me by email or phone as soon as possible.

Academic Honesty: A student’s work is expected to be his/her own. Academic dishonesty of any kind is unethical and unacceptable behavior. All cases of plagiarism, fabrication, cheating or other forms of academic misconduct will be immediately reported to Academic Affairs and the Office of Graduate Studies for disciplinary action.

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 of the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. 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. I enforce the College’s policy on plagiarism and may submit written papers to either Turnitin or to SafeAssign. These services search past papers and online resources to identify portions of a paper that may have been plagiarized.

**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.
## 2017 Fall Class Schedule

Below is a tentative schedule for the course. Every effort will be made to adhere to this schedule; however, the schedule may change depending on the needs of the class. Any changes to the schedule will be addressed on Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Class Activity</th>
</tr>
</thead>
</table>
| 1    |      | Overview of Emergency Responder Community | • Read Syllabus  
• Read LaTourrette et al. Ch 2 (pp. 11-22) |
| 2    |      | Protecting Firefighters, Responders of Emergency Medical Service, Law Enforcement, HAZMAT, and Anti-Terrorism | • Read LaTourrette et al. Ch 3, 4, 5 & 6 (pp. 25-68)  
• Week 2 Summary & Discussion  
• Identify Topics of Interest for your Term Papers |
| 3    |      | Risk Assessment, Protection Equipment and Policy Issues | • Read LaTourrette et al. Ch 7, 8, 9, & 10 (pp. 69-122)  
• Week 3 Summary & Discussion |
| 4    |      | Major Disasters Present Special Challenges for Safety Management, Overview of the Incident Command System, and Gathering Hazard Information | • Read Jason et al. Ch 1, 2, 3, & 4 (pp. 1-39)  
• Week 4 Summary & Discussion  
• Review Literature |
| 5    |      | Protective Actions, Safety Management, and Preparedness Efforts for Responder Safety | • Read Jason et al. Ch 5, 6, 7, & 8 (pp. 41-95)  
• Week 5 Summary & Discussion |
| 6    |      | Midterm | • Midterm exam questions from LaTourrette et al. Ch. 2-10 (pp. 11-122)  
• and Jason et al. Ch. 1-8 (pp. 1-95) |
| 7    |      | Lessons Learned from the Response to the Attacks on the World Trade Center | • Read Jackson (pp. 1-15) & Willis et al. Ch. 1 & 2 (pp. 1-9)  
• Week 7 Summary & Discussion |
| 8    |      | Hazard Identification | • Read Willis et al. Ch 3 & 4 (pp. 11-45)  
• Week 8 Summary & Discussion  
• Comparing Good and Poor Papers |
| 9    |      | Personal Protective Equipment (PPE) Guidelines | • Read Willis et al. Ch 5 (pp. 47-62) and additional readings  
• Week 9 Summary & Discussion |
| 10   |      | Challenges for Protecting Emergency Responders at Multiistory-Building Collapse Events | • Read Willis et al. Ch 6 & 7 (pp. 63-75) and additional readings  
• Week 10 Summary & Discussion  
• Finish First Draft of Term Paper |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
- Week 10 Summary & Discussion |
| 12   | Organizing for Technical Writing; Incorporating sources and Communicating evidence visually | - Read Handouts  
- Lecture |
| 13   | Oral Presentation | - Oral Presentation |
| 14   | Oral Presentation & Term Paper | - Oral Presentation  
- Review for the Final Exam  
- Tem Paper Due |
| 15   | Final Exam | - Final exam questions will be drawn from Jackson (pp. 1-15) & Willis et al. (pp. 1-75) |
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 kskilloran@jjay.cuny.edu.

1. a. Department(s) or program(s) proposing this course: English
   b. Name and contact information of proposer(s): Alexa Capeloto
      Email address(es): acapeloto@jjay.cuny.edu
      Phone number(s): 646-557-4546

2. a. Title of the course: Justice By The Book
   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF): Justice By the Book
   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:

Designed as a first-year seminar, this course is particularly suitable for first-year students because it focuses on one complex literary work that features questions of justice at its core, and gives students time to read, reflect and write on that text in multiple ways. The reading and assignments are designed to introduce new college students to the rigors of academic study, college-level writing, and John Jay’s unique identity as a college that “explores justice in its many dimensions.”

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

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 First Year Seminar course is designed to highlight John Jay College’s unique identity as a college dedicated to exploring justice and to helping students, in the words of our mission statement, “to question our assumptions, to consider multiple perspectives, to think critically, and to develop the humility that comes with global understanding.” Literary works will be selected and assignments have been designed to help our first year students (a) begin to think about the complexity of justice by reading a multi-layered and complex literary text that questions justice from multiple perspectives, (b) begin to read and write according to college-
level expectations, and (c) begin to engage with their peers, John Jay entities, and events on campus in order to adjust to and exploit fully their college experience.

Please note: This is the second of two complementary literature courses proposed by the English Department as First Year Seminars: “Justice Across Literature” and “Justice By The Book.” Whereas “LIT 1XX: Justice Across Literature” (approved in Fall 2016) surveys a number of shorter and more accessible literary works from around the globe with the freshman reader in mind, “LIT 1YY: Justice By The Book” dives into one long literary work and the contexts within which it was created in order for the freshman reader to absorb such a work in all of its complexity. Both courses build skills in close-reading, analysis, and writing, but their content and the approach to content are distinct in order to create two types of class experiences for students and instructors alike.

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.)

Literature is a tool for understanding the complex concept of justice. Students in this course will spend a semester reading one significant work of literature in order to detect nuance, understand the context within which the work was created, and consider the ideas about justice the work represents and/or critiques. Students will build critical reading, thinking, and writing skills, and reflect on their own relationship with conflict, inequality, oppression, and other persistent issues of justice as they explore the chosen work.

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 101 as a co-requisite

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** (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?

Approved by UCASC, April 21, to College Council, May 15, 2017
Specific to the Justice Core: Justice and the Individual:
- Describe one’s own relationship to significant issues of justice
- Identify problems and propose solutions through evidence-based inquiry
- Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds
- Demonstrate effective planning and reflection to accomplish specific course outcomes
- Engage in co-curricular activities related to the cause and concept of justice (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

Specific to this course:
- Follow, interrogate, and respond to a complex literary text
- Conduct close reading and analysis of a text, learning key terms and definitions associated with such practices
- Situate a text within historical, intellectual, political, cultural or other contexts

9. Will this course be part of any major(s), minor(s) or program(s)?
   _X__ No ______ Yes
   If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

10a. Will this course be part of JJ’s general education program?
   No _____ Yes _X__ If yes, please indicate the area:

   **College Option:**

   | Justice core 100-level: Justice & the Individual | X |
   | Justice core 300-level: Struggle for Justice & Equality in U.S. | |
   | Justice core 300-level: Justice in Global Perspective | |
   | Learning from the Past | |
   | Communication | |

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

In accordance with the goals of First Year Seminars, this course is designed to provide an enriching academic and co-curricular learning experience for students. The selected literary text will push students’ thinking about justice by having them read, discuss, and write about ethical dilemmas and possible resolutions that propose forms of justice. Through group work, group projects and campus involvement, students will build networks of peers, awareness of campus entities, and develop skills and habits that will build toward their success as students at John Jay.

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

Approved by UCASC, April 21, to College Council, May 15, 2017
Every semester ____  Number of sections: ______
Fall semesters only _X_ ____  Number of sections: _2-3___
Spring semesters only ____  Number of sections: _____

11. How will you assess student learning?

Students will be assessed on response papers, essay drafts and revisions, collaborative work and self-assessment of such, and participation in class and in a co-curricular activity. Criteria that delineate levels of achievement in each area will be shared with students in advance of deadlines. See below for more details about each assignment as they relate to course learning outcomes.

<table>
<thead>
<tr>
<th>Response Papers</th>
<th>In a series of low-stakes writing assignments, students will be asked to consider questions about fairness, empathy, revenge, heroism, just and unjust war, retribution, and any justice-related concept as it pertains to the text studied, 5 points each. (20 total) Relevant LO: 1) Describe one’s own relationship to significant issues of justice. 2) Follow, interrogate, and respond to a complex literary text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(20 points)</td>
<td></td>
</tr>
<tr>
<td>&quot;Justice in Context&quot;</td>
<td>In a four-page research paper, students will research and provide a historical, cultural or other chosen context for the book. First draft, 10 points. Revision, 10 points. (20 total) Relevant LO: Situate a text within historical, intellectual, political, cultural or other contexts.</td>
</tr>
<tr>
<td>Research Paper</td>
<td>(20 points)</td>
</tr>
<tr>
<td>&quot;Justice Up Close&quot;</td>
<td>Each group will be given a different scene within the book and assigned the following tasks: a close reading examining literary form and content; a presentation of how the scene illustrates or explores concepts of justice, drawing cotemporaneous and contemporary connections; a performance of the scene, if appropriate to the work. Presentation and self-assessment, 10 points. Relevant LO: 1) Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds. 2) Demonstrate effective planning and reflection to accomplish specific course outcomes.</td>
</tr>
<tr>
<td>Group Project</td>
<td>(10 points)</td>
</tr>
<tr>
<td>Co-Curricular</td>
<td>Students will engage in one co-curricular activity related to the cause and concept of justice (options include club event, student activity, lecture, community service) and write a one-page paper about the event’s articulation</td>
</tr>
<tr>
<td>Activity</td>
<td>(10 points)</td>
</tr>
<tr>
<td>Overall Grading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>93-100 points: A</td>
</tr>
<tr>
<td></td>
<td>90-92 points: A-</td>
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<tr>
<td></td>
<td>87-89 points: B+</td>
</tr>
<tr>
<td></td>
<td>83-86 points: B</td>
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<tr>
<td></td>
<td>80-82 points: B-</td>
</tr>
<tr>
<td></td>
<td>77-79 points: C+</td>
</tr>
<tr>
<td></td>
<td>73-76 points: C</td>
</tr>
<tr>
<td></td>
<td>70-72 points: C-</td>
</tr>
<tr>
<td></td>
<td>67-69 points: D+</td>
</tr>
<tr>
<td></td>
<td>63-68 points: D</td>
</tr>
<tr>
<td></td>
<td>60-62 points: D-</td>
</tr>
<tr>
<td></td>
<td>0-59 points: F</td>
</tr>
</tbody>
</table>

Approved by UCASC, April 21, to College Council, May 15, 2017
| of justice and how it relates to course content. 10 points. |
| Relevant LO: Engage in co-curricular activities related to the cause and concept of justice (i.e. clubs, student activities, lectures, community service) to develop academic goals and personal growth |
| **Final Paper (30 points)** |
| Six-page literary analysis and research paper. Students conduct literary analysis of the work while incorporating research related to context and concepts of justice. Guidelines to be determined by instructor, but papers must demonstrate a familiarity with close reading, diverse concepts of justice, and context in historical, cultural or other terms. |
| Relevant LOs: 1) Identify problems and propose solutions through evidence-based inquiry. 2) Demonstrate effective planning and reflection to accomplish specific course outcomes. 3) Follow, interrogate, and respond to a complex literary text. 4) Conduct close reading and analysis of a text, learning key terms and definitions associated with such practices. 5) Situate a text within historical, intellectual, political, cultural or other contexts |
| **Attendance & Participation (10 points)** |
| Students are expected to come to each class on time and ready to listen and think deeply. Participation includes speaking as well as active listening. |
| Relevant LOs: 1) Demonstrate effective planning and reflection to accomplish specific course outcomes. 2) Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds. |

Grades are determined on a 100-point scale, as noted above.

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

   Yes, X  No___

   • If yes, please state the librarian’s name_______ Ellen Sexton _________________

   • Are there adequate resources in the library to support students’ work in the course
   Yes, X, No________

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

   ➢ The library catalog, CUNY+  X

   ➢ EBSCOhost Academic Search Complete  _X

   ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _X

   ➢ LexisNexis Universe

   ➢ Criminal Justice Abstracts ____

   ➢ PsycINFO ____

   ➢ Sociological Abstracts ____

   ➢ JSTOR __X

Approved by UCASC, April 21, to College Council, May 15, 2017
➢ SCOPUS
➢ Other (please name) ____________________________

13. Syllabus – see attached

14. Date of Department curriculum committee approval _____ March 15, 2017 _______

15. Faculty - Who will be assigned to teach this course?
Alexa Capeloto, John Paul Narkunas, Yasmin Dalisay, Adam McKible, Jean Mills, Melinda Powers, Veronica Hendrick, and several other members of the English Department.

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: Jay Gates, Chair, English Department

Approved by UCASC, April 21, to College Council, May 15, 2017
### John Jay General Education College Option

#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>LIT 1YY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Justice By The Book</td>
</tr>
<tr>
<td>Department or Program</td>
<td>English</td>
</tr>
<tr>
<td>Discipline</td>
<td>Literature</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>none</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>English 101</td>
</tr>
<tr>
<td>Course Description</td>
<td>Literature is a tool for understanding the complex concept of justice. Students in this course will spend a semester reading one significant work of literature in order to detect nuance, understand the context within which the work was created, and consider the ideas about justice the work represents and/or critiques. Students will build critical reading, thinking, and writing skills, and reflect on their own relationship with conflict, inequality, oppression, and other persistent issues of justice as they explore the chosen work.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

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

- [ ] current course
- [ ] revision of current course
- ☒ 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>☒ Justice &amp; the Individual (100-level)</th>
<th>☐ Struggle for Justice &amp; Inequality in U.S. (300-level)</th>
<th>☐ Justice in Global Perspective (300-level)</th>
<th>☐ Learning from the Past</th>
<th>☐ Communication</th>
</tr>
</thead>
</table>

Approved by UCASC, April 21, to College Council, May 15, 2017
Learning Outcomes

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

1. **Justice Core I Freshman Year Seminars: Justice and the Individual**

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.

Students will:

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a series of low-stakes writing assignments, students will be asked to consider questions about</td>
<td>● Describe one’s own relationship to significant issues of</td>
</tr>
<tr>
<td>fairness, empathy, revenge, heroism, just and unjust war, retribution, and any justice-related</td>
<td>justice</td>
</tr>
<tr>
<td>concept as it pertains to the text studied.</td>
<td></td>
</tr>
<tr>
<td>Students will write essays wherein they will use evidence from class sources and their own research</td>
<td>● Identify problems and propose solutions through evidence-based inquiry</td>
</tr>
<tr>
<td>to support their claims. Guidelines to be determined by instructor, but papers must demonstrate a</td>
<td></td>
</tr>
<tr>
<td>familiarity with close reading, diverse concepts of justice, and context in historical, cultural</td>
<td></td>
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<tr>
<td>or other terms.</td>
<td></td>
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<tr>
<td>Each student will write a self-assessment of his or her contribution to a group project.</td>
<td>● Assess the effectiveness of one’s own role in collaborations with people of</td>
</tr>
<tr>
<td></td>
<td>diverse backgrounds</td>
</tr>
<tr>
<td>Individual groups of students will be given a different scene within the book and assigned the</td>
<td>● Demonstrate effective planning and reflection to accomplish specific course</td>
</tr>
<tr>
<td>following tasks: a close reading examining literary form and content; a presentation of how the</td>
<td>outcomes</td>
</tr>
<tr>
<td>scene illustrates or explores concepts of justice, drawing cotemporaneous and contemporary</td>
<td></td>
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<tr>
<td>connections; a performance of the scene, if appropriate to the work.</td>
<td></td>
</tr>
<tr>
<td>Students will engage in one co-curricular activity related to the cause and concept of justice (</td>
<td>● Engage with co-curricular activities (i.e. clubs, student activities,</td>
</tr>
<tr>
<td>options include club event, student activity, lecture, community service) and write a one-page</td>
<td>lectures, tutoring, academic advisement, community service) to develop academic</td>
</tr>
<tr>
<td>paper about the event’s articulation of justice and how it relates to course content.</td>
<td>goals and personal growth</td>
</tr>
</tbody>
</table>

Approved by UCASC, April 21, to College Council, May 15, 2017
John Jay College/CUNY
Justice By The Book: Homer’s *Iliad*

FYS LIT 1YY SECTION xx, Course xx
Mondays and Wednesdays, Period xx (Specific Time Here), Room NB xx
Professor Yasmin Dalisay
vdalisay@jjay.cuny.edu
Office: 524 West 59th Street, 7th Floor, Room NB 7.63.23
Office hours: Mondays and Wednesdays by appointment

**Course Co-requisite**
English 101

**Course Description**
Literature is a tool for understanding the complex concept of justice. Students in this course will spend a semester reading one significant work of literature in order to detect nuance, understand the context within which the work was created, and consider the ideas about justice the work represents and/or critiques. Students will build critical reading, thinking, and writing skills, and reflect on their own relationship with conflict, inequality, oppression, and other persistent issues of justice as they explore the chosen work.

