

**COLLEGE COUNCIL**

**AGENDA  
& ATTACHMENTS**

**MONDAY, DECEMBER 7, 2020**

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All meetings begin 1:40 p.m. and are open to the College Community. Note: some or all meetings may be conducted remotely via Zoom. When on-campus, the Executive Committee of the College Council meets in Room 610 Haaren Hall, and College Council meetings take place in Room 9.64NB.

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
**The College Council**  
**AGENDA**

December 7, 2020 – 1:40 p.m.  
Remote Conferencing via Zoom

- I. Adoption of the Agenda
- II. Approval of the Minutes of the November 12, 2020 College Council (Attachment A), **Pg. 3**
- III. Approval of Members of the College Council Committees (Attachment B), **Pg. 6**

Executive Committee of the College Council

- Fatumata Tunkara will serve as the third student representative

College Council

- Fatumata Tunkara will serve as Elected-At-Large student representative
- Julio Chavez will serve as Elected Senior Class student representative
- Maria Maxhari and Jan Luis Mendez Garcia will serve as Alternative-At-Large student representatives

Undergraduate Curriculum and Academic Standards Committee

- Ciomara Dominguez will serve as a student representative

Committee On Faculty Personnel

- Arisha Athar will serve as a student representative

Strategic Planning Subcommittee

- Aiisha Qudusi will serve as a student representative

Financial Planning Subcommittee

- Franklyn Bernabe has replaced Andrew Berezhansky as a student representative

Committee on Student Evaluation of the Faculty

- Professors Keith Markus, Cristopher Herrmann, Daniel Yaverbaum, and Violet Yu are the four full-time faculty members of the committee

- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C17) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

**Academic Standards**

- C1. Proposal to Add Ability to Earn a Minor to Bulletin Info for 2<sup>nd</sup> Bachelor's Degree Students, **Pg. 23**

**New Courses**

- C2. ENG 2XX (240) Technical Writing in Computer Science, Math & Science, **Pg. 24**
- C3. ISP 1XX Creative Movements: How, When and Why They Happen (FC: Creative Exp), **Pg. 46**
- C4. ISP 1YY Murder: Historical & Cultural Perspectives (FC: Ind & Soc), **Pg. 60**
- C5. HIS 2XX History of Eugenics: (CO: Learn from Past), **Pg. 74**

### Course Revisions

- C6. MAT 105 College Algebra, **Pg. 92**
- C7. MAT 108 Social Science Mathematics, **Pg. 94**
- C8. MAT 250 Elements of Mathematical Proof, **Pg. 96**
- C9. POL 257 Comparative Politics, **Pg. 98**
- C10. POL 260 International Relations, **Pg. 100**
- C11. POL 308 State Courts & State Constitutional Law, **Pg. 102**
- C12. POL 316 Politics of Rights, **Pg. 104**
- C13. POL 406 Seminar & Internship in NYC Government, **Pg. 106**
- C14. POL 407 NYS Assembly-Senate Session Program, **Pg. 109**
- C15. POL 408 CUNY Washington, DC Summer Internship, **Pg. 111**
- C16. POL 409 Colloquium for Research in Government & Politics, **Pg. 114**
- C17. SOC 385 Selected Topics in Criminology, **Pg. 117**

- V.** Report from the Committee on Graduate Studies (Attachment D1-D2) – Dean of Graduate Studies Elsa-Sofia Morote

### New Graduate Course Proposals

- D1. ICJ/SEC XXX Cybercrime & Information Technology (International Crime and Justice M.A.), **Pg. 119**
- D2. ECO 731 Economic Development (Economics M.A.), **Pg. 131**

- VI.** Policy Resolution on Faculty Confidential Voting in Electronic Meetings (Attachment E) – Faculty Senate President Warren (Ned) Benton, **Pg. 144**
- VII.** Proposal to Unhouse Gender Studies Program from the Department of Interdisciplinary Studies (Attachment F) - Provost Yi Li, **Pg. 145**
- VIII.** Student Council Resolution 15 “John Jay Student Council Call for Continuation of CR/NC Policy for Fall 2020” (Attachment G) – Student Council President Amber Rivero, **Pg. 147**
- IX.** New Business
- X.** Administrative Announcements – President Karol Mason
- XI.** Announcements from the Student Council – President Amber Rivero
- XII.** Announcements from the Faculty Senate – President Warren (Ned) Benton
- XIII.** Announcements from the HEO Council – President Brian Cortijo