This particular section will focus on Homer’s *Iliad*. The *Iliad* is the story of Achilles, a legendary warrior whose rage leads him to sit out the Trojan War while his fellow soldiers die on the battlefield. Is his inaction just? What would you do in his place? With Homer’s *Iliad* as a foundation, students will explore their own relationships to problems in our current society, and they will reflect on their roles as individuals who choose to act justly or unjustly.

**Learning Objectives**
Specific to the Justice Core: Justice and the Individual:
- Describe one’s own relationship to significant issues of justice
- Identify problems and propose solutions through evidence-based inquiry
- Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds
- Demonstrate effective planning and reflection to accomplish specific course outcomes
- Engage in co-curricular activities related to the cause and concept of justice (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

Specific to this course:
- Follow, interrogate, and respond to a complex literary text
- Conduct close reading and analysis of a text, learning key terms and definitions associated with such practices
- Situate a text within historical, intellectual, political, cultural or other contexts

Approved by UCASC, April 21, to College Council, May 15, 2017
**Course Texts**


Supplemental readings for this course will be posted on Blackboard.

**Read the material assigned before class unless otherwise instructed. Also, always bring the reading to class for discussions.**

**Attendance Policy**
Students are expected to attend all classes. Students are expected to arrive on time for all classes. If you are 20 minutes or more late to a class, you will be counted as absent. Students will be allowed four absences during the semester but are expected to find out from other students the work missed, then complete and hand in all work missed from that class.

Arriving late disrupts class; therefore, cases of multiple late arrivals will be noted in your participation grade.

**Class Environment**
Much of the format of the class will be group discussion, so it is essential that students keep up on the reading and contribute to the learning process. Be sure to always bring a pen, notebook, and the text to class. You may bring a laptop or tablet to class to access readings on e-reserve as well as to write in the classroom. However, the use of email and social media (i.e. Facebook, Twitter, etc.) is not allowed during class.

This class will also utilize workshops and peer reviews for drafting and re-drafting purposes. Students will be critical yet encouraging of other students’ work, focusing on the strengths as well as the weaknesses of a piece.

All cell phones must remain silent and put away for the duration of the class. Phone calls and texting in the classroom are not permitted. Each time your phone is not put away, one point will be removed from your overall grade. Also, while you are free to bring beverages to class, eating food in class is not permitted during class time.

This is a college class, and behavioral problems, though not anticipated, will not be tolerated.

**Accessibility**
Please note that according to John Jay College policy, all 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, you must provide written verification of your eligibility from the OAS, which is located at 1L.66.00 (212-237-8031). It is your responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to me.

Approved by UCASC, April 21, to College Council, May 15, 2017
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)

Grades

Four Response Papers, 5 points each: 20 points
“Justice in Context” essay, first draft and peer review: 20 points
“Justice Up Close” group project: 10 points
Co-curricular Activity: 10 points
Final Paper: 30 points
Attendance/Participation: 10 points

Throughout the semester, you earn points based on the rubric above. As long as you keep track of your points, you will always know exactly where you stand. Point totals are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>F</td>
<td>under 60</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
</tbody>
</table>

Manuscript Format

All out-of-class papers will be typed, double-spaced, with 1-inch margins on all sides and in Times New Roman 12-point font.

Turning Work in on Blackboard

You must turn your paper in on Blackboard in order to receive credit for all assignments.

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All papers will be turned in online EXCEPT for papers due on a peer review day. For those papers, we will need hard copies for your reviewer to read and mark. Papers will be due by 11:59 p.m. on the day they are due.

**Late Papers**

Late papers will be accepted one class meeting after the due date; however, the score will automatically be dropped one full grade. For example, if a paper is due Monday, and you upload it on Wednesday, it will go from a B to a C. Papers more than one class meeting late will not be accepted. **Schedule is subject to change. Assignments are due at the beginning of the next class meeting unless otherwise stated.**

**CLASS SCHEDULE**

**Part One: Foundations and Definitions**

**Meeting 1:** First day of class. Introductions. Values Icebreaker. What do we mean by “justice” and “injustice?” How do philosophers, sociologists and others define the terms, and how do you define them?

Assignment: Birkerts, Sven, “Reading in a Digital Age,” *The American Scholar*, Spring 2010. Please visit the Homer in Performance website (see Blackboard) and listen to 5-10 minutes of recording. Print syllabus and bring it to class. Bring the *Iliad* to class every day.

**Meeting 2:** Review syllabus. What does it mean to read a piece of literature effectively? How does one write a response effectively? Exploring terms and definitions of literary analysis.


**Meeting 3:** Introduction to the *Iliad*: What is an epic? What is the back story of the *Iliad* that Homer’s listeners would have known?


**Part Two: Reading the Iliad**

**Meeting 4:** Begin with a slow and close reading of Book One.

Assignment: Read Book One of the *Iliad*. Choose one of the following, and write your first response paper: What do you think of the practice of taking young women to be given as prizes of war, and what role do you think women will play in the *Iliad*? OR: If you, like Achilles, were stripped of your war prize by Agamemnon, what would you do?

**Meeting 5:** Share response papers. Discuss Book One and the concepts of *kleos* (glory) and *timê* (honor) in Ancient Greece.

Assignment: Read Book Two of the *Iliad. The Art of Slow Reading* (Ch. 6)

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Meeting 6: The Homeric question.
The catalogue of ships. Why do you think the Iliad was written?
Assignment: Read Books Three and Four of the Iliad. The Art of Slow Reading (Ch 7)

Meeting 7: Helen and the wars men fight for love. Is the Trojan War a just war?

Meeting 8: The gods at work on the battlefield. What kind of justice is that? The Greek concept of divine justice.
Assignment: Write a one-page response to this question: Was the Trojan War a just war? Why or why not? Thompson, D. P. The Trojan War: Literature and Legends from the Bronze Age to the Present (2004), pp. 112-125.

Meeting 9: Share response papers. Wars of our recent history. What started them? Do you think they are just? Why should any country go to war in this day and age?
Assignment: Read Books Six and Seven of the Iliad.

Meeting 10: Friends meet in battle. Hector and his family. Empathy in a time of war.
Assignment: Remind your professors about our upcoming field trip to the Metropolitan Museum of Art. Lowenstam, S., As Witnessed by Images: The Trojan War Tradition in Greek and Etruscan Art (2008), pp. 13-43.

Meeting 11: Field trip to the Metropolitan Museum of Art. Listen to the podcast by Pat Licklider: “The World of Homer: The Iliad.”
Assignment: Follow the prompts for drawing and writing during the listening tour. Write a one-page response to this prompt: What was the most important thing you learned from looking at art from Ancient Greece?

Meeting 12: Share responses to field trip. Aristeia, the hero’s moments in battle. Why is the Iliad so full of aristeiai? Do we have an equivalent of aristeiai in today’s wars?

Meeting 13: Homer’s poetry: A look at the Iliad in its original language.
Assignment: Read Book Nine of the Iliad.

Meeting 14: Achilles’ rage, the paradox of kleos, and the futility of war.
Assignment: “Justice in Context” essay, four pages. Suggested sources will be posted on BlackBoard, but you may also find scholarly sources from CUNY+ and the library databases. First draft is due on Meeting 14. Final revision is due on Meeting 16.

Meeting 15: Using evidence in papers: kinds of evidence, evidence in contexts, and MLA citation.
Assignment: Revise your paper and finish it. Read Books Ten and Eleven of the Iliad.

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Meeting 16: Papers due. Share papers. What constitutes honorable behavior in a time of war?
Assignment: Read Books Twelve and Thirteen of the *Iliad*. It’s midterm. Have you participated
in a co-curricular activity? Remember, it’s worth 10 points.

Meeting 17: What did it mean to be a hero in Ancient Greek stories? What constituted heroic
action? How has our idea of a hero changed? How do we view soldiers and veterans today?
Combat Trauma and the Undoing of Character* (1994), pp. 39-68.

Meeting 18: The war drags on with bitter losses. Morale in a time of war.
Assignment: Read Books Sixteen and Seventeen of the *Iliad*.

Meeting 19: Achilles, Patroclus, friendship, and love.
Assignment: Read Books Eighteen and Nineteen of the *Iliad*.

Meeting 20: The ravages of war. Who deserved Achilles’ armor? Did Ajax have Post Traumatic
Stress Disorder?
Assignment: Read Books 20 and 21 of the *Iliad*.

Meeting 21: Achilles’ aristeia. The *Iliad* as Achilles’ achievement of kleos.
Assignment: Read Books 22 and 23 of the *Iliad*.

Meeting 22: Empathy for Hector. Honoring and dishonoring the corpses of the fallen.
Assignment: Read Book 24 of the *Iliad*.

Part 3: Reflection and Collaboration

Meeting 23: Fathers, sons, mothers, wives. Those who mourn the lost soldiers.
Assignment: Write a response paper to this question: How did the role of one individual
(Achilles, Paris, Hector, Helen—you choose) affect thousands of soldiers at war? How can one
person shape justice (or injustice?)

Meeting 24: “Troy” discussion. What happened to the gods? What parallels can be drawn
between this version of the Trojan War and the wars we have today?
Assignment: Back to the text: Pick out your favorite scene in all of the *Iliad*. How, if at all, does
it relate to divine or human justice?

Meeting 25: Share scenes. Form groups for the *Iliad* Festival. Choose scenes. Schedule at least
one out-of-class meeting time to prepare your piece for the *Iliad* Festival.
Assignment: Choose a passage in the *Iliad* that you think illustrates some aspect of justice as
understood by Homer and his original audience. First decide what this scene illustrates. Write a
few sentences explaining this. One group member will then present your interpretation to the
class before the recitation begins and at its end, someone will summarize what the scene has
shown. Then decide how the characters in the scene would speak and act, and divide the
speeches among the remaining group members, including one person as narrator. Your task is to

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make this scene come alive for the audience members so that we understand its view of justice. The best performance will win a crown of laurels in the spirit of Ancient Greek dramatic festivals.

Meeting 26: *Iliad* Festival.

Meeting 27: *Iliad* Festival.


Meeting 29: **Final Paper due.**

Meeting 30: Reflections and Evaluations.

FINAL EXAM: Date/Time/Location specified here
New Course Proposal Form

Date Submitted 9/8/16

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

1. a. Department(s) or program(s) proposing this course Philosophy
   b. Name and contact information of proposer(s) Michael Brownstein
      Email address(es) mibrownstein@jjay.cuny.edu
      Phone number(s) 917.658.2684

2. a. Title of the course Philosophy of Comedy
   b. Short title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule) Philosophy of Comedy
   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:

   This course involves several kinds of material: popular writing about comedy, scholarly essays about the nature and ethics of humor, and scientific research on the evolution and psychology of laughter. Much of this material is above 100 level. The course does not require students to access secondary research, nor to write long papers, which would be expected in a 300 level course.

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

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

   Students like talking about jokes, but comedy is serious business. The analysis of humor provides a venue for considering the creative expression of ideas (what makes joking a unique form of expression?); social values (what is distinctive about ethnic or religious humor?); ethics
(when is okay to laugh at a joke?); aesthetics (what makes for a good joke?); and psychology (why do we laugh at jokes?).

John Jay College should offer this course because studying comedy enables students to consider justice in unique ways. For example, some argue that joking about problematic social norms helps change those norms. But others argue that joking about injustice simply lets off steam, thereby helping to preserve the social order. These views focus on the question: what role does comedy play in the pursuit of justice?

This course is being proposed as part of the General Education program, in the “Creative Expression” area of the Flexible Core. Comedy, humor, and laughter provide a distinctive venue for the expression of ideas. This course utilizes multi-disciplinary methods—including conceptual analysis, empirical psychology, and historical research—to consider the nature of comedic expression and its impacts on contemporary American culture.

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 diversity of tools—historical, psychological, philosophical, and more—to consider the nature of comedy as a form of creative expression. Understanding comedy requires considering questions such as: what makes something funny? When is it okay (and not okay) to laugh at a joke? Why do we laugh at all? Can comedy be used as a tool for pursuing social justice?

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 201 as prerequisites):

   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?
   X No ______ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):

Approved by UCASC, April 21, to College Council, May 15, 2017
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 be able to gather, interpret, and assess information from film and TV, a live performance of stand-up comedy, popular writing about comedy (in particular, comedy about race and religion in the United States), philosophical writing about the nature of humor, empirical studies on the psychology of humor, and historical writing on comedy.
- Students will evaluative evidence for claims about comedy in class discussion and writing assignments (in particular, in writing critical commentaries). Students will learn the basic elements of sound arguments and become familiarized with basic logical fallacies.
- Students will learn to produce written and oral arguments through writing short critical papers and by giving class presentations.
- Students will identify and apply the fundamental concepts and methods of several disciplines—in particular, philosophy, psychology, and history—to analyze comedic expression in film, creative writing, stand-up comedy, and other comedic arts.
- Students will consider how meaning is created in a distinctive way in the comedic arts and will examine how meaning in comedy affects, and is affected by, the relationship between comedy and social identity (e.g., race, ethnicity, class, gender, and sexual orientation).

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

_____ No  _____ X Yes

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

Philosophy Major and Minor: This course will count toward one of the three required elective courses for the major in philosophy in Part V.

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

_____ No  _____ X 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               | X |
| D. Individual and Society            |   |
| E. Scientific World                  |   |

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

This course should become part of the Flexible Core: Creative Expression because it requires students to identify and apply the fundamental concepts of several disciplines in order to explore creative expression in the comedic arts. Students will use conceptual analysis to consider the nature of humor (i.e., what distinguishes jokes from other forms of expression?); empirical psychology to examine the reasons why people have evolved to laugh and to appreciate and understand comedy; history to focus on two case studies (the history of African American comedy and Jewish humor in the United States); and contemporary work in the philosophy of aesthetics and ethics to consider what makes a joke “good” and whether it is ever wrong to laugh at a joke.

This course should also become part of the Flexible Core: Creative Expression because it requires students to consider how meaning is created, interpreted, and conveyed in the arts. Students will consider the distinctiveness of comedic expression through film clips, readings, and in live stand-up comedy. They will also consider how specific social experiences—having to do with race, religion, gender, and more—are both part of comedic expression and are affected by comedic expression.

11. How will you assess student learning?

Students will write short abstracts for assigned readings. Abstracts test how carefully students have read the assigned material and whether they understand its key points. The grading scale for abstracts is: 3 points if you have obviously done the reading, made a good-faith effort to understand it, and have the central argument basically right; 2 points if you have obviously done the reading but there are some problems with your understanding; 1 point if you have done the reading but there are serious problems with your understanding, indicating that you did not read carefully; 0 points if you have clearly not done the reading.
Three times during the semester students will also write short critical commentaries in response to the assigned reading. The goal of these commentaries is to further illuminate the issues raised by an assigned reading. This can be done by showing where an author goes wrong, by identifying what has been left unsaid, or by arguing for an alternative position.

Twice during the semester students will present material to the class. This requires mastering the assigned material, so that the presenter is capable of answering questions on the fly about it.

Finally, active and informed participation in class discussion will be expected.

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval _________________________

15. Faculty - Who will be assigned to teach this course? ____Michael Brownstein or other Philosophy Department staff with competence in the relevant areas ______________
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:
   Jonathan Jacobs
   Chair, Proposer’s Department
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>JJC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>PHIL 2YY</td>
</tr>
<tr>
<td>Course Title</td>
<td>Philosophy of Comedy</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td></td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course uses a diversity of tools—historical, psychological, philosophical, and more—to consider the nature of comedy as a form of creative expression. Understanding comedy requires considering questions such as: what makes something funny? When is it okay (and not okay) to laugh at a joke? Why do we laugh at all? Can comedy be used as a tool for pursuing social justice?</td>
</tr>
<tr>
<td>Special Features</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

- [ ] current course
- [ ] revision of current course
- [x] 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>
### C. Creative Expression

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

<table>
<thead>
<tr>
<th>Students will be able to gather, interpret, and assess information from film and TV (via in-class clips incorporated into daily lesson plans), experiential learning through a live performance of stand-up comedy (see Week 5), philosophical writing about the nature of humor (e.g., the readings for Weeks 2-4, 11-12), empirical studies on the psychology of humor (e.g., the readings for Weeks 5-7), and historical writing on comedy (e.g., the readings for Weeks 8-9 and 14).</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will evaluative evidence for claims about comedy in class discussion (through their “Quality of Failure” grade and through in-class oral presentations) and writing assignments (in writing three Critical Commentaries). Students will learn the basic elements of sound arguments and become familiarized with basic logical fallacies and will be expected to demonstrate basic fluency with these in presentations and writing assignments.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students will learn to produce written and oral arguments through writing 3 short critical papers, 14 abstracts, and by giving 3 class presentations.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

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

| Students will identify and apply empirical and conceptual tools across multiple disciplines—in particular, philosophy (Weeks 2-4, 11-12), psychology (Weeks 5-7), and history (Weeks 8-9 and 14)—in order to analyze what makes comedy a distinctive form of creative expression. Students will need to apply these multi-disciplinary tools in their assigned work (i.e., class presentations, in class discussion, and critical writing assignments). | • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
| Students will learn about the history of comedy in two distinct cultures within the United States. Week 7 | • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the... |
Weeks 3-6 consider how meaning is created in a distinctive way through humor. Moreover, by considering prominent comedians who focus on social identity (e.g., the readings in Weeks 4, 8-10, 14), students will analyze and discuss how meaning is created in the arts and how distinctive social experiences are interpreted and conveyed.

- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.
PHI 2YY: Philosophy of Comedy

Time: 
Location: 
Instructor: 
Office Hours: 
Prerequisites:

Course Description
This course uses a diversity of tools—historical, psychological, philosophical, and more—to consider the nature of comedy as a form of creative expression. Understanding comedy requires considering questions such as: what makes something funny? When is it okay (and not okay) to laugh at a joke? Why do we laugh at all? Can comedy be used as a tool for pursuing social justice?

Required Texts
None

Grading
This course uses the John Jay College grading scale (available here).

Requirements
Abstracts (40%)
For each week of the course, you will need to write a short abstract for one of the assigned readings. You will write a total of 14 abstracts. You can choose which reading each week for which to write your abstract. Your final “abstract grade” is the average grade of these 14 abstracts.

An abstract is a one paragraph summary of: (a) the main point of the reading; and (b) the argument(s) the author offers in support of his or her point. Abstracts are to be typed and must be submitted to Blackboard (without your name or any identifying information on them) before the start of class.

The grading scale is this:

- 3 points if you have obviously done the reading, made a good-faith effort to understand it, and have the central argument basically right
- 2 points if you have obviously done the reading but there are some problems with your understanding
- 1 point if you have done the reading but there are serious problems with your understanding, indicating that you did not read carefully
- 0 points if you have clearly not done the reading or do not turn in an abstract

Critical Commentary (30%)
Students will write 3 critical commentaries on selected readings. Critical commentaries should be 2-3 pages long. Students should append a commentary to their abstract (as part of the same document) three times over the course of the semester. See the due dates on the schedule.

The goal of your commentary is to further illuminate the issues raised by an assigned reading. This can be done by showing where an author goes wrong, by identifying what has been left unsaid, or by arguing for an alternative position. You do not need to re-describe the reading in your commentary. Commentaries should be 2-3 pages of evaluative, critical writing.

Be warned: you will be expected to work hard on your commentary. You should plan to revise your commentary several times before turning it in.

***A NOTE ON ACADEMIC INTEGRITY***
If you plagiarize a paper, you will fail the course. See the JJC page on Academic Integrity for what counts as plagiarism: http://www.jjay.cuny.edu/academic-integrity-0

Class Presentations (15%)
Students will give three brief presentations to the class. Two will be focused on students’ own experiences of comedy and one will be based on a field trip to see stand-up comedy.

Participation, Attendance, and Quality of Failure (15%)
Active and informed participation in class discussions counts for a relatively large portion of your final grade in this course. If you are afraid of speaking in public, push yourself to try. If you are terribly afraid of speaking in public, please talk with me about it privately before the course begins. Note that asking questions in class—no matter how simple or well-informed the question is—counts as “active and informed participation.” So, ask the questions that are in your head, even if you think everyone else knows the answer. (Hint: they don’t.)

Regular class attendance is expected and counts toward this portion of your grade.

Quality of failure refers to your willingness to take intellectual risks. Have you proposed a different way to look at things? Have you taken a stand for an unpopular view? Have you argued for a view that might seem strange? Most importantly, have you been willing to speak or write about something even if you’re not sure it’s right? If so, then you will get a good Quality of Failure grade. Whenever you take a risk and fail, just tell yourself, “this is how I learn.”

Expectations
Doing philosophy is more like learning to ride a bike than memorizing the periodic table; more like learning to play an instrument than identifying a plant species. You will not be responsible for memorizing facts in this course. But you WILL be responsible for learning to understand, analyze,
and create ARGUMENTS. In philosophy, arguments are not shouting matches. They are claims or views about one thing or another.


Expectations for Class Participation

Students should be able to:

- Summarize an argument
- Highlight conclusions or theses of arguments
- Outline key chains of reasoning and major premises
- Practice perspective-taking (understanding others’ viewpoints)
- Speak clearly and succinctly
- Speak creatively and with a willingness to fail well

Expectations for Abstracts:

Students should be able to:

- Concisely summarize and paraphrase an argument
- Represent an author’s view accurately, including the “key moves” he or she makes
- Write in clear, grammatical prose

Expectations for Critical Commentaries:

Students should be able to:

- Write in clear, grammatical prose
- Present a transparent, narrow, and specific thesis statement
- Organize and structure your writing around a thesis statement
- Analyze arguments for validity and soundness
- Exercise the principle of charity
- Clearly define terms and concepts
- Precisely discuss examples and evidence and connect to claims
- Exhibit understanding of readings
- Present a view of one’s own

Note

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.”
Schedule

Unit 1: Introductions, What's funny?

Week 1: Course Introduction and the Basics of Doing Well in Philosophy
- Pink, “The Pink Guide to Taking Philosophy Classes”
- Key concepts: arguments, clarity, consistency, fallacies
- Classroom activities: introductions, discussion
- Learning outcome for Week 1: learn basic approaches to interpreting philosophical readings and demonstrating an accurate understanding of them in writing.

Week 2: What's funny? Comedy as creative expression and as social engagement
- Group presentations: what is your favorite kind of comedy and why?
- Key concepts: creative expression, taboo concepts
- Classroom activities: student presentations
- Learning outcome for Week 2: begin to consider comedic expression as it intersects with the social context in which it is expressed.

Unit 2: Conveying Meaning through Comedy: The Nature of Humor

Week 3: Introduction to the Philosophy of Humor
- Key concepts: superiority theory, incongruity theory, relief theory
- Classroom activity: discussion, watch selected short videos as examples of philosophical theories of humor
- Learning outcomes for Week 3: learn to gather, interpret, and assess information from philosophical writing about the nature of humor.

Week 4: Analyzing Contemporary Theories of Humor
- Robin Williams, Inside the Actor's Studio (video)
  - https://www.youtube.com/watch?v=IL2lv-kbc68&feature=related
- Key concepts: justification, critical analysis
- Classroom activity: discussion, writing workshop (outline construction)
• Learning outcomes for Week 4: continue learning to gather, interpret, and critically assess information from philosophical writing about the nature of humor (specifically, the “incongruity theory” of humor).

Unit 3: Conveying Meaning through Comedy: The Psychology of Humor

Week 5: Introduction to the psychology of humor
• Hurley, M., Dennett, D., and Adams, R. 2013. Inside jokes: Using humor to reverse-engineer the mind. MIT Press. Chapters 1-3 (pp. 1-36)
• Critical commentary #1 due
• Key concepts: phenomenology of humor, evolutionary explanations of social phenomena, adaptive advantage
• Classroom activity: discussion, critical commentary feedback
• Learning outcome: identify and apply the fundamental concepts of philosophy and psychology in order to consider the distinctiveness of humor as creative expression. Begin learning how to synthesize multiple sources of information in critical commentaries.

Week 6: “Getting the joke” and higher-order humor
• Hurley, M., Dennett, D., and Adams, R. 2013. Inside jokes: Using humor to reverse-engineer the mind. MIT Press. Chapters 8&9 (pp. 117-176)
• Key concepts: epistemic emotions, the intentional stance, first person vs. third person explanation
• Classroom activity: discussion, watch selected videos illustrating key emotions involved in comedy
• Learning outcome: continue to identify and apply the fundamental concepts of philosophy and psychology in order to consider the distinctiveness of creative expression, in particular why we have evolved to laugh.

Unit 4: Social Identity and Comedy

Week 7: History of American cultural comedy (1)
• Key concepts: minstrel humor, vaudeville
• Classroom activity: discussion
• Learning outcomes: gather, interpret, and assess information from scholarly writing about the history of African American comedy in order to articulate how meaning is created in comedy based on distinctive social experiences.

Week 8: History of American cultural comedy (2)

Approved by UCASC, April 21, to College Council, May 15, 2017
• Epstein, L. 2002. *The Haunted Smile: The Story of Jewish Comedians in America*. Public Affairs Press. Chapters 2 (pp. 21-54) and 5 (pp. 104-128)
• Key concepts: Assimilation and alienation
• Classroom activity: discussion, writing workshop (using simple prose)
• Learning outcomes: gather, interpret, and assess information from scholarly writing about the history of Jewish American comedy in order to articulate how meaning is created in comedy based on distinctive social experiences.

**Week 9: The nature of ethnic humor**

- Critical commentary #2 due
- Key concepts: self-deprecation, irony, in-groups and out-groups
- Classroom activity: discussion, critical commentary feedback
- Learning outcomes: critically analyze scholarly writing about ethnic humor and evaluative evidence for claims about the ethics of comedy. Continue learning how to synthesize multiple sources of information in critical commentaries.

**Week 10: Taboo humor and implicit social attitudes**

- Field trip to see stand-up comedy
- Key concepts: implicit vs. explicit attitudes, taboo concepts, social causes of humor
- Classroom activity: discussion, field trip
- Learning outcomes: gather, interpret, and assess information from psychological research on the social causes of what we find funny and the role of humor in maintaining social organization. Consider the methods by which social knowledge is expressed through humor.

**Week 11: Individual Presentations**

- Key concepts: Critical analysis, experiential learning
- Classroom activity: Individual student presentations on the field trip
- Learning outcomes: consider the work of a prominent comedian who focuses on social identity. Analyze and discuss how this person articulates meaning through comedic
expression and how this meaning is interpreted in light of their social identity and social experiences.

Unit 5: The Ethics of Humor

Week 12: Aesthetic judgment
- Key concepts: evaluative judgment, aesthetic judgment
- Classroom activity: discussion
- Learning outcomes: gather, interpret, and assess information from philosophical writing about the ethics of humor. Understand the difficulty of creating public dialogue about intergroup relations and consider the benefits and risks of doing so through comedic expression.

Week 13: Racial jokes and racist jokes
- Key concepts: moralism and anti-moralism
- Classroom activity: discussion, writing workshop (arguing for an original thesis)
- Learning outcomes: gather, interpret, and assess information from philosophical writing about the ethics of humor, in particular the case study of what makes a joke racist. Understand the difficulty of creating public dialogue about intergroup relations and consider the benefits and risks of doing so through comedic expression.

Week 14: Humor’s effects
- Third critical commentary due
- Key concepts: intentions vs. consequences, who “owns” language
- Classroom activity: discussion, critical commentary feedback
- Learning outcomes: gather, interpret, and assess information from philosophical writing about the ethics of humor. Understand the difficulty of creating public dialogue about intergroup relations and consider the benefits and risks of doing so through comedic expression. Continue learning how to synthesize multiple sources of information in critical commentaries.
Week 15: Group presentations

- Group presentations: What did (or did not) change during this semester in your views about comedy as a form of creative expression and as a form of social engagement?
- Key concepts: review
- Classroom activity: student presentations
New Course Proposal Form

Date Submitted: December 19, 2016

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. Security, Fire and Emergency Management

b. Name and contact information of proposer(s) __Susan Pickman
   Email address(es) _spickman@jjay.cuny.edu
   Phone number(s) _212-842-9676/ 212-237-8043

2. a. Title of the course: Maritime Security and Safety

   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF): Maritime Security

   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:
The course assumes upper level participation, which will be guided by departmental advisement and sequencing of courses. The department does not promote pre-requisites for nearly all of its course content but instead relies on the natural course sequence laid out in our Advisement Plan. This course should be offered at a 300 level because it involves complex subject matter with a broad scope (legal, political, social, economic, cultural, environmental and ethical). This course is comparable in scope to other 300 Level advanced specialty courses in Security Management, such as Security of Financial Institutions or Security of Cultural Institutions.

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

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 economic, social and political impact of the waters which surround NYC is enormous. However, no CUNY institution teaches a course about Maritime Security or Safety. There is a profound need to educate our students about NY Harbor and other
international waterways and their implications for the security and safety of our city, state, and country.

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 offer the opportunity to explore the security, safety and environmental protection of New York Harbor and other international venues. It will identify the importance of global waterways and look at the security, safety and environmental issues associated with the vital elements of the international economy and the people who work with the maritime industry. The course will explore regulations, vulnerabilities, and threats relating to commercial maritime transportation, including cargo and seaport security as well as issues of piracy, drug smuggling, terrorism and international disputes.

Note: Course participants may also enroll in the USCG Auxiliary University Program Security, Fire and Emergency Management Detachment during this plan of study and apply the many principles of maritime security in actual, practical settings.