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

**The City University of New York**

MINUTES OF THE COLLEGE COUNCIL

November 12, 2020

The College Council held its third meeting of the 2020-2021 academic year on Thursday, November 12, 2020. The meeting was called to order at 1:45 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Ben Zid, Mohamed; Benton, Ned; Bladek, Marta; Brownstein, Michael; Dapia, Silvia; Delgado-Cruzata, Lissette; Gordon Nembhard, Jessica; Green, Amy; Gutierrez, John; Haberfeld, Maria; Kaplowitz, Karen; King-Toler, Erica; Lapidus, Ben; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Parenti, Christian; Park, Hyunhee; Pastrana Jr., Antonio; Paulino, Edward; Sheehan, Francis; Wandt, Adam; Yu, Sung-Suk (Violet); Berezhansky, Andrew; Bernabe, Franklyn; Luna, Aileen; Perez, Jose; Rivero, Amber; Seodarsan, Katelynn; Solomon, Sharon; Alves, Catherine; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Li, Yi; Mason, Karol; Morote, Elsa-Sofia; \*Balis, Andrea; \*Binns, Chelsea; \*Epstein, Jonathan; \*Freiser, Joel; \*Grant, Heath; \*Mulder, Catherine; \*Tunkara, Fatumata; \*Yambo, Kenneth \*Thomas, Alisa; \*Carpi, Anthony; \*Daniel Matos.

Absent: Herrmann, Christopher; Johnson, Veronica; Suska, Marta-Laura; Velotti, Lucia; Loorkhoor, Elizebeth; Cortijo, Brian; Hartigan, Ellen; \*Concheiro-Guisan, Marta; \*Lee, Anru; \*Caesar, Neil.

Guests: Arismendi, Malleidulid; Austenfeld, Anna; Balkissoon, Tony; Barberet, Rosemary; Ferdinand, Wynne; Killoran, Katherine; Maxwell, Jill; Polanco, Eric; Ramansenthil, Kumar;

\* Alternates

I. Adoption of the Agenda

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

II. Approval of the Minutes of the October 13, 2020 College Council

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

III. Approval of Members of the College Council Committees

A motion was made to approve the members with the following changes:

Financial Planning Subcommittee

- Franklyn Bernabe will replace Andrew Berezhansky on the committee

The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C16) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

**Programs**

A motion was made to adopt the program revision marked “C1. Proposal to Revise the BA and Minor in Gender Studies”. The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked “C2. Proposal to Revise the BS in Applied Mathematics”. The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked “C3. Proposal to Revise the BA in International Criminal Justice”. The motion was seconded and approved unanimously.

**New Course**

A motion was made to adopt the new course marked “C4. CSCI 3XX Machine Learning”. The motion was seconded and approved unanimously.

**Mapping to Gen Ed Learning Outcomes**

A motion was made to approve the course marked “C5. ART 233 Cultural History of Photography (CO: Learning from the Past)” for submission to the Learning from the Past” bucket of Gen Ed. The motion was seconded and approved unanimously.

**Course Revisions**

A motion was made to vote on the course revisions marked C6-C16 as a slate. The motion was seconded and approved unanimously.

C6. MAT 241-244 Calculus I-IV

C7. AFR 237 Institutional Racism

C8. CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I

C9. HIS 150 Doing History

C10. LWS 200 Introduction to Law and Society

C11. LWS 225 Research in Law and Society

C12. POL 203 Municipal and State Government

C13. POL 206 Urban Politics

C14. POL 214 Political Parties, Interest Groups and Social Movements

C15. POL 232 Media and Politics

C16. POL 235 Judicial Processes and Policies

A motion was made to adopt the course revisions marked C6-C16. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (Attachment D) – Dean of Graduate Studies Elsa-Sofia Morote

A motion was made to adopt the new course marked “D. Crime Scene Investigation for Forensic Scientists.” The motion was seconded and approved unanimously.

- VI. New Business  
No new business was presented.

The meeting was adjourned at 2:18 p.m.



**College Council  
Membership**

**&**

**College Council  
Committees**

**2020-2021**

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## College Council Membership

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

### Administration

- |  |                   |
|--|-------------------|
| 1. President (Chairperson)   | Karol Mason       |
| 2. Provost and Vice President for Academic Affairs                                 | Yi Li             |
| 3. Interim Vice President for Finance and Administration                           | Mark Flower       |
| 4. Interim Vice President for Enrollment Management and Student Affairs            | Ellen Hartigan    |
| 5. Dean of Graduate Studies  | Elsa-Sofia Morote |
| 6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne        |

- Two (2) alternate members for administration who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent representative for administration:

1. Anthony Carpi	2. Daniel Matos
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### Faculty

- a. Full-time faculty elected from each academic department:
- |  |                         |
|--|-------------------------|
| 7. Africana Studies                        | Jessica Gordon-Nembhard |
| 8. Anthropology                            | Marta-Laura Suska       |
| 9. Art & Music                             | Benjamin Lapidus        |
| 10. Communications & Theatre Arts          | Elton Beckett           |
| 11. Counseling                             | Mickey Melendez         |
| 12. Criminal Justice                       | Violet Yu               |
| 13. Economics                              | Christian Parenti       |
| 14. English                                | Alexander Long          |
| 15. History                                | Edward Paulino          |
| 16. Interdisciplinary Studies              | Amy Green               |
| 17. Latin American & Latinx Studies        | John Gutierrez          |
| 18. Law, Police Science & Criminal Justice | Christopher Herrmann    |
| 19. Library                                | Marta Bladek            |
| 20. Mathematics & CS                       | Mohamed Ben Zid         |
| 21. Modern Language & Literature           | Silvia Dapia            |
| 22. Philosophy                             | Michael Brownstein      |
| 23. Political Science                      | Maxwell Mak             |
| 24. Psychology                             | Veronica Johnson        |
| 25. Public Management                      | Adam Wandt              |
| 26. Sciences                               | Joyce Lau               |
| 27. Security, Fire & Emergency Management  | Lucia Velotti           |
| 28. SEEK                                   | Erica King-Toler        |
| 29. Sociology                              | Jay Pastrana            |

- c. Faculty allotted according to any method duly adopted by the Faculty Senate:

30. English	Karen Kaplowitz
31. History	Hyunhee Park
32. Law, Police Science, and Criminal Justice Administration	Maria (Maki) Habersfeld
33. Public Management	Warren (Ned) Benton
34. Sciences	Lissette Delgado-Cruzata
35. Sciences	Francis Sheehan
36. SEEK	Schevaletta (Chevy) Alford

- Eight (8) faculty alternates who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent faculty representative:

1. Andrea Balis	5. Joel Freiser
2. Chelsea Binns	6. Heath Grant
3. Marta Concheiro-Guisan	7. Anru Lee
4. Jonathan Epstein	8. Catherine Mulder

Higher Education Officers elected by the Higher Education Officers Council:

- Brian Cortijo (ex officio)
- Catherine Alves
- Rulisa Galloway-Perry
- Janet Winter

- Two (2) Higher Education Officer alternates who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent higher education officer representative:

1. Neil Caesar	2. Alisa Thomas
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Students

41. President of the Student Council	Amber Rivero
42. Vice President of the Student Council	Andrew Berezhansky
43. Treasurer of the Student Council	Franklyn Bernabe
44. Secretary of the Student Council	Aileen Luna
45. Elected At-Large Representative	Fatumata Tunkara
46. Elected graduate student representative	Sharon Solomon
47. Elected senior class representative	Julio Chavez
48. Elected junior class representative	Katelynn Seodarsan
49. Elected sophomore class representative	Jose Perez
50. Freshman representative designated according to a method duly adopted by the Student Council.	Elizebeth Lookhoor

- Four (4) alternate student representatives who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent student representative:

1. Jan Luis Mendez Garcia	3. Kenneth Yambo
2. Maria Maxhari	4. <b>Vacant</b>

### **College Council Interim Executive Committee**

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

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Interim Vice President for Finance and Administration Mark Flower
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- President of the Faculty Senate Warren (Ned) Benton
- Vice-President of the Faculty Senate Karen Kaplowitz
- Two (2) other members of the Faculty Senate
  1. Andrea Balis
  2. Francis Sheehan
- President of the Higher Education Officers Council Brian Cortijo
- Vice-President of the Higher Education Officers Council **Vacant**
- President of the Student Council Amber Rivero
- Vice-President of the Student Council Andrew Berezhansky

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

### **Executive Committee of the College Council**

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

The Executive Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li

- Interim Vice President for Finance and Administration Mark Flower
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
  
- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Warren (Ned) Benton
  2. Karen Kaplowitz
  3. Francis Sheehan
  4. Schevaletta (Chevy) Alford
  5. Lissette Delgado-Cruzata
  6. Joel Freiser
  7. Andrea Balis
- Two (2) higher education officers
  1. Brian Cortijo
  2. Catherine Alves
- Three (3) students
  1. Amber Rivero
  2. Andrew Berezhansky
  3. Fatumata Tunkara

### Undergraduate Curriculum and Academic Standards Committee

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

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Assistant Dean of Undergraduate Studies Katherine Killoran
- Registrar Daniel Matos
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years
  1. Africana Studies Crystal Endsley
  2. Anthropology Kimberley McKinson
  3. Art and Music Erin Thompson
  4. Communication & Theater Arts Lorraine Moller
  5. Counseling and Human Services **Vacant**
  6. Criminal Justice Valerie West
  7. Economics Zhun Xu