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

6. Number of:
   a. Class hours   _3____
   b. Lab hours  ______
   c. Credits   _3____

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

   Students will:
   1. Study, categorize and compare the competing interests of the maritime world.
   2. Differentiate and analyze specified aspects of maritime security.
3. Engage in high-level dialogues to contrast the strengths and weaknesses of maritime security.
4. Appraise solutions in a specialized topic area respecting different perspectives. Apply recommendations for further research.
5. Conceptualize findings through oral perspectives leading to written critical evaluations.

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): B.S. Security Management, Part Two A. Security and Risk Management

10a. Will this course be part of JJ’s general education program?
    No X_____ Yes ______ If yes, please indicate the area:

11. How will you assess student learning?

   10% Two-page analysis of assigned readings for Weeks 1 & 2. Students will discuss the question, “To what extent are international laws and regulations protecting the security and safety of international commercial shipping?”

   10% Two-page analysis of readings from Weeks 3 & 4. “Does ISPS make the supply chain less vulnerable? Why?

   10% Two-page analysis of readings from Weeks 5 & 6. “What can commercial vessel do to prevent piracy, stowaways, irregular migration, and drug smuggling from occurring on their ship? Pick one topic and analyze what can be done to prevent that problem from harming the vessel or its occupants. What can or should be done with the victims of these crimes?

   20% Mid-term Week 9: Students will answer questions related to an international issue discussed during the first part of the course.

   20% The Presentation and short paper (Due Week 11) will employ a group approach in identifying solutions to problems of Maritime Security and Safety. Each student will pick a group from a list of issues and regions of the world. Members will then be assigned a topic within the group. (One group might cover the implications of climate change in the Artic Region. The group will explore national security, fishing rights, competing claims to natural resources, measuring pollution and challenges to shipping). Each contributor will make a presentation to the class (worth 10% of their class grade). They will also write a two-page paper (worth 10% of their class grade) covering the “high points” of their research. This short paper will become the basis of their ten-page Final Paper.

   30% The ten-page Final Paper (Due Week 15) will develop solutions for particular problems discussed in their short paper.

Approved by UCASC, April 21, to College Council, May 15, 2017
12. Did you meet with a librarian to discuss library resources for the course?

Yes__X__  No____

- I met with Ellen Sexton to review the availability/access to Maritime Safety and Security materials in the John Jay Collections. Based on our conversation, I believe that there are adequate materials available through the Library system to meet the requirements for the proposed course in Maritime Security and Safety.

- Are there adequate resources in the library to support students’ work in the course
  Yes____X____  No________ (see attached resources available through JJC).

- Will your students be expected to use any of the following library resources? Check all that apply.
  - The library catalog, CUNY+ ____
  - EBSCOhost Academic Search Complete ___X_
  - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ___X___
  - LexisNexis Universe ___X_
  - Criminal Justice Abstracts _X___
  - PsycINFO _____
  - Sociological Abstracts _____
  - JSTOR _____
  - SCOPUS _____

13. Syllabus – see attached


15. Faculty - Who will be assigned to teach this course? _Susan Pickman, Assistant Professor, Security, Fire and Emergency Management and other qualified 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

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.

Approved by UCASC, April 21, to College Council, May 15, 2017
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: Charles Nemeth, Chair and Professor, Security, Fire and Emergency Management

    JOHN JAY COLLEGE OF CRIMINAL JUSTICE
    The City University of New York
    524 W 59th St, New York, NY 10019
    Department of Security, Fire and
    Emergency Management

    Maritime Security 3XX

    Professor: Susan Pickman
    Office: 431T
    Contact hours: TBD
    Phone: 212-842-9676
    E-mail address: spickman@jjay.cuny.edu

    Course description:
    This course will offer the opportunity to explore the security, safety and
    environmental protection of New York Harbor and other international venues. It will
    identify the importance of global waterways and look at the security, safety and
    environmental issues associated with the vital elements of the international economy
    and the people who work with the maritime industry. The course will explore
    regulations, vulnerabilities, and threats relating to commercial maritime
    transportation, including cargo and seaport security as well as issues of piracy, drug
    smuggling, terrorism and international disputes.

    Note: Course participants may also enroll in the USCG Auxiliary University Program
    Security, Fire and Emergency Management Detachment during this plan of study and
    apply the many principles of maritime security in actual, practical settings.

    Learning outcomes:
    1. Categorize and compare the competing interests of the maritime world.
    2. Differentiate and analyze specified aspects of maritime security.
    3. Engage in high-level dialogues to contrast the strengths and weaknesses of maritime
       security.
4. Appraise solutions in a specialized topic area respecting different perspectives. Apply recommendations for further research.
5. Conceptualize findings through oral perspectives leading to written critical evaluations.

Course pre-requisites: ENG 201

Requirements: All work in this course must be submitted in Blackboard with APA references. I will not accept work via email. All work must be submitted on time. Late work will not be accepted.


Grading:
10% Two-page analysis of assigned readings for Weeks 1 & 2. Students will discuss the question, “To what extent are international laws and regulations protecting the security and safety of international commercial shipping?”
10% Two-page analysis of readings from Weeks 3 & 4. “Does ISPS make the supply chain less vulnerable? Why?
10% Two-page analysis of readings from Weeks 5 & 6. “What can commercial vessel do to prevent piracy, stowaways, irregular migration, and drug smuggling from occurring on their ship? Pick one topic and analyze what can be done to prevent that problem from harming the vessel or its occupants. What can or should be done with the victims of these crimes?
20% Mid-term Week 9: Students will answer questions related to an international issue discussed during the first part of the course.
20% The Presentation and short paper (Due Week 11) will employ a group approach in identifying solutions to problems of Maritime Security and Safety. Each student will pick a group from a list of issues and regions of the world. Members will then be assigned a topic within the group. (One group might cover the implications of climate change in the Artic Region. The group will explore national security, fishing rights, competing claims to natural resources, measuring pollution and challenges to shipping). Each contributor will make a presentation to the class (worth 10% of their class grade). They will also write a two-page paper (worth 10% of their class grade) covering the “high points” of their research. This short paper will become the basis of their ten-page Final Paper.
30% The ten-page Final Paper (Due Week 15) will develop solutions for particular problems discussed in their short paper.

Plagiarism detection software - The College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. All of your written assignments may be reviewed by
## Course calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Documentation, Financial Transactions, &amp; Business Entities in Commercial Maritime Transportation</td>
<td>Readings: &lt;br&gt; TXT chap. 3; Pages 59-89. &lt;br&gt; USCG: Commercial Fishing Vessels. &lt;br&gt; Assignment 1: Analysis of week one and two readings. To what extent are international laws and regulations protecting the security of international commercial shipping?</td>
</tr>
<tr>
<td>4</td>
<td>Vulnerabilities in the Cargo Supply Chain. The role of ethical conduct in protection of the Cargo Supply Chain.</td>
<td>Readings: &lt;br&gt; TXT chap 5; Pages 137-168. &lt;br&gt; Assignment 2: Analysis of week three and four readings. Does ISPS make the supply chain less vulnerable? Why?</td>
</tr>
</tbody>
</table>
| 5 | Plagues of the Seas: Piracy, Stowaways, and Irregular Migration | Readings:  
TXT chap. 6; Pages 169-205.  
| 6 | Drug Smuggling via Maritime Cargo, Containers, and Vessels | Readings:  
TXT chap. 7; Pages 207-260.  
Assignment 3: What can commercial vessel personnel do to prevent piracy, stowaways, irregular migration, and drug smuggling from occurring on their ship? Pick one topic and analyze what can be done to prevent that problem from harming the vessel or its occupants. What can or should be done with victims of these crimes? |
| 7 | Terrorism and Commercial Maritime Transportation. Deepen knowledge of narrowly defined topics. | Readings:  
TXT chap 8; Pages 261-279.  
| 8 | Transnational Criminal Organizations' Activities in the Commercial Maritime Sector | Readings:  
TXT chap 8; Pages 261-279 |
| 9 | Cyber and Information Security Threats to Ships and Seaports | Readings:  
TXT chap. 9; Pages 281-302.  
**Mid-term** |
| 10 | A Strategic Blueprint for World-Class Seaport Security  
Port State Security | Readings:  
TXT chap. 10; Pages 303-341. |
| 11 | Threat Mitigation Strategies | Readings:  
TXT chap. 11; Pages 343-381.  
Publication Date Pending.  
**Group Projects/Presentations Due** |
| 12 | Security Management & Resiliency in Seaports | Readings:  
TXT chap. 12; Pages 383-426.  
Kaye, Stuart. "Climate change and maritime security." Climate Change and the Oceans; Gauging the Legal and Policy Currents in the Asia Pacific and Beyond (2012): 153-166.  
**Group Projects/Presentations Due** |
| 13 | A “Whole of Government Approach” for Responding to Maritime Security Incidents | Readings:  
TXT chap. 13; 427-434 |
| 14 | Legal Framework Governing Authority and Responses of Governments to Maritime Crime | Readings:  
TXT chap. 11; 435-463 |
**Final Paper Due** |

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

College wide policies for undergraduate courses *(see the Undergraduate Bulletin, Chapter IV Academic Standards)* available at [http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20132014.pdf](http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20132014.pdf)

**Americans with Disabilities Act (ADA) Policies**

“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible

Approved by UCASC, April 21, to College Council, May 15, 2017
by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

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

Statement of the College Policy on Plagiarism

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

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).

Withdrawals and Incompletes

The Department of Security, Fire and Emergency Management has a strict policy regarding incompletes. The grade of "Incomplete" will only be available in extreme circumstances such as serious medical emergencies. Students may withdraw from the course up until the date set by the Registrar. Students who withdraw will receive a grade of “W” and will have to pay for the course again when they retake it.

Extra Credit: May be granted for attendance at an on or off campus event which is related to the class. Students must submit a well-written two-page analysis of the presentation attended to receive two points added to their grade total at the end of the course.

Plagiarism detection software - The College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign.

Announcement and email communication – Check the course announcements and your John Jay email on a daily basis. I will periodically post time sensitive announcements and send email messages related to the course.

Course Calendar – For an outline of the course requirements see the course calendar located in the syllabus. This is subject to change. Any changes will be announced in advance.

Questions – I encourage students to contact me by email or phone to ask questions. My contact information is located at the beginning of the syllabus.

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Useful information

Library Resources

The Lloyd Sealy Library provides online access to many research databases for locating journal articles, government documents, material from research institutes, and books. You may access the online library resources at http://www.lib.jjay.cuny.edu/. You will need to research topics in this course for discussion boards, exams case studies, and the term paper, so it is important that you learn how to access the library resources online.

Blackboard Support

If you need assistance you may contact the Blackboard Student Support Help Desk (212) 237-8200 or by email at blackboardstudent@jjay.cuny.edu. Blackboard tutorials for students are available at http://doitapps.jjay.cuny.edu/blackboard/students/index.php

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

MARITIME SECURITY REFERENCE LIST
Dr. Susan Pickman

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ASIA.............................................................................................................................. 2
CONTAINERS & PORTS............................................................................................ 4
GENERAL.................................................................................................................. 5
INTERNATIONAL & DOMESTIC LAWS AND LAW REVIEWS............................. 6
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TERRORISM, PIRACY, AND ORGANIZED CRIME.............................................. 9
UNITED STATES & NORTH AMERICA................................................................. 11

Africa

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Asia


**Containers & Ports**


**General**


International & Domestic Laws and Law Reviews

Approved by UCASC, April 21, to College Council, May 15, 2017


### Maritime Technology


Terrorism, Piracy, and Organized Crime


**United States & North America**


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

New Course Proposal Form  

Date Submitted: April 4, 2017

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

1. a. Department(s) or program(s) proposing this course: Sciences ____________________

b. Name and contact information of proposer(s): Shu-Yuan Cheng; shcheng@jjay.cuny.edu; 646-557-4637

2. a. Title of the course: Capstone Experience in Toxicology

b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF): Capstone Experience in Tox

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 400-level course because the students will need previous knowledge and skills (biology, chemistry, biochemistry, physiology, and toxicology) to understand scientific research in different areas of toxicology and applications. All content, coursework (reading assignments and laboratory exercises), and assessments (research proposal, research project report, laboratory reports, and poster presentation) will be designed at the 400-level, where students will be expected not only to provide knowledge/content, but also to understand data analysis and interpretation along with problem solving.

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

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 research-based capstone course, similar to FOS402, is one of the required capstone courses for students majoring in Toxicology to provide a well-rounded toxicological education. This course is divided in two components. In the first part, students will learn and practice methodologies in a laboratory setting using hands-on techniques and planned experiments. In the second part, students will use the learned methodologies and the discussed research to propose their own research project and develop a set of experiments to solve their toxicological research question. This course will integrate the concepts explored in previous courses by applying them to toxicology together with practical hand-on experiences.

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in the laboratory at higher level. This approach will give our graduates a framework to understand toxicology research from a practical perspective and prepare our students for careers and graduate studies in toxicology or biomedical fields. Students will discuss the ethical, legal and social justice issues in toxicology, as well as scientific uncertainty and quality control in toxicology research.

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

This capstone in the Toxicology major is a research-based course designed to strengthen students’ ability to understand research topics and issues in toxicology, to assimilate and then disseminate information in an organized and understandable fashion and, finally, to implement the practical techniques learned in the laboratory and to successfully apply them to their own research projects. Students will also discuss the ethical, legal and social justice issues in toxicology as well as scientific uncertainty and quality control in toxicology research. Students will be immersed in a dynamic project-based toxicology research environment by integrating their knowledge, practical skills, and logical reasoning skills. The course will provide graduates a framework to understand toxicology research from a practical perspective and prepare students for careers and graduate studies in toxicology or biomedical fields.

5. **Course Prerequisites** (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, CHE 315, BIO 355, TOX 313

6. **Number of**:
   a. Class hours 5 hours (1 hour lecture; 4 hours lab)
   b. Credits 3

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

8. **Learning 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:

**Reasoning**

- Critique technical data and opinions acquired from scientific publications;
- Assess the potential usefulness of information and literature;
- Formulate accurate opinions, and document data attained through analytical measurements of biological samples that are generated by the student or other sources;
- Interpret toxicological data in relation to the type and condition of specimens.

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Knowledge

- Utilize information gained both in class and from toxicological/pharmacological literature to evaluate and interpret different types of toxicological and pharmacological data.

Practical skills

- Interpret scientific data in unbiased and objective manners and be able to recognize incomplete, inaccurate or biased presentations of results and data;
- Critique opinions obtained from other sources for accuracy and objectiveness.

Communication

- Discuss ethical, legal and social justice issues in toxicology as well as scientific uncertainty and quality control in toxicology research;
- Participate in discussions as well as written expression of thoughts and opinions, both in-class and on Blackboard;
- Demonstrate written competence through discussions and presentations.

* These learning outcomes comply with Department learning outcomes.

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

   Required capstone course option for BS in Toxicology, along with the other capstone course option, FOS402 (Undergraduate research internship)

10. Will this course be part of JJ’s general education program?
    No ___ X Yes ______ If yes, please indicate the area:

11. How will you assess student learning?

   Learning will be assessed by the following:

   1.) Class participation (10%, in-class discussions and Blackboard discussions)
   2.) Research proposal (15%)
   3.) Final research project paper (30%)
   4.) Lab reports (6 reports, 30%)
   5.) Poster presentation (15%)

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

   Yes ___ X No____
   • If yes, please state the librarian’s name: Ellen Sexton______________
   • Are there adequate resources in the library to support students’ work in the course Yes No________

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• Will your students be expected to use any library resources?