8. English	Bettina Carbonell
9. History	Ray Patton
10. Interdisciplinary Studies Program (ISP)	Nina Rose Fischer
11. Library	Maria Kiriakova
12. Latin American & Latinx Studies	Suzanne Oboler
13. Law, Police Science & CJA	Beverly Frazier
14. Mathematics & Computer Science	Michael Puls
15. Modern languages & Literature	Maria Julia Rossi
16. Philosophy	Sergio Gallegos
17. Political Science	Ke Li
18. Psychology	Kelly McWilliams
19. Public Management	Judy-Lynne Peters
20. Sciences	Angelique Corthals
21. Security, Fire & Emergency Management	Lucia Velotti
22. SEEK	Virginia Diaz-Mendoza
23. Sociology	<b>Fall:</b> Henry Pontell <b>Spring:</b> Jana Arsovska

- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of at least 3.0.
  1. Katelynn Seodarsan
  2. Tayvhon Pierce
  3. Ciomara Dominguez

### **Committee on Student Interests**

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

- |  |                  |
|--|------------------|
| • Assistant Vice President and Dean of Students (Chairperson)  | Michael Sachs    |
| • Director of Athletics  | Mark Francis     |
| • Senior Director for Student Affairs  | Danielle Officer |
| • Two (2) members of the faculty <ol style="list-style-type: none"> <li>1. Ellen Belcher</li> <li>2. Nicole Elias</li> </ol>   |                  |
| • Six (6) students <ol style="list-style-type: none"> <li>1. Jan Luis Mendez Garcia</li> <li>2. Julia Jacobellis</li> <li>3. Esther Sompolinsky</li> <li>4. Michaela D'Argenio</li> <li>5. Kayla Noll</li> <li>6. Maria Maxhari</li> </ol> |                  |

### Faculty-Student Disciplinary Committee

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty Student Disciplinary Committee shall consist of two (2) members of the faculty, or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), two (2) students and a chairperson who shall be a faculty member. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter, to receive training and to serve in rotation as chair of the Faculty Student Disciplinary Committee.
  1. Robert McCrie
  2. David Shapiro
  3. Peggilee Wupperman
  
- Two (2) full-time members of the faculty, as defined in the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. Claudia Calirman
  2. Jamie Longazel
  3. Aida Martinez-Gomez
  4. Maureen Richards
  5. Martin Wallenstein
  6. Thurai Kugan
  
- The HEO members shall be selected by lot from a panel of six (6) HEOs appointed biennially by the President, upon recommendation by the HEO Council.
  1. Michael Scaduto
  2. Electra (Nikki) Gupton
  3. Justin Barden
  4. Yolanda Casillas
  5. Jarrett Foster
  6. **Vacant**
  
- The student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Sharon Solomon
  2. Pedro Hernandez
  3. Rhojay Brown
  4. Luis Sanchez
  5. Avijit Roy
  6. Hashaam Shahzad

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

Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the President shall designate from the panels one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained on an annual basis, and who shall constitute the Faculty Student Disciplinary Committee in all such cases.

### **Committee on Faculty Personnel**

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

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

- |   |                           |
|---|---------------------------|
| • President (Chairperson)   | Karol Mason               |
| • Provost and Vice President for Academic Affairs                                 | Yi Li                     |
| • Dean of Graduate Studies  | Elsa-Sofia Morote         |
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne                |
| • Associate Provost and Dean of Research  | Anthony Carpi             |
| • Chairperson of each academic department   |                           |
| 1. Africana Studies   | Teresa Booker             |
| 2. Anthropology   | Alisse Waterston          |
| 3. Art and Music  | Benjamin Bierman          |
| 4. Communication and Theater Arts   | Seth Baumrin              |
| 5. Counseling and Human Services  | Katherine Stavrianopoulos |
| 6. Criminal Justice   | Brian Lawton              |
| 7. Economics  | Geert Dhondt              |
| 8. English  | Jay Gates                 |
| 9. History  | David Munns               |
| 10. Interdisciplinary Studies   | Katie Gentile             |
| 11. Latin American and Latinx Studies   | Jose Luis Morin           |
| 12. Law, Police Science, and Criminal Justice Administration                      | Peter Moskos              |

13. Library	Larry Sullivan
14. Mathematics and Computer Science	Douglas Salane
15. Modern Languages and Literatures	Vicente Lecuna
16. Philosophy	Jonathan Jacobs
17. Political Science	Andrew Sidman
18. Psychology	Daryl Wout
19. Public Management	Warren Eller
20. Sciences	Shu-Yuan Cheng
21. Security, Fire and Emergency Management	Charles Nemeth
22. SEEK	Monica Son
23. Sociology	Robert Garot

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
  1. Schevaletta (Chevy) Alford, Associate Professor, SEEK
  2. Marta Bladec, Associate Professor, Library
  3. Paul Narkunas, Associate Professor, English
- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
  1. Warren (Ned) Benton, Professor, Public Management
  2. Gail Garfield, Professor, Sociology
  3. Maria (Maki) Haberfeld, Professor, Law & Police Science
- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
  1. Jeffrey Culbertson
  2. Arisha Athar

### **Budget and Planning Committee**

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

- |   |             |
|---|-------------|
| • President (Chairperson)                               | Karol Mason |
| • Provost and Vice President for Academic Affairs       | Yi Li       |
| • Interim Vice President for Finance and Administration | Mark Flower |



- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Interim Associate Provost for Institutional Effectiveness Allison Pease
- Assistant Vice President for Administration Oswald Fraser
- Dean of Graduate Studies Elsa-Sofia Morote
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
- Associate Provost and Dean of Research Anthony Carpi
- Assistant Vice President for Finance **Vacant**
- Vice President for Institutional Advancement Robin Merle
- President of the Faculty Senate Warren (Ned) Benton
- Vice President of the Faculty Senate Karen Kaplowitz
- Two (2) members chosen by the faculty senate
  1. Maki Haberfeld
  2. Erica King-Toler
- Chairperson of each academic department
  1. Africana Studies Teresa Booker
  2. Anthropology Alisse Waterston
  3. Art and Music Benjamin Bierman
  4. Communication and Theater Arts Seth Baumrin
  5. Counseling and Human Services Katherine Stavrianopoulos
  6. Criminal Justice Brian Lawton
  7. Economics Geert Dhondt
  8. English Jay Gates
  9. History David Munns
  10. Interdisciplinary Studies Katie Gentile
  11. Latin American and Latinx Studies Jose Luis Morin
  12. Law, Police Science, and Criminal Justice Administration Peter Moskos
  13. Library Larry Sullivan
  14. Mathematics and Computer Science Douglas Salane
  15. Modern Languages and Literatures Vicente Lecuna
  16. Philosophy Jonathan Jacobs
  17. Political Science Andrew Sidman
  18. Psychology Daryl Wout
  19. Public Management Warren Eller
  20. Sciences Shu-Yuan Cheng
  21. Security, Fire and Emergency Management Charles Nemeth
  22. SEEK Monica Son
  23. Sociology Robert Garot
- President of the Higher Education Officers Council Brian Cortijo
- Two (2) higher education officer representatives
  1. Catherine Alves
  2. Eli Cohen
- President of the Student Council or designee Amber Rivero
- Treasurer of the Student Council or designee Franklyn Bernabe
- Additional student representative Tayvhon Pierce
- Additional student representative Gregory Kirsopp

- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. Anthony Chambers
  2. **Vacant**

#### Financial Planning Subcommittee

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College's Annual Financial Plan. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- |   |                     |
|---|---------------------|
| • Interim President of Finance and Administration (Chairperson) | Mark Flower         |
| • Provost and Vice President for Academic Affairs               | Yi Li               |
| • President of the Faculty Senate                               | Warren (Ned) Benton |
| • Vice President of the Faculty Senate                          | Karen Kaplowitz     |
| • One (1) representative chosen by the Faculty Senate           | Erica King-Toler    |
| • Chair of the Council of Chairs                                | Jay Gates           |
| • Vice Chair of the Council of Chairs                           | Andrew Sidman       |
| • One (1) representative chosen by the Council of Chairs        | <b>Vacant</b>       |
| • Chair of the Higher Education Officers Council                | Brian Cortijo       |
| • Student representative  | Saaif Alam          |
| • Student representative  | Franklyn Bernabe    |

The Assistant Vice President for Finance (vacant) and the Provost's Assistant Dean for Academic Operations and Financial Affairs, Kinya Chandler shall staff the subcommittee.

#### Strategic Planning Subcommittee

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

- |  |                     |
|--|---------------------|
| • Provost and Vice President for Academic Affairs (Chairperson)  | Yi Li               |
| • Interim Associate Provost for Institutional Effectiveness  | Allison Pease       |
| • Interim Vice President of Finance and Administration   | Mark Flower         |
| • President of the Faculty Senate  | Warren (Ned) Benton |
| • Vice President of the Faculty Senate   | Karen Kaplowitz     |
| • Two (2) representatives chosen by the Faculty Senate <ol style="list-style-type: none"> <li>1. Catherine Mulder</li> <li>2. Heath Grant</li> </ol> |                     |
| • Chair of the Council of Chairs   | Jay Gates           |
| • Two (2) representatives chosen by the Council of Chairs  |                     |

1. Warren Eller
2. Monica Son
- President of the Higher Education Officers Council Brian Cortijo
- Two (2) student representatives
  1. Amber Rivero
  2. Aiisha Qudusi

The Director of Institutional Research, Ricardo M. Anzaldúa and the Director of Outcomes Assessment, Dyanna Pooley shall staff the subcommittee.