Electronic journal subscriptions (Thanks to the Chancellor’s STEM initiative) --- e.g. journals from Elsevier, Springer and Wiley.
SCOPUS --- an important discovery tool for biomed journal articles
e-book collections in John Jay Lloyd Sealy Library

13. **Syllabus (See Attached)**

14. **Date of Department curriculum committee** approval April 4, 2017

15. **Faculty** - Who will be assigned to teach this course? Shu-Yuan (Demi) Cheng, Marta Concheiro-Guisan, Richard Stripp

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.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
   
   X Not applicable  
   ___ No  ___ Yes.

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:**

   Lawrence Kobilinsky
   Chair, Sciences Department

---

Approved by UCASC, April 21, to College Council, May 15, 2017
Capstone Experience in Toxicology

TOX 4XY (401)

Professor/Instructor: Shu-Yuan Cheng, Ph.D.

Room: 5.61.09 NB (Office)  Tel: (646) 557-4637
Email: shcheng@jjay.cuny.edu
Office hours: TBA

Course description:

This capstone course in Toxicology major is a research-based course designed to strengthen students’ ability to understand research topics and issues in toxicology, to assimilate and then disseminate information in an organized and understandable fashion and, finally, to implement the practical techniques learned in the laboratory and to successfully apply them to their own research projects. Students will also discuss the ethical, legal and social justice issues in toxicology as well as scientific uncertainty and quality control in toxicology research. Students will be immersed in a dynamic project-based toxicology research environment by integrating their knowledge, practical skills, and logical reasoning skills. The course will provide graduates with a framework to understand toxicology research from a practical perspective and prepare students for careers and graduate studies in toxicology or biomedical fields.

Learning Objectives:

Students will:

Reasoning

- Critique technical data and opinions acquired from scientific publications;
- Assess the potential usefulness of information and literature;
- Formulate accurate opinions, and document data attained through analytical measurements of biological samples that are generated by the student or other sources;
- Interpret toxicological data in relation to the type and condition of specimens.

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- Utilize information gained both in class and from toxicological/pharmacological literature to evaluate and interpret different types of toxicological and pharmacological data.
Practical skills
- Interpret scientific data in unbiased and objective manners and be able to recognize incomplete, inaccurate or biased presentations of results and data;
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Communication
- Discuss ethical, legal and social justice issues in toxicology as well as scientific uncertainty and quality control in toxicology research;
- Participate in discussions as well as written expression of thoughts and opinions, both in-class and on Blackboard;
- Demonstrate written competence through discussions and presentations.

* These learning outcomes comply with Department learning outcomes.

Course pre-requisites:
ENG 201, CHE 315, BIO 355, TOX 313

Grades:
The grade is based upon scores of participation (10%, in-class discussions and Blackboard discussions), a research proposal (15%), final research paper (30%), and laboratory reports (6 reports; 30%), and poster presentation (15%)

Grading Scale: The grading scale 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 will then be strictly used. This means that a 72.949% is a “C-” and a 72.950% is a “C.” These calculations are done by the computer so there are no judgment calls or “leniency.”

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

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

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- This course will use turnitin.com for the paper. Plagiarism will result in an automatic “zero” for the assignment, and 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 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.”

Blackboard: Important course announcements, reading assignments, lecture notes, review questions, a discussion forum for Q and A, and other resources will be posted to the course on Blackboard. Please check regularly. Furthermore, students are responsible for checking their John Jay e-mail account regularly for important announcements. Contact DoIT, not your instructor, for help with e-mail or Blackboard.

Course Attendance: You are required to attend all of the class sessions. An attendance sheet will be circulated during each class. It is your responsibility to sign the attendance sheet during each class. You will not be permitted to sign the attendance sheet after the class has been dismissed. You will be allowed one (1) absence with no required documentation. However, beginning with the second undocumented absence, your final course grade will be penalized by 20 percentage points (20%) for each undocumented absence. Arrivals later than fifteen (15) minutes after the start of class will count as a one-half absence.

Required Texts (student purchase, unless library has e-book):
Reading materials are available online or at John Jay library. Laboratory manuals will be available on the Blackboard.

Laboratory schedule (Class meets once a week – 5 hours)
This course is divided in two components. In the first part, students will learn and practice methodologies in a laboratory setting using hands-on techniques and planned experiments. In the second part, students will use the learned methodologies and the discussed research to propose their own research project and develop a set of experiments to solve their toxicological research question.

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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>A. Course overview</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Lecture/Discussion:</strong></td>
</tr>
<tr>
<td></td>
<td>- Ethical issues related with toxicology research</td>
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<tr>
<td></td>
<td>- <em>In vitro</em> study vs <em>in vivo</em> study: 3Rs principle --- replace, reduce, and refine</td>
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<td></td>
<td>- Finding scientific certainty from uncertainty: Statistics and Probability</td>
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<td></td>
<td>- Lab safety</td>
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<tr>
<td></td>
<td><strong>Reading:</strong></td>
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<td>2</td>
<td><strong>B. To study toxicological responses of chemicals using <em>Planaria</em> flatworms</strong></td>
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<tr>
<td></td>
<td><strong>Lecture/Discussion:</strong></td>
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<tr>
<td></td>
<td>- Pros and Cons of using animal models in experiments to understand the relationships between exposure and effect</td>
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<td></td>
<td>- How to use them appropriately, responsibly and humanely</td>
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<tr>
<td></td>
<td>- What data from these studies can do? --- Provide the essential foundation to distinguish and recommend which level of exposure is safe and which is harmful to people, animals and the environment. in toxicology</td>
</tr>
<tr>
<td></td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td></td>
<td>- <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3592692/pdf/june-7-48.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3592692/pdf/june-7-48.pdf</a> Toxicology study:</td>
</tr>
<tr>
<td></td>
<td>- Assess <em>Planaria</em>’s responses to various pH solutions and solvents (ethanol vs. DMSO)</td>
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<tr>
<td></td>
<td><strong>Report I:</strong></td>
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<tr>
<td></td>
<td>- The survival rate of <em>Planaria</em>: pH effect and solvent effect</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion:</strong></td>
</tr>
</tbody>
</table>

***** Submit the name(s) of the toxin(s) or toxicological sample(s) which you want to study for the research project in Week 11-14 *****

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3 **Toxicological behavior research**

**Lecture/Discussion:**
- Utilization of in vivo biomarkers in toxicology

**Reading:**

**Behavior study:**
- Measure activity (grid lines crossed) after exposure to 100µM nicotine vs. control
- Assess *Planaria*’s response to nicotine withdrawal
- Measure seizure-like movements in *Planaria* exposed to high-dose 1mM nicotine vs. control

**Report II:**
- Nicotine effects on *Planaria* behaviors

4 **The effect of caffeine and alcohol on *Planaria*’s mobility: Dose-response study**

**Lecture:**
- Dose-response relationships in Toxicology

**Reading:**

**Dose-response study:**
- Measure activity (grid lines crossed) after exposure to various concentrations of caffeine
- Measure activity (grid lines crossed) after exposure to various concentrations of alcohol

**Discussion:**
- Nanoparticles and Mega-fears Debating the Risks of Nanotechnology
  - http://onesearch.cuny.edu/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=CUNY_ALEPH008836362&index=4&recIds=CUNY_ALEPH008836362&recldxs=3&elementId=3&renderMode=poppedOut&displayMode=full&frbrVersion=2&frbg=&query=&query=&dsrcnt=0&onCampus=true&jj&mode=Advanced&institution=JJ&vl(94424911UI4)=audio_video&dum=true&vl(freeText0)=toxicology&vl(94424906UI5)=all_items&group=GUEST&dstmp=149133203614

5 **The effect of caffeine and alcohol on *Planaria*’s mobility: Time study – Time curve**

**Lecture:**
- Chemical toxicity is dependent upon the concentration of active compound at the target site for a sufficient time

**Reading:**

**Time study:**
- Measure activity (grid lines crossed) after exposure to caffeine for various time periods
- Measure activity (grid lines crossed) after exposure to alcohol for various time periods
<table>
<thead>
<tr>
<th>Report III (for Lab 4 and 5):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dose-response curve and time curve of caffeine and ethanol in <em>Planaria</em></td>
</tr>
</tbody>
</table>

***** Submit the outline of the experimental design and the methodology which you want to perform for the research project in Week 11-14 *****
### C. Using PC12 cells as an *in vitro* cellular model to study toxicological responses of chemicals

<table>
<thead>
<tr>
<th>6</th>
<th>Potentiation effect of ethanol on cocaine or nicotine triggered motor dysfunction in <em>Planaria</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture:</strong></td>
<td>Drug-drug interaction: additivity, antagonism, potentiation, and synergism</td>
</tr>
<tr>
<td></td>
<td>Behavioral study --- Synergistic effect:</td>
</tr>
<tr>
<td></td>
<td>Measure C-shaped movement of <em>Planaria</em> after exposure to various concentrations of ethanol, cocaine, or ethanol/cocaine.</td>
</tr>
<tr>
<td></td>
<td>Behavioral study --- Additive effect:</td>
</tr>
<tr>
<td></td>
<td>Measure C-shaped movement of <em>Planaria</em> after exposure to various concentrations of ethanol, nicotine, or ethanol/nicotine.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>7</th>
<th>Cytotoxicity of pesticides I: using cell membrane damage as a biomarker of cytotoxicity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture:</strong></td>
<td>Pros and Cons of in vitro cellular toxicological testing: common and widely used for screening and ranking chemicals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>Cytotoxicity of pesticides II: using mitochondrial damage as a biomarker of cytotoxicity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture:</strong></td>
<td>Utilization of in vitro biomarkers in toxicology</td>
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<tbody>
<tr>
<td><strong>Reading:</strong></td>
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<tr>
<td><strong>Cell viability:</strong></td>
<td></td>
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<tr>
<td></td>
<td>Stain cells with trypan blue dye (Trypan blue exclusion staining) to detect cell viability and to calculate LC50</td>
</tr>
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<tbody>
<tr>
<td><strong>Discussion:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Toxic jeans (video) ---</td>
</tr>
</tbody>
</table>

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Approved by UCASC, April 21, to College Council, May 15, 2017
<table>
<thead>
<tr>
<th>9</th>
<th>Apoptosis assay I: Apoptotic caspase cell death pathway study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture:</strong></td>
<td>• Cell death mechanisms and their implications in toxicology</td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
<td>• <a href="https://www.ncbi.nlm.nih.gov/books/NBK144065/">https://www.ncbi.nlm.nih.gov/books/NBK144065/</a></td>
</tr>
<tr>
<td><strong>Caspase enzymatic assay:</strong></td>
<td>• To introduce the colorimetric/fluorometric caspase assay for measuring activity of individual or multiple caspases as apoptosis biomarkers</td>
</tr>
</tbody>
</table>

***** Research project proposal due *****

<table>
<thead>
<tr>
<th>10</th>
<th>Apoptosis assay II: Apoptotic DNA damage study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture:</strong></td>
<td>• Mechanisms of disease: Cell death</td>
</tr>
<tr>
<td><strong>DNA laddering assay:</strong></td>
<td>• To introduce a technique for detecting DNA fragmentation as an apoptotic biomarker</td>
</tr>
<tr>
<td><strong>Report VI (for Lab 9 and 10):</strong></td>
<td>• Detection of apoptosis by caspase enzymatic assay and DNA laddering assay</td>
</tr>
</tbody>
</table>

**Discussion:**


D. Research Project (individual)

| 11-14 | Students apply the techniques they learn from previous laboratory exercises to determine in vivo and in vitro toxicities of the target compound(s)/sample(s) they choose. |

15 **Poster presentation**

***** Submit the final research project report *****

**Guidelines for Laboratory Report**

1. **Title:** What is the experiment about?
   • What is the goal of this particular experiment?
2. **Introduction:** What is the context in which the experiment takes place?
   • **Background:** Perform a literature search and summarize this previous research and cite all sources consulted using appropriate bibliographic means.
   • **Objectives:** Describe the objectives and purpose for doing the experiment.

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3. Materials and methods: What did you do, how did you do it and what did you need to perform the experiment?
   - Name the analytes, reagents and solvents that you used.
   - Explain how you prepared the specific reagents, solvent mixtures, buffers and calibration solutions that you used in the experiment.
   - What instruments (characteristics and manufacturers) did you used?
   - Describe how you did data analysis. Did you build a calibration curve? How did you do it?

4. Results: What did you find?
   - Describe your results
   - Include figures, tables, images and calibration curves as needed.

5. Discussion: What do these results mean?
   - Do not discuss any outcomes not presented in the Results, and do not repeat in the Discussion the findings that you just described in the Results.
   - Explain, analyze and compare your results
   - Explain any observed problem or any unexpected result. Why did that happen? How could you correct it?
   - Compare your results to the research performed previously by others or use other research data to support your findings.

6. Conclusion: What did you learn from this experiment?
   - What are the main findings of this experiment?
   - Did you observe any problems and how do you think they could be overcome?
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.

Date Submitted: March 21, 2017

1. Name of Department or Program: History

2. Contact information of proposer(s):
   
   Name(s): Andrea Balis
   Email(s): abalis@jjay.cuny.edu
   Phone number(s): 212-237-8132

3. Current number, title, and abbreviated title of course: HIS 214; Immigration and Ethnicity in the United States

4. Current course description: A social history of immigration and ethnicity that focuses on topics such as immigrant institutions including family, church, community life, unions, gangs, fire companies, saloons, theatres, social mobility; and the role of ethnicity and class responses to the immigrant problem, including assimilation, nativism, racism and restriction; immigrant ghettos and boss rule; changing immigrant stereotypes; work experience; labor violence and the methods of social control.

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): 3 (no lab)

   c. Current prerequisites: ENG 101 and sophomore standing or above

5. Describe the nature of the revision: Outcomes are being revised to fit the Gen Ed outcomes for the Flexible Core: U.S. Experience in its Diversity area. Sophomore standing is being removed as a prerequisite.

6. Rationale for the proposed change(s): Immigration is essential to the history, literature, culture and politics of the United States. Our students live in the largest immigrant destination in the United States. Many have

Approved by UCASC, April 21, to College Council, May 15, 2017
personal experiences with immigration and immigrants. By moving the course into the Gen Ed curriculum the course will be available to students who are not History Majors or Minors. We expect the course to attract many students from across disciplines and across a broad cross section of John Jay students. To make the course more accessible to students, we are also removing the class standing prerequisite.