### **Committee on Graduate Studies**

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

- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Dean of Graduate Studies (Chairperson) Elsa-Sofia Morote
- Assistant Vice President and Dean of Students Michael Sachs
- Chief Librarian Larry Sullivan
- Graduate Program Directors
  1. Criminal Justice Heath Grant
  2. Digital Forensics and Cybersecurity Doug Salane
  3. Economics Ian Seda
  4. Emergency Management Charles Jennings
  5. Forensic Mental Health Counseling Chitra Raghavan
  6. Forensic Psychology Diana Falkenbach
  7. Forensic Psychology BA/MA Program Charles Stone
  8. Forensic Science Mechthild Prinz
  9. Human Rights Charlotte Walker-Said
  10. International Crime and Justice Gohar Petrossian
  11. Protection Management Robert McCrie
  12. MPA: Public Policy and Administration Yi Lu
  13. MPA: Inspection and Oversight Dan Feldman
  14. Security Management Charles Nemeth
- Two (2) graduate students
  1. Cassandra Rodriguez
  2. Ruby Orth

### **Committee on Student Evaluation of the Faculty**

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

- Four (4) full-time members of the faculty
  1. Keith Markus
  2. Cristopher Herrmann
  3. Daniel Yaverbaum
  4. Violet Yu
- Two (2) students
  1. Jose Perez
  2. Jayvhon Thomas

The committee shall elect a chairperson from among its faculty members. Members shall serve for a term of two (2) years.

### **Provost Advisory Council**

There shall be a Provost Advisory Council which shall provide a formal means for the Provost to consult with faculty leadership on matters of joint concern such as budget, faculty recruitment and development, and personnel policies and practices. The Provost Advisory Council shall consist of the following members:

- |   |                           |
|---|---------------------------|
| • Provost and Vice President for Academic Affairs (Chairperson)                         | Yi Li                     |
| • Assistant Dean of Academic Operations and Financial Affairs,<br>Office of the Provost | Kinya Chandler            |
| • President of the Faculty Senate   | Warren (Ned) Benton       |
| • Vice President of the Faculty Senate  | Karen Kaplowitz           |
| • Chairperson of each academic department   |                           |
| 1. Africana Studies   | Teresa Booker             |
| 2. Anthropology   | Alisse Waterston          |
| 3. Art and Music  | Benjamin Bierman          |
| 4. Communication and Theater Arts   | Seth Baumrin              |
| 5. Counseling and Human Services  | Katherine Stavrianopoulos |
| 6. Criminal Justice   | Brian Lawton              |
| 7. Economics  | Geert Dhondt              |
| 8. English  | Jay Gates                 |
| 9. History  | David Munns               |
| 10. Interdisciplinary Studies   | Katie Gentile             |
| 11. Latin American and Latinx Studies   | Jose Luis Morin           |
| 12. Law, Police Science, and Criminal Justice Administration                            | Peter Moskos              |
| 13. Library   | Larry Sullivan            |



26. Library	Karen Okamoto
27. Philosophy	Amie Macdonald
28. Police Studies	Arthur Storch
29. Political Science	Brian Arbour
30. Public Administration	Elizabeth Nisbet
31. Security Management	Robert McCrie
32. Sociology	Janice Johnson-Dias
33. Spanish	Aida Martinez-Gomez
34. Toxicology	Shu-Yuan (Demi) Cheng

\*Co-coordinators

### **Committee on Honors, Prizes and Awards**

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

- Interim Vice President for Enrollment Management and Student Affairs (Chairperson) Ellen Hartigan
- Assistant Vice President and Dean of Students Michael Sachs
- Senior Director for Student Affairs Danielle Officer
- Three (3) full-time members of the faculty
  1. Kate Cauley
  2. Anru Lee
  3. Hung-Lung Wei
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of 3.0. Student representatives shall not be seniors.
  1. Talia Salamatbad
  2. Fernanda Lujan
  3. Marco Alba

### **College-Wide Grade Appeals Committee**

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

1. Chevy Alford
2. Matthew Perry
3. Gloria Proni
4. Toy-Fung Tung
5. **Vacant**

### College-Wide Assessment Committee

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

- Director of Assessment (ex officio) Dyanna Pooley
- Interim Associate Provost for Institutional Effectiveness Allison Pease  
(ex officio)
- Seven (7) Full-time Faculty Members
  1. Mechthild Prinz
  2. Kim Liao
  3. Peter Mameli
  4. Tim McCormack
  5. Karen Okamoto
  6. David Shapiro
  7. Sandra Swenson
- Three (3) Higher Education Officers
  1. Demy Spadideas
  2. Gulen Zubizarreta
  3. Jonathan Salamak

### Special Committee of the College Council Committee on Faculty Elections

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

1. Maria Kiriakova
2. Matluba Khodjaeva
3. Hyunhee Park
4. Maureen Richards
5. **Vacant**

## Proposal to Revise the Second Baccalaureate Degree section in the UG Bulletin

This proposed change is to clarify that second baccalaureate students may also complete a minor if they desire to. This is completely optional. Since our current policy is silent on this issue, it will go into effect immediately.

### Second Baccalaureate Degree (from 2020-21 UG Bulletin with change)

Students who wish to earn a second baccalaureate degree from John Jay College must complete at least 30 credits and at least 50 percent of the major courses in residence. Students who hold a baccalaureate degree from an accredited college are exempt from further general education requirements except where there may be prerequisites for courses required to complete the second major. Second baccalaureate degree students are assigned registration appointment dates and times that occur shortly *after* all first undergraduate degree student registration appointments. **Students are permitted to earn a minor along with their second baccalaureate degree. The college's maximum two course overlap rule will apply to this minor and the second baccalaureate major. This rule states that students cannot overlap more than two courses between major and major, major and minor, and minor and minor.**

**Note:** Second baccalaureate students who earned their first degree at John Jay College, are not subject to the two-course overlap limitation between majors.

Current policy can be found at <http://jjay.smartcatalogiq.com/2020-2021/Undergraduate-Bulletin/Admissions/Matriculated-Students/Second-Baccalaureate-Degree>

### Rationale

From time to time, students pursuing a second bachelor's degree request permission to take a minor. The current policy is silent on this and as such, they are denied the opportunity to do so. If students are permitted to minor, the rules about overlapping credits will need to be extended for consistency.

**Effective date:** Immediately



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

## New Course Proposal Form

Date Submitted: 11/6/20

When completed, email the proposal form ***in one file attachment*** for UCASC consideration and scheduling to [killoran@jjay.cuny.edu](mailto:killoran@jjay.cuny.edu).

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

b. **Name** and contact information of proposer(s):

Name: Kim Liao, Tim McCormack

Email address(es) kliao@jjay.cuny.edu, tmmccormack@jjay.cuny.edu

Phone number(s) 650-387-7849, 917-533-3043

2. a. **Title of the course:** Technical Writing in Computer Science, Math, and Science

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Technical Writing

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 is meant to help Computer Science and Applied Mathematics majors learn the rhetorical strategies and conventions for writing in their disciplines: from introductory level (summary and explanation), to more complex academic writing (researched-based analysis), to professional writing and visual presentations that prepare students for their future careers. Therefore, this course needs to be taken as a 200-level course, in order for students to rehearse and advance their understanding of disciplinary and professional writing prior to their upper level courses and their capstone project.

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

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.)

Currently, for Computer Science and Applied Mathematics majors, there is no writing course required (or offered) to students. Faculty report that students struggle with even the limited writing expectations that require short documentation in programming classes, writing about research, and especially when they conduct original research as seniors to write a formal, capstone research paper of 15-20 pages.

The English Department's Vertical Writing Program offers other Disciplinary Writing Courses,<sup>1</sup> which enable students to investigate research-based academic writing within their disciplines. Similarly, "Technical Writing in Computer Science, Math, and Science" will support students as they learn the conventions of writing that are so particular to these applied disciplines. The ability for STEM students to document, explain, and discuss their processes and programs to both scholarly and professional audiences is important, especially since Technical Writing is an unusually precise genre.

Specifically, the course will teach critical reading and rhetorical analysis for students to understand the particular disciplinary writing focus in STEM. The curriculum will ask students to review published academic articles, explain complex concepts and research, and analyze cutting-edge scholarly research to develop original arguments and research projects. All of these situations will offer students a chance to harness their own interests and research questions. Students will present their original research through a number of academic genres: quad charts, grant proposals, and research abstracts.

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.)

Whether in academia or in the professional workplace, programmers, creators, scholars, and designers need to explain their complex concepts and original technical innovations in informative and easy-to-understand communications. In this course, students learn to write effectively in their disciplines by mastering a variety of writing strategies: explaining a topic, writing to audiences with differing levels of expertise, analyzing the work of experts, presenting original research across several media, and doing so in the precise structures, vocabulary and style required of technical writers.