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

   a. Revised course description: A social history of immigration and ethnicity that focuses on topics such as immigrant institutions (including family, church, community life, unions, gangs, fire companies, saloons, and theatres), social mobility, and the role of ethnicity. Class-based responses to immigration will be addressed, including assimilation, nativism, racism, and restriction. Topics covered will also include immigrant ghettos and boss rule, changing immigrant stereotypes, work experience, labor violence, and the methods of social control.

   b. Revised course title: NA

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA

   d. Revised learning outcomes: Students will:

      1. Gather, interpret, and assess information from a variety of sources and points of view
      2. Evaluate evidence and arguments critically or analytically
      3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
      4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, history, political science, psychology, public affairs, sociology and U.S. Literature
      5. Analyze and explain one or more major themes in U.S. history from more than one informed perspective
      6. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States

   e. Revised assignments and activities related to revised outcomes NA

   f. Revised number of credits: NA

   g. Revised number of hours: NA

   h. Revised prerequisites: ENG 101

8. Enrollment in past semesters: 36

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

Approved by UCASC, April 21, to College Council, May 15, 2017
No _____ Yes ___x__ If yes, please indicate the area:

**Flexible Core:**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A. World Cultures and Global Issues</td>
<td></td>
</tr>
<tr>
<td>B. U.S Experience in Its Diversity</td>
<td>X</td>
</tr>
<tr>
<td>C. Creative Expression</td>
<td></td>
</tr>
<tr>
<td>D. Individual and Society</td>
<td></td>
</tr>
<tr>
<td>E. Scientific World</td>
<td></td>
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</tbody>
</table>

9b. Please explain why and how this course fits into the selected area:

This course directly addresses each of the category’s learning outcomes, and focuses on outcomes 5&6. The course emphasizes gathering and evaluating evidence and students are required to produce well-reasoned arguments based on that evidence. The course provides the opportunity for students to evaluate immigration, an issue which is indeed multidisciplinary, using material from History, Sociology, Political Science, and Anthropology.

9c. If yes, frequency and number of sections to be offered for General Education:

<p>| | |</p>
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<tbody>
<tr>
<td>Every semester _<strong>x</strong></td>
<td>Number of sections: _<strong>1</strong></td>
</tr>
<tr>
<td>Fall semesters only _____</td>
<td>Number of sections: _____</td>
</tr>
<tr>
<td>Spring semesters only _____</td>
<td>Number of sections: _____</td>
</tr>
</tbody>
</table>

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: March 15, 2017

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

Allison Kavey

Approved by UCASC, April 21, to College Council, May 15, 2017
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>HIS 214</td>
</tr>
<tr>
<td>Course Title</td>
<td>Immigration and Ethnicity in the United States</td>
</tr>
<tr>
<td>Department(s)</td>
<td>History</td>
</tr>
<tr>
<td>Discipline</td>
<td>History</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 101</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>NA</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>A social history of immigration and ethnicity that focuses on topics such as immigrant institutions (including family, church, community life, unions, gangs, fire companies, saloons, and theatres), social mobility, and the role of ethnicity. Class-based responses to immigration will be addressed, including assimilation, nativism, racism, and restriction. Topics covered will also include immigrant ghettos and boss rule, changing immigrant stereotypes, work experience, labor violence, and the methods of social control.</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>
</tbody>
</table>

Indicate the status of this course being nominated:

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

CUNY COMMON CORE Location

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

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

Approved by UCASC, April 21, to College Council, May 15, 2017
### Learning Outcomes

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

#### 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.

#### B. U.S. Experience in its Diversity

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

<table>
<thead>
<tr>
<th>The three papers are all focused on this outcome. All three are scaffolded papers focused on helping students develop research skills in a sequential structure. Students will do both library research and as well as locating and examining alternate sources. The first paper introduces students to the value of using tertiary sources by asking them to do preliminary research on the background of an ethnic group. This is library research and students are encouraged to physically visit the John Jay Library. Students will begin creating an annotated bibliography. This assignment walks students through the process of finding, evaluating, and gathering information. It focuses on how to evaluate sources. A librarian will visit the class to help students develop research questions. The third paper requires students to locate an ethnic organization and examine the organization’s mission and activities. This field research will be assessed alongside library research in the final exam.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
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<tr>
<td>Each class discussion focuses on evaluating the assigned readings, both critically and analytically. Quizzes reinforce critical analysis by asking students to engage with arguments and evidence. In-class writing and discussion are focused firmly on identifying main arguments, evaluating sources and comparing readings. In addition, weeks 8 and 10 use primary as well as secondary sources in order to discuss the relationship between the two.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
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<tr>
<td>This is a central focus of every class. All written assignments explicitly ask students to produce well-reasoned written arguments, including quizzes, which focus on discussing arguments and evidence. Class discussions require oral</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
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arguments that are rigorous arguments connecting evidence and argument, and students are guided in developing these skills. The necessity of well-reasoned arguments is the cornerstone of class sessions.

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

<table>
<thead>
<tr>
<th>A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:</th>
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<tr>
<td>All of the readings address these issues. The first four weeks are devoted to understanding the field of immigration history. Weeks 1-4 directly focus on an overview of the historiographic arguments about immigration which are critical to the field and to understanding the US experience. In addition the readings are drawn from important journals and resources in the field in order to make sure that students are aware of scholarly resources.</td>
</tr>
<tr>
<td>All of the papers in this course focus on how specific immigrant groups have shaped history. Many of the readings in the course are concerned with how specific ethnic groups have participated in the history of immigration. There also a focus on gender. Readings in week 3, 4, 7, 8, 10, and 13 specifically address these issues</td>
</tr>
<tr>
<td>The question of the impact of government on immigration issues comes up in many of the readings and discussions. Weeks 5, 6, 7, 8, 10, 11, and 12 examine the roles of all three branches of government in creating and enforcing immigration law and policy. We examine court cases, laws and executive actions in both primary and secondary readings. Weeks 12 and 14 directly address the justice implications of these questions.</td>
</tr>
</tbody>
</table>

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.

- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

- Explain and evaluate the role of the United States in international relations.

- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.

- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
History 214- Immigration and Ethnicity in the United States

Prof. Andrea Balis; abalis@jjay.cuny.edu

NB 8.65.33 (office hours Tues-Friday 9:30-10:30 or by appointment)

Bulletin Description: A social history of immigration and ethnicity that focuses on topics such as immigrant institutions including family, church, community life, unions, gangs, fire companies, saloons, theatres, social mobility; and the role of ethnicity and class responses to the immigrant problem, including assimilation, nativism, racism and restriction; immigrant ghettos and boss rule; changing immigrant stereotypes; work experience; labor violence and the methods of social control.

Section Description: Immigration is central to American history, culture, society and politics, This course focuses on 19th and 20th century immigration to the United States by examining the effects of immigration itself as well as the major political debates about defining the “American Character”, changing laws and standards and the effects of legal and illegal immigration during this time period. We will focus on the ways in which the United States has defined itself around the struggle over immigration and migration.

Learning Outcomes:

At the end of this course you will be able to:

1. Gather, interpret, and assess information from a variety of sources and points of view
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Identify and apply the fundamental concepts of how history explores the U.S. experience in its diversity.
5. Analyze and explain one or more major theses of U.S. history from more than one informed perspective.
6. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
7. Identify and differentiate among the legislative, judicial and executive branches of government and analyze their influence on the development of U.S. democracy.

Required Texts:


All other readings will be posted on Blackboard. You must bring a hard copy of each reading to class.

Class Norms:

1. Attendance is critical. I take attendance at the beginning of each class. If you are more than 10 minutes late you are absent.
2. Discussion is an important part of this class. It is important that we listen to each other respectfully and respond to each other respectfully.
3. There can be no side conversations. If you repeatedly talk to your neighbors during class you will be asked to change seats.

Approved by UCASC, April 21, to College Council, May 15, 2017
4. No Cell phones unless you are looking up a fact or definition. Otherwise your phone should not be on your desk or lap. If I need to ask more than once your phone will spend the class on the teacher desk. You are not present if you are texting. That is just true.

5. No eating in class. You may consume a beverage.

6. I encourage you to take long hand notes during class and when you are doing your reading. You may use hand written notes during quizzes.

7. Do not plagiarize. If you unsure as to what that means consult the college bulletin and then talk to me or another member of the faculty or staff. Seriously. In my experience many of the plagiarized papers I have read reflect a lack of understanding of what plagiarism really is as often as it is laziness or dishonesty.

Course Requirements:
20% - 4 announced quizzes
20% - class participation which includes coming to class having read the assignment, prepared to answer questions, and unannounced quizzes
50% - papers
10% - final exam

Papers
1. Three of the papers you will write this semester are linked together. The sequence is intended to focus on developing research skills as well as practice in writing well organized, well documented academic essays.

2. These assignments will require library research. Be sure that you have arranged for access to the John Jay internet system by the second week of class. If you have any difficulty in doing this contact DOIT at (212) 237-8200. There is an information session scheduled during class time that will be held in the library to make sure that everyone is familiar with the online resources as well materials which are located in the library itself.

3. Each student is to choose an immigrant group as the focus for your work in this course. You must make your decision by the second week of class, and submit your choice in writing. You are free to choose any group you like, although obscure groups may make your research more difficult. You may wish to use your own ethnic group, a group with which you work, or base your selection on whim...

4. All papers must be typed and turned in on the date listed in the syllabus.

Paper #1 Biography
1. Write a short biography of the group you have chosen. Use a couple of encyclopedias of immigration and ethnicity. Our library has several. ASK A LIBRARIAN FOR HELP
2. Decide on a research question. This should only be a sentence or two long.

Paper #2- Annotated Bibliography
1. Using the knowledge you have acquired from the first paper, formulate a research question. Your question should address some aspect of the general history of the group you have chosen. You may find that as you work on the project your research question may need adjustment. It may turn out to be too obscure to find information on your topic. It may turn out to be far to general. These adjustments are part of the assignment.

Approved by UCASC, April 21, to College Council, May 15, 2017
2. Write an annotated bibliography that includes at least 3 books and three scholarly articles. Learning to construct a bibliography is a critical academic skill. The library has handouts on creating bibliographies and on what constitutes a scholarly article that you may find helpful.

3. State your research question at the top of the bibliography. Each entry, that is for each of the three books and the three articles, you need to include the title, the author, the publisher, the name if the scholarly journal (in the case of articles) and the date of publication. In addition to this information you need to write a short description of each source that makes it clear how that source relates to your research question. This does not mean that you need to locate each source. You do not need to read these sources. Your description is based on information found in the citation for your sources. In the case of books you can read a review of a book and decide if it relates to your topic. In the case of scholarly articles you will find abstracts, or summaries of the article included in the data base entries.

**Paper 3 Description of an Ethnic Organization**

Locate an ethnic organization which focuses its efforts and/or membership on the group you have chosen. Briefly discuss the organization’s history and mission statement and place it within the context of that group’s immigration history. This paper should be 3-4 pages.

**Class Schedule**

**Part 1 – Overview**

Week 1-

a) Introduction and overview
b) American Citizenship test

Week 2

a) Gerber Introduction QUIZ

Week 3


**Part 2- Law and the Construction of Immigration**

Week 4

a) Gerber, part 2

Approved by UCASC, April 21, to College Council, May 15, 2017
b) Library class

Week 5


b) Paper #1 due and discussion

Week 6

a) Beginning of Immigrant Restriction 1882-1917 Guarding the Golden Door: Immigration Policy and Immigrants since 1882, Hill and Wang, 2004, p.5-35

b) QUIZ

Week 7


Week 8

a) Gerber section 4


Week 9


Week 10

a) Film

b) Koramatsue V. US, 1944, PAPER #2

Week 11


b) QUIZ

c)

Week 12

Approved by UCASC, April 21, to College Council, May 15, 2017

Week 13


Week 14


b) Quiz

Week 15

Review and Final Exam Period

Approved by UCASC, April 21, to College Council, May 15, 2017
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

Course Revision Form  

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

Date Submitted: March 3, 2017  

1. Name of Department or Program: Humanities and Justice Program  

2. Contact information of proposer(s):  
   Name(s): Hyunhee Park  
   Email: hpark@jjay.cuny.edu  
   Phone number(s): 212-237-8291  

3. Current number, title, and abbreviated title of course: HJS 310, Comparative Perspectives on Justice  

4. Current course description:  
   
   This course will study justice in the non-Western world as it is variously represented in historical, literary and philosophical texts. A sequel to HJS 250: Justice in the Western Traditions, it builds upon the analytical skills developed in that course and extends its geographical boundaries to the Mideast, Asia, Africa and the Americas. By studying how social, political, and religious institutions shape understandings of justice and injustice, and how these concepts define race, gender, ethnicity and class, the course focuses on articulations and practices of justice that are different from the Western constructs considered in HJS 250. Through comparative investigations of encounters between societies resulting from conquest, trade and social exchange, it will explore justice as culturally inflected, the product at once of a particular regional or national identity and history, and of intercultural contact.  

   a. Number of credits: 3  
   b. Number of class hours (please specify if the course has lab hours): 3  
   c. Current prerequisites: ENG 101, HJS 250 Justice in the Western Traditions  

5. Describe the nature of the revision:  

Remove its HJS 250 pre-req and revise its learning outcomes so that it will become part of the 300-level Justice Core and open to any student interested in the course topic.  

Approved by UCASC, April 21, to College Council, May 15, 2017
6. Rationale for the proposed change(s):

Humanities and Justice is an interdisciplinary liberal arts major with foundations in history, literature, and philosophy. Unique at CUNY and indeed nationwide, the major provides students with the intellectual framework and analytical skills to investigate cultural, literary, ethical, and historical constructions of justice. The major has continued attracting students who plan to attend graduate and professional school in the humanities or law, and also prepares students for careers in criminal justice and public service. Since the changes to the College’s General Education Program, we realized some courses in the HJS core could be open to students of different majors. We realized that the learning outcomes of HJS 310 match those of 300 level justice core quite well. In order to open the course to more students in other majors, we are removing its HJS 250 pre-req, and we can do so because HJS 310 does not require the material in HJS 250 for students to be successful.

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

   a. Revised course description:

   This course studies justice in the non-Western world as it is variously represented in historical, literary and philosophical texts. The course builds analytical skills and extends its coverage across geographical boundaries to the Mideast, Asia, Africa and the Americas. By studying how social, political, and religious institutions shape understandings of justice and injustice, and how these concepts define race, gender, ethnicity and class, the course focuses on articulations and practices of justice that are different from the Western constructs. Through comparative investigations of encounters between societies resulting from conquest, trade and social exchange, the course explores justice as culturally inflected, the product at once of a particular regional or national identity and history, and of intercultural contact.

   b. Revised course title: NO CHANGE

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NO CHANGE

   d. Revised learning outcomes:

   • Students will develop a comprehensive understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world by exploring various concepts and practices of justice that have developed in different times and places from humanistic perspectives.
   • Students will learn to identify and analyze the issues, theories, and struggles for justices that have developed in different times and places and shaped societies and cultures throughout the world.
   • Students will be able to differentiate articulations and practices of justice in non-Western traditions in different times and places.

   e. Revised assignments and activities related to revised outcomes: NO CHANGE

   f. Revised number of credits: NO CHANGE
g. Revised number of hours: NO CHANGE

h. Revised prerequisites: **CHANGE** → NO prerequisite of HJS 250 Justice in the Western Traditions – **ENG 101 only**

8. Enrollment in past semesters: 6-20 students

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

**College Option:**

| Justice Core 100-level: Justice and the Individual |   |
| Justice Core 300-level: Struggle for Justice & Inequality in the U.S. |   |
| Justice Core 300-level: Justice in Global Perspective | X |
| Learning from the Past |   |
| Communications |   |

9b. Please explain why and how this course fits into the selected area:

The learning outcomes of HJS 310 match those of 300 level justice core II: justice in global perspective because the course explores broad concepts and issues of justice that have developed in different times and places from humanistic perspectives.