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):

Prerequisites: ENG 101 and ENG 201

6. Number of:

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<sup>1</sup> ENG 235: Writing for Management, Business, and Public Administration; ENG 250: Writing for Legal Studies

- a. Class hours      3    
b. Lab hours               
c. Credits           3

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

  X   No                           Yes. If yes, then please provide:

- a. Semester(s) and year(s):  
b. Teacher(s):  
c. Enrollment(s):  
d. Prerequisites(s):

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

1. **Critical Rhetorical Reading:** Students analyze texts' rhetorical functions, and articulate why a text is effective or ineffective at technical communication.
2. **Writing Across Contexts:** Students employ rhetorical and stylistic choices in their writing that are appropriate to several professional and technical writing genres and audiences.
3. **Writing as a Process:** Students develop methods of composing, drafting, revising, editing and proofreading to hone and craft successful technical writing projects.
4. **Clarity:** Students control language, sentence structure, formatting, and grammatical conventions of disciplinary and professional writing.

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

       No                      X   Yes

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

This course will begin as an elective for Computer Science and Applied Mathematics majors and as an elective for the Writing and Rhetoric Minor in the English Department. This course has been discussed as a potential requirement in the Computer Science Major or in the Applied Mathematics Major.

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

No   X                      Yes                           If yes, please indicate the area:

11 . How will you **assess student learning**?

Student learning will be assessed through the completion of a number of short and longer writing assignments, which will receive instructor feedback and peer feedback, before being revised into final drafts. Assessment for the course will be based on the student's research and writing process, as well as final drafts of writing assignments. Learning outcomes include both understanding and producing effective writing in the discipline through engagement in a recursive and deliberate writing process, so assessment will be based on both engagement in the production of "process work" as well as evaluation of final written products. Process work for the course includes attendance, homework, low-stakes writing, peer review, and revision.

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 Maureen Richards
- 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 \_\_\_\_\_
- SCOPUS \_\_\_\_\_
- Other (please name) IEEE Xplore Digital Library, ACM Digital Library, Gartner Resource Center

13. **Syllabus** - Please see attached syllabus on page 7.

14. Date of **Department curriculum committee** approval: 10/26/20

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

Professor Kim Liao, Writing Lecturer, English Department  
Professor Tim McCormack, Associate Professor, English Department  
Professor Lesley Hansen, Lecturer, 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**?

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.

This is a disciplinary writing course, not unlike ENG 235: Writing for Management, Business, and Public Administration and ENG 250: Writing for Legal Studies. However, this course is offered to a group of students not served by the other two courses, Computer Science and Applied Mathematics majors, and it will be available to non-majors as an elective through the Writing Minor.

We consulted with Professor Sven Dietrich, the former Computer Science Major Coordinator, and Professor Samuel Graff, the Applied Mathematics Major Coordinator, from the beginning of this course development. We will be continuing this collaboration with Professor Graff, and the new Computer Science Major Coordinator, Professor Kumar Ramansenthil.

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

Not applicable

No

Yes. If yes, give a short summary of the consultation process and results.

We have consulted with Professor Sven Dietrich, the former Computer Science Major Coordinator, and Professor Samuel Graff, the Applied Mathematics Major Coordinator, who both gave helpful feedback about the writing needs of students in these majors, and the fact that other courses in the major do not yet prepare students for the difficult writing challenge of mastering the senior capstone project.

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

No

Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

Jay Paul Gates, English Department

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**Chair, Proposer's Department**

## SAMPLE SYLLABUS BELOW

### ENG 2XX: Technical Writing in Computer Science, Math, and Science

Instructor: Professor Kim Liao  
Class Times: TBA  
Student Hours: TBA, or by appointment  
Email: [kliao@jjay.cuny.edu](mailto:kliao@jjay.cuny.edu)

#### Course Description

Whether in academia or in the professional workplace, programmers, creators, scholars, and designers need to explain their complex concepts and original technical innovations in informative and easy-to-understand communications. In this course, students learn to write effectively in their disciplines by mastering a variety of writing strategies: explaining a topic, writing to audiences with differing levels of expertise, analyzing the work of experts, presenting original research across several media, and doing so in the precise structures, vocabulary and style required of technical writers.

#### More about this Course

Students in the course are asked to complete writing assignments where they communicate complex, technical content to academic, professional, and outsider (layperson) audiences. You will write about your own existing projects and topics, do research that is connected to your interests, or your work in major classes and/or your future career goals. Students are also encouraged to bring their expertise and interests in different digital technologies and software to the assignments.

Much like the other courses in the Vertical Writing Program (ENG 101, 201, etc), this course prioritizes writing and revision through the creation of several drafts, peer review and self-evaluation of one's writing, and explicit reflection on the writing process for the purposes of clarifying your writing goals. Together, we will embark on a rigorous journey that will arm you with the rhetorical knowledge to successfully negotiate writing situations in computer science and the applied sciences.

By the end of this course, you will... **Write as a scholar** in a variety of academic genres, such as abstracts, grant proposals, presentations, and academic papers. **Read and analyze writing in the discipline**, communicate with a variety of audiences, and present research in progress. **Summarize and analyze** the work of other scholars in the field. **