9c. If yes, frequency and number of sections to be offered for General Education:

| Every semester |  | Number of sections: ___2__ |
| Fall semesters only |   | Number of sections: ___ |
| Spring semesters only |   | Number of sections: ___ |

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: March 1, 2017

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

Hyunhee Park, HJS coordinator
### John Jay General Education College Option Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>HJS 310</th>
</tr>
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<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Comparative Perspectives on Justice</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Humanities and Justice Program</td>
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<tr>
<td><strong>Discipline</strong></td>
<td>Interdisciplinary</td>
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<td><strong>Credits</strong></td>
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<td><strong>Contact Hours</strong></td>
<td>3</td>
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<tr>
<td><strong>Prerequisites</strong></td>
<td>ENG 201 and junior standing</td>
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<td><strong>Co-requisites</strong></td>
<td>This course will study justice in the non-Western world as it is variously represented in historical, literary and philosophical texts. A sequel to HJS 250: Justice in the Western Traditions, it builds upon the analytical skills developed in that course and extends its geographical boundaries to the Middle East, Asia, Africa and the Americas. By studying how social, political, and religious institutions shape understandings of justice and injustice, and how these concepts define race, gender, ethnicity and class, the course focuses on articulations and practices of justice that are different from the Western constructs considered in HJS 250. Through comparative investigations of encounters between societies resulting from conquest, trade and social exchange, it will explore justice as culturally inflected, the product at once of a particular regional or national identity and history, and of intercultural contact.</td>
</tr>
<tr>
<td><strong>Sample Syllabus</strong></td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

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

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

**John Jay College Option Location**

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

<table>
<thead>
<tr>
<th>Justice Core</th>
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<th>Learning from the Past</th>
<th>Communication</th>
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<tbody>
<tr>
<td>☐ Justice &amp; the Individual (100-level)</td>
<td>☐ Struggle for Justice &amp;</td>
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Approved by UCASC, April 21, to College Council, May 15, 2017
| Inequality in U.S. (300-level) | ☒ Justice in Global Perspective (300-level) |

**Justice Core II: Justice in Global Perspective** - Please explain how your course meets these learning outcomes

Students will:

| Students will develop a comprehensive understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world by exploring various concepts and practices of justice that have developed in different times and places from humanistic perspectives. Students will read and discuss historical, literary, and philosophical primary texts written in China (Weeks 2-6), Japan (Weeks 8-9), India (Weeks 10-11), the Middle East (Weeks 12-13), etc. and secondary studies concerning the issues, theories, and struggles for justice that have developed and shaped various societies and cultures. |
| Through direct engagement with historical, literary, and philosophical primary texts, students will learn to identify and analyze the issues, theories, and struggles for justice that have developed in different times and places and shaped societies and cultures throughout the world. Writing reading responses on selected primary texts and secondary readings will encourage students to critically analyze cultural, literary, ethical, and historical constructions of justice reflected in these texts. Students will be able to produce three argument-driven papers. |
| By studying how social, political, and religious institutions in the Middle East, Asia, Africa and the other Americas shape understandings of justice and injustice, and how these concepts define race, gender, ethnicity and class, students will be able to differentiate articulations and practices of justice in non-Western traditions in different |

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world

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

- Differentiate multiple perspectives on the same subject
times and places. Through comparative investigations of foundation in non-Western traditions of justice and encounters between societies resulting from conquest (e.g., the reading for Weeks 5, 10, 11, 12, 13), trade and social exchange (e.g., the reading for Weeks 5, 8, 10, 11, 12, 13) in several historical periods, students will explore justice as culturally inflected, the product at once of a particular regional or national identity and history, and of intercultural contact.
HJS 310: Comparative Perspectives on Justice

Time:
Location:
Instructor:
Office Hours:
Prerequisites:

Course Description:
This course will study justice in the non-Western world as it is variously represented in historical, literary and philosophical texts. A sequel to HJS 250: Justice in the Western Traditions, it builds upon the analytical skills developed in that course and extends its geographical boundaries to the Mideast, Asia, Africa and the Americas. By studying how social, political, and religious institutions shape understandings of justice and injustice, and how these concepts define race, gender, ethnicity and class, the course focuses on articulations and practices of justice that are different from the Western constructs considered in HJS 250. Through comparative investigations of encounters between societies resulting from conquest, trade and social exchange, it will explore justice as culturally inflected, the product at once of a particular regional or national identity and history, and of intercultural contact.

Course Objectives:
Students will: 1) Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world, 2) Analyze how struggles for justice have shaped societies and cultures throughout the world, and 3) Differentiate multiple perspectives on the same subject.

Policies and Requirements:
Classes utilize lecture and discussion. On occasion, films will be shown during class and followed by discussion of certain topics given to students in advance. Students are expected to fulfill their reading assignments for each class (readings listed under each day must be read BEFORE CLASS), contribute actively to discussions, and submit all of the writing assignments. Class participation and improvement over the semester will figure into the final grades, which will be determined in the following basis:

| Class participation including group discussions and peer responses 20% |
| Ten reading responses 2% x 10=20% |
| One 750-word paper and two 1,000-word papers 20% x 3=60% |
| Final Grade 100%¹ |

¹ GRADE (% EQUIVALENT: VALUE) ➔ A (93-100: 4.0), A- (90-92.9: 3.7), B+ (87.1-89.9: 3.3), B (83-87: 3.0), B- (80-82.9: 2.7), C+ (77.1-79.9: 2.3), C (73-77: 2.0), C- (70-72.9: 1.7), D+ (67.1-69.9: 1.3), D (63-67: 1.0), D- (60.0-62.9: 0.7), F (Below 60: 0.0). You can always check your points for quizzes and papers on Blackboard before you receive your final semester grade. A, A- Excellent; B+, B- Good; C+, C Satisfactory; C-, D+, D, D- Passable; F Failure (not erased when course is retaken and passed); WU Withdrew Unofficially.

Approved by UCASC, April 21, to College Council, May 15, 2017
Ten short reading responses

In order to succeed in this course, it is essential that you complete the assigned readings and come to class prepared to talk about them. For this reason, students will write and submit ten short, informal writings (1-2 pages) to discuss each class’s discussion questions based on readings (2%*10=20%). See the questions in the following pages of the syllabus to prepare for the assignment. The students can also use the writing to present their ideas about the topics during the in-class discussions. These writings are designed to develop your active reading habits. Focusing on specific discussion questions will help you locate central ideas in the readings. These writings will also serve as basis for later paper writing.

Three papers

Students will write three papers (one of 700-800 words and two of 950-1,050 words) in this course. All writing assignments must be submitted to Blackboard. Please read the instructions on plagiarism before submitting written work in the syllabus p.#; all students will be held responsible for the contents of their papers. In addition, please include a word-count for all papers.

On grades and consultation

Students may check their grades on the blackboard. Feel free to come to my office whenever a question arises and when you are concerned about your progress in the class. If my office hours are inconvenient, I would be happy to adjust my schedule. In case of emergency, I will send email to your John Jay email account.

Required Readings:


Other readings (all required to do the assignments) are posted online on Electronic Reserve, which is accessed through the Lloyd Sealy Library (John Jay College) home page. Students may access the materials by entering my last name and then clicking on the course number. I will give you a password in class.

Class meetings and assignments:

UNIT 1: Concepts of Justice

Learning outcome for Unit 1: identify basic approaches to exploring various concepts and practices of justice that have developed in different times and places from humanistic perspectives.

Week 1-A Introduction to the Course & Define Humanistic Perspectives

Week 1-B Various Concepts and Practices of Justice from Comparative Perspectives

UNIT 2: Justice in Chinese Traditions

Learning outcome for Unit 2: gain a foundation in Chinese traditions of justice in several historical periods by reading and discussing historical, literary, and philosophical primary texts written in China.


Discussion: What do the ancient Chinese poems from *The Book of Songs* reveal about early societies and ideals and struggles for justice in China? How do poems respond to historical context?

Week 2-B *The Analects of Confucius, I.*


**Reading Response #1 & Discussion:** What types of principles of justice for good government and social good can we find in *The Analects*?

Week 3-A *The Analects of Confucius, II: Comparison with Mozi’s impartiality.*


**Reading Response #2 & Discussion:** What were Mozi’s main arguments against Confucianism with regards to the concepts of justice?

Week 3-B *The Analects of Confucius, III: Confucius, Mencius, and Xunzi; Citation Exercise.*


Discussion: How do the three Chinese philosophers differ in their ideas related to justice?

Week 4-A *The Analects of Confucius, IV: Revolt Against an Unworthy Sovereign?*


**Reading Response #3** and Discussion: Discuss the main argument of the Tiwald article. What pieces of evidence does Justin Tiwald use to support his argument? Is his argument convincing?

Week 4-B *The Analects of Confucius, V.*

Film: Selections from *Confucius* (2009), followed by discussion.

Discussion after watching the film: What ideas of justice does the film *Confucius* show? What does the message of the film show about the Chinese’ interest in Confucian ideas of justice in the 21st century?
Week 5-A  *Records of the Grand Historian, I.*

**Reading Response #4 and Discussion:** What types of principles of justice for good government and social good can we find in Han Fei’s ideal state? Who is Sima Qian? When did he live? What kind of work is his *Shi ji (Records of the Grand Historian)*? What information does it give about the Qin Dynasty?

Week 5-B  *Records of the Grand Historian, II.*

Discussion: How did the grand historian Sima Qian (citing the Han Confucian scholar Jia Yi at the end of the chapter) view the rule of the emperors of the Qin Dynasty? What concepts of “justice” or moral principles did Jia Yi’s discussion emphasize as a critic? What counter arguments could the First Emperor have given to his critics?

Instructions for how to write the first paper.
Film: Selections from *Hero* (2001).

Week 6-A  **Thesis statement exercise.**
Read: Thesis statement and writing handouts (Electronic Reserve).

Week 6-B  **Tang Code and Chinese Influence on East Asian Legal Traditions.**

Discussion: What do the excerpts from the Tang Code show about continuing Confucius and legalist influences on the concepts of justice in China and broader East Asia?

Week 7-A  **Paper Revision Day (peer response work 1).**
Discussion: The topic for the first paper (See pp.#).
Bring the first two paragraphs of your paper draft (the introductory paragraph that includes your thesis and the second paragraph that includes pieces of evidence from the sources) for editing and advice.

Week 7-B  **The first paper (1,000-word) due at 10:00 p.m. to Blackboard.**
**Individual conference by appointments.**

UNIT 3: Justice in Japanese Traditions

Learning outcome for Unit 3: gain a foundation in Japanese traditions of justice in several historical periods by reading and discussing historical, literary, and philosophical primary texts written in Japan.

Week 8-A  **Concepts of Justice in Traditional Japan; Chūshingura, I.**

**Reading Response #5 & Discussion:** What kind of work is *Chūshingura*? In what historical context was it written?
Week 8-B  *Chūshingura, II.*
Read: *Chūshingura*, pp. 29-76 (Acts 1-4). (Script pages -- do not panic!)
Discussion: Why did the forty seven samurais decide to make revenge against Kō no Moronao? Based on what kind of justice spirit did they decide to do so?

Week 9-A  *Chūshingura, III.*
Read: *Chūshingura*, pp. 77-180 (Acts 5-11).
**Reading Response #6 & Discussion:** The topic for the second paper (See p.#)

Week 9-B  *Chūshingura, IV. Paper Revision Day (peer response work 2).*
Bring the first two paragraphs of your paper draft (the introductory paragraph that includes your thesis and the second paragraph that includes pieces of evidence from the sources) for editing and advice.

Week 10-A  The second paper (750-word) due at 10:00 p.m. to Blackboard
Film: Selections from *Chūshingura* (1962).

UNIT 4: Justice in Indian Traditions
Learning outcome for Unit 4: gain a foundation in India traditions of justice in several historical periods by reading and discussing historical, literary, and philosophical primary texts written in India.

Week 10-B  Sources of Social Justice in the Societies of Traditional India.
Excerpts from *The Rig Veda* (translated by Ralph T. H. Griffith), in *The Human Records*, pp. 43-47, and *The Bhagavad Gita* (translated by Tashinath Trinibak Telang), in *The Human Records*, pp. 68-71 (Electronic Reserve). **Submit Group Work Sheet 2 after the class.**
**Reading Response #7 & Discussion:** What evidence is there in hymn 3 of *The Rig Veda* for the emergence of what would become the Hindu caste system, and how is that system explained and justified? According to the text from *The Bhagavad Gita*, why should one perform one’s caste-duty in a totally disinterested fashion?

Week 11-A  *The Law Code of Manu, I.*
Discussion: What are the sources of *The Law Code of Manu*? Who created it and why? What kind of work is it as a literary genre and how is it different from its earlier sources such as the *vedas*?

Week 11-B  *The Law Code of Manu, II.*
**Reading Response #8 & Discussion:** What do the chapters of *The Law Code of Manu* show about the concepts of justice in the Indian traditions? How were these justice ideals
UNIT 5: Justice in the Islamic Middle Eastern Traditions

Learning outcome for Unit 5: gain a foundation in the Muslim traditions of justice in several historical periods by reading and discussing historical, literary, and philosophical primary texts written in the Middle East.

Week 12-A Sources of Social Justice in the Societies of the Islamic Middle East.

Read: *The Qur’an*, Introduction, pp. ix-xvi (Electronic Reserve). We will read the *Qur’an* as a historical and civic text, and not as a religious text.

Discussion: How was *The Qur’an* created and who were involved in the creation? Why is *The Qur’an* important for understanding the concepts of justice in the Muslim traditions?

Week 12-B *The Qur’an*, I: As Religious and Literary Text and the Source of Islamic Law.


Reading Response #9 & Discussion: What is *The Qur’an* like as a religious text and literary text? How is it important as being the source of Islamic law (Shari’a)? What are sources of Islamic law other than *The Qur’an*?

Film: *Secrets of the Koran* (History Channel, 2006).

Week 13-A *The Qur’an*, II: The Basic Tenets of Islam; *jihad* (Holy War).


Discussion: What does the chapter of the Cow show about the basic tenets of faith, moral obligations, and religious rites and practices placed upon and performed by all practicing Muslims? How does the chapter present the concept of *jihad*?


Reading Response #10 & Discussion: What does the chapters of *The Qur’an* show about the concepts of justice in the Muslim traditions? What is the position of women in *The Qur’an*? (Further thoughts: How does *The Qur’an* affect the women’s status of many societies in which Islam is the most dominant religion?)

UNIT 6: Last Thoughts about Justice: Past, the Present, and Globalization

Learning outcome for Unit 6: Students will be able to differentiate articulations and practices of justice in non-Western traditions in different times and places.

Week 14-A Final discussions

Final discussions on various concepts and practices of justice that have developed in different times and places discussed throughout the semester.
**Week 14-B Paper Revision Day (peer response work 3).**

Bring the first two paragraphs of your paper draft (the introductory paragraph that includes your thesis and the second paragraph that includes pieces of evidence from the sources) for editing and advice.

* The final paper (1,000-word) due at 10:00 p.m. to Blackboard
  See separate assignment for first paper in the syllabus (pp. #) for more detailed instructions.

**Week 15-A Final Exam Period**
First Writing Assignment due DATE to Blackboard

Write a 1,000-word (950-1,050 words), double-spaced paper in which you pursue an argument that analyzes the following topics:

How are ideals, practices, and struggles for good government and social good similar or different among Confucius’s philosophical text (and Mencius’s text), Han Feizi’s philosophical text, and Sima Qian’s historical text? How were the different views affected by the political situations of the authors’ times? Whose views could be more justified? From what perspective?

(You do not have to answer every single question, but please use one or two questions as direction for your paper. You must cite at least 3 different texts including Sima Qian’s historical text.)

Construct a thesis statement in your opening paragraph. You statement must be formulated as an argument.

Cite the relevant sources to support your thesis.

Select one of the methods of inquiry used in the disciplines of history, literary study, and philosophy.

Give a word count at the end of the paper. Learning to write short papers requires discipline. If your paper is too long, identify material that is not immediately relevant to your argument and cut it.

In grading this first assignment, I will use the same standards that will apply throughout the semester:

1. Have you presented a consistent argument throughout the paper? Is there a clear thesis statement? Does your introduction prepare the reader for what follows? Does the conclusion fit with the body of the paper? I do not expect you to cover all the questions in the prompt, but, instead to focus on one aspect in order to answer the question.

2. Do you provide sound evidence for your assertions? Scholars in humanity are much more interested in the imaginative use of primary sources (something written by someone at the time) than in reading quotations from secondary sources (something written later, usually by a scholar). So do not fill your paper with quotations from the notes to each chapter--do use the primary evidence presented the main body of the translation. Cite the sources carefully. If you use quotation marks, you must give the accurate quotation; if necessary, you may use ellipses “…” to show that you have omitted part of the passage. Make sure you give the page number for the primary sources.

3. Are there typos? or grammatical errors? Reread your paper before submitting it; try reading it aloud. If it does not make sense, rewrite it. You should view all writing assignments and all examinations in this course as opportunities to present an original thesis; you will be graded on the persuasiveness of your thesis. If you have any questions or problems, ask me during or after class.

Approved by UCASC, April 21, to College Council, May 15, 2017
* Before submitting your paper, check the following criteria. I will use this chart to grade all of your papers.

<table>
<thead>
<tr>
<th>Potential point for 700 paper</th>
<th>Actual points</th>
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<tbody>
<tr>
<td>Overall quality of thesis</td>
<td>1. Is there a clear thesis statement?</td>
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<td>2. Does the thesis answer the assignment question?</td>
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<td>Overall quality of evidence (effective interpretations of primary sources for the thesis)</td>
<td>3. Are the historical dates and facts accurate?</td>
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<td>4. Does the paper provide sound evidence for its thesis?</td>
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<td>5. Does the body of the paper consist only of paragraphs treating primary evidence (except perhaps for a transitional paragraph or two)?</td>
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<td>6. Are the page numbers given for all quotations of the sources?</td>
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<td>7. Are all quotations properly integrated into your own sentences?</td>
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<td>8. Have all quotations been reduced to the most relevant portions of the original text?</td>
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<td>Overall quality of structure and style</td>
<td>9. Is a consistent argument presented throughout the paper?</td>
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<td>10. Does the introduction have a clear roadmap?</td>
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<td>11. Does the conclusion fit with the body of the paper?</td>
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<td>12. Are transitions between paragraphs logical and smooth?</td>
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<td>13. Were the methods of inquiry used in one of the disciplines of history, literary study, and philosophy employed consistently to the study of justice-related concepts, issues, events, and texts and investigation of their own original research questions?</td>
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<td>Grammar</td>
<td>14. Do all sentences employ standard grammar and have they been spell-checked?</td>
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<td>15. Does the paper avoid unnecessary use of the passive voice?</td>
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<td>Meeting assignment requirements</td>
<td>16. Word count Penalty for: No word count: -0.1; Less than the word limit by 100 words: -0.5.</td>
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<td>Total</td>
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* If you need more help to write the papers, you can come to my office hours or consult John Jay Writing Center (the campus’ academic resources and tutoring center; Room 01.68 New Building, Telephone: 212.237.8569): [http://jjcweb.jjay.cuny.edu/writing/homepage.htm](http://jjcweb.jjay.cuny.edu/writing/homepage.htm).

For additional guidance outside the classroom on all aspects of composition please refer to:
The Purdue Online Writing Lab: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)

**Second Writing Assignment due DATE to Blackboard**

Write a 750-word (700-800 words), double-spaced paper in which you pursue an argument that addresses some of the following topics:

What does *Chūshingura* a fiction/drama show about the Japanese ideals, practices, and struggles for justice during the eighteenth century? How does fiction/drama function as a site to carry out activities that are no longer legally permitted in the society?

(You do not have to answer every single question, but please use one or two questions as direction for your paper.)

Cite the relevant sources to support your thesis.

**Third Writing Assignment due DATE to Blackboard**

Approved by UCASC, April 21, to College Council, May 15, 2017
Write a 1,000-word (950-1,050 words), double-spaced paper in which you pursue an argument that addresses the following topics:

What do the *Law Code of Manu* and the *Qur'an* show about the concepts of justice in the Hindu traditions and Muslim traditions? How are they similar or different? What challenges have the Hindu and Islamic traditions received in different times and places? Please choose one particular aspect of the justice reflected in the two texts based on one of the following themes: state/government, society, social hierarchy, and individual morality. For example, how were women addressed in the laws in a similar or different way in the two texts?

(You do not have to answer every single question, but please use one or two questions as direction for your paper.)

Cite the relevant sources to support your thesis.
Guide to Class Participation

This rubric can help you to self-assess how you are doing in class participation. I am very happy to work with students to improve their participation.

A
You speak frequently, your comments demonstrate creative thinking and mastery of course materials (even better, your comments demonstrate that you have thought critically about the comments of your peers in the class and want to contribute to creating a consensus interpretation about materials or a pointed debate), you offer compelling examples to support your claims, you raise interesting questions, you attend every class. Your in-class writing assignments demonstrate thought and effort. Your participation is solid throughout the entire quarter.

A-
The above, except you are a bit lacking in one category. Sometimes attendance is the issue. Sometimes the student starts slowly, but becomes a top-notch commentator by the end of the quarter.

B+
You speak 1-2 times per class in a way that demonstrates you have read the course materials, and complete the in-class writing assignments. Your attendance might include a few absences.

B
B students tend to talk a fair amount in some classes but less in others, suggesting that they do not regularly complete the reading. They tend to use evidence less precisely, or miss nuance, and have some trouble explaining why quotations or ideas are important. Alternatively, this might describe someone who is solid in class but has several absences.

B-
The typical B- student is someone who attends all classes but never talks, or someone who occasionally talks in class but has a series of absences. Sometimes a student receives a B- because their few comments are vague and speculative, and thus don’t really demonstrate that they actually read the material.

C+ or lower
You don’t often talk and you miss many classes. This is also the highest class participation grade that can be given to a student who regularly attends class but falls asleep, surfs the internet/sends text messages, or engages in other activities that impair the collaborative learning process.

How to Document Properly

Direct Quotations

A student may quote words, phrases, sentences, and paragraphs provided that s/he places the quoted material in quotation marks and s/he properly documents the sources. If a student uses the exact words of another person, and fails to give the original source credit, and omits either quotation marks or proper citation, s/he is guilty of plagiarism.

For the purposes of this class, I recommend that you use social science notation. (Of course, you may use traditional footnotes if you prefer). For example,
“The Song (Sung) period (960-1279) represents a new phase of Chinese history” (Schirokauer 133).

or

Conrad Schirokauer argues “The Song (Sung) period (960-1279) represents a new phase of Chinese history” (133).

You may omit the author’s name in the citation if it already appears in the sentence. In some cases it may be easier to cite the title of the book rather than the author, as in The Analects. If you cite only the assigned reading, you do not need to provide a separate bibliography. If you cite something I have not assigned, please attach a bibliography in which you give all publication information as well as a photocopy of the pages that contain the quoted passage.

Paraphrasing

When using an idea from an author, the idea must be expressed entirely in the student’s own words. The sentence must conclude with a footnote or citation. If no credit is given to the original source of the idea, the student is guilty of plagiarism.

Original:
The Master said, “It is the attitude that matters. If young people merely offer their services when there is work to do, or let their elders drink and eat when there is wine and food, how could this ever pass as filial piety?” (The Analects of Confucius 2.8).

Paraphrase:
Confucius thought filial piety was difficult to define and did not consist of just giving older people their meals first (The Analects of Confucius 2.8).

For this class, I recommend that you paraphrase and cite all secondary material. Quotations from another historian usually do not strengthen your case, and they take up valuables pace. On the other hand, you will often want to quote primary materials. If the quoted passage is longer than twenty-five words, please indent and single space. If you have any questions, please ask me during class or in my office hours.
This form should be used for revisions to course titles, prefixes.numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.

Date Submitted: March 16, 2017

1. Name of Department or Program: Public Management

2. Contact information of proposer(s):
   Name(s): Maria J. D’Agostino
   Email(s): mdagostino@jjay.cuny.edu
   Phone number(s): 212.2378068

3. Current number, title, and abbreviated title of course: PAD 404 Practicum in Public Administration

4. Current course description:
   Supervised work experience for students in city, state, federal or international agencies, based on a project with a defined work-product. Initial development of a project proposal, approved by both the course professor and the field supervisor, appropriate to the student's major, and including a literature review of the topic. Participation in weekly classroom meetings and seminars supplements the work experience.
   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 201, senior standing, and PAD 241 or PAD 400

5. Describe the nature of the revision:
   1. PAD 404 will now be a required option in the Public Administration major. Students can choose either PAD 404 Practicum in Public Administration or PAD 402 Internship in Public Administration. The course description is being revised.

6. Rationale for the proposed change(s):
1. Currently the course can be taken in one of the concentrations. Given that most of our students do not have public sector experience, requiring this course will assure that students have the opportunity to apply skills and knowledge learned in the classroom to a potential workplace issue.

2. The current course description does not accurately reflect course curriculum

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

   a. Revised course description:

   This practicum is a culminating exercise that requires students to apply knowledge, concepts and analytical tools to contemporary issues that challenge public administrators. Individuals select a suitable topic and develop a project proposal to guide completion of a research project. It requires preparation of a written paper and culminates in an oral presentation that demonstrates how the students’ work as professionals in public service will serve them and the community. Emphasis will be on actual issues and problems faced by practicing administrators.

   b. Revised course title: N/A

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A

   d. Revised learning outcomes N/A

   e. Revised assignments and activities related to revised outcomes N/A

   f. Revised number of credits: N/A

   g. Revised number of hours: N/A

   h. Revised prerequisites: N/A

8. Enrollment in past semesters: Fall 2016 12, Spring 2017 12

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

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

11. Date of Department or Program Curriculum Committee approval: March 16, 2017

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Maria J. D’Agostino, Chair, Department of Public Management

Approved by UCASC, April 21, to College Council, May 15, 2017
Course Revision Form

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

Date Submitted: March 16, 2017

1. Name of Department or Program: Public Management

2. Contact information of proposer(s):

   Name(s): Maria J. D’Agostino
   Email(s): mdagostino@jjay.cuny.edu
   Phone number(s): 212.2378068

3. Current number, title, and abbreviated title of course: PAD 440 Problems in Public Administration

4. Current course description:

   Seminar in selected problems for public administration. Case studies of current issues in public-sector management. Analysis of managerial techniques and strategies against a background of organization theory, behavioral motivation, administrative history and political change.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201, senior standing, and PAD 140 or PAD 240

5. Describe the nature of the revision: Course description update and change in course title

6. Rationale for the proposed change(s):

   The current course title does not clearly communicate that this course is the public administration major capstone.

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

   a. Revised course description:
In this course, students will apply the knowledge and skills they have gained during their courses in the public administration major to a semester-long project chosen by the student in consultation with the faculty member directing the seminar.

b. Revised course title: **Capstone Seminar in Public Administration**

c. Revised abbreviated title (original can be found on CF, max of 30 characters including spaces!): **Capstone in Public Admin**

d. Revised learning outcomes N/A

e. Revised assignments and activities related to revised outcomes N/A

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: Spring 2017 – 34 students. One to two sections offered each semester.

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

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

11. Date of Department or Program Curriculum Committee approval: March 16, 2017

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

   Maria J. D’Agostino, Chair, Department of Public Management
To: Kathy Killoran and members of UCASC
From: Carla Barrett, Chair, Curriculum Committee, Department of Sociology
Date: 3/27/2017
Re: Prerequisite Revisions – SOC 227, SOC 252, SOC 275, SOC 236/CRJ 236, SOC 360/ECO 360

The Sociology Dept. Curriculum Committee met on 4/5/2017 and approved the following proposed changes to prerequisites for five courses. Explanations for the proposed changes are given below

**Rationale for change:** streamlining English prerequisites in the department’s 200 level courses for consistency across all courses. The following changes are proposed:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Old Pre-req</th>
<th>New Pre-req</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 227</td>
<td>Sociology of Mental Illness</td>
<td>ENG 201 and SOC 101</td>
<td>ENG 101 and SOC 101</td>
</tr>
<tr>
<td>SOC 252</td>
<td>Environmental Sociology</td>
<td>ENG 204 and SOC 101</td>
<td>ENG 101 and SOC 101</td>
</tr>
<tr>
<td>SOC 275</td>
<td>Political Imprisonment</td>
<td>ENG 204; and SOC 101 or ICJ 101</td>
<td>ENG 101; and SOC 101 or ICJ 101</td>
</tr>
</tbody>
</table>

Rationale for change: Redefining prerequisites for criminology courses so that Criminology Major students will not have to take hidden pre-requisites. The following changes are proposed:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Old Pre-req</th>
<th>New Pre-req</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 236/CRJ 236</td>
<td>Victimology</td>
<td>ENG 101 and CRJ 101, CJBS 101 or ICJ 101</td>
<td>ENG 101 and CRJ 101, CJBS 101, ICJ 101, or SOC 101 (This change has been okayed by LPS Dept.)</td>
</tr>
<tr>
<td>SOC 360/ECO 360</td>
<td>Corporate and White Collar Crime</td>
<td>ENG 201, Junior standing or above, SOC 203 and one course in economics</td>
<td>ENG 201 and ECO 101 or ECO 120 or ECO 125 or SOC 101 (This change has been okayed by Economics Dept.)</td>
</tr>
</tbody>
</table>

Approved by UCASC, April 21, to College Council, May 15, 2017
Proposal to Add International Course Attribute and Transcript Notation at the Graduate Level

Office of Graduate Studies
Approved by CGS: 4/20/17

RESOLVED that graduate programs may designate graduate courses as “internationally intensive.” To be considered internationally intensive, at least 51% of a course’s content must be internationally focused, and graduate program curriculum committees will determine which courses qualify for the designation. Students who earn 12 credits in courses designated as internationally intensive will receive a notation on their transcripts indicating achievement of an international competency.

Rationale

John Jay’s International Advisory Board asked the Committee on Graduate Studies to consider a process for designating certain graduate courses as internationally intensive or focused. CGS agreed with the IAB that such a designation would benefit students in their pursuit of employment by highlighting a competency that might not otherwise be visible on their transcripts. Through this designation at the graduate level, John Jay also demonstrates its commitment to cultivating global citizens.

Graduate program curriculum committees will determine which courses are suitable for the designation with the minimum expectation that at least more than half of the course content must be internationally focused. Given that most graduate-level certificate programs consist of 12 credits, CGS agreed that a student who earns 12 credits of internationally intensive courses will have qualified for the notation on his or her transcript indicating achievement of the competency.
Memorandum

To: Rulisa Galloway-Perry, Chief of Staff and Secretary to the College Council
From: Daniel Matos, College Registrar
Cc: Dana Davies, Interim Vice President for Enrollment Management
Re: Registrar’s List of Candidates for Degrees, Graduating Class of 2017
Date: Wednesday, April 26, 2017

I’m writing to request that the approval of the Candidates for Degrees for the Graduating Class of 2017, be placed as an agenda item for the final meeting of the College Council. Only Faculty members may vote on this agenda item. Faculty members may visit the following link to review the list of candidates:


Thank you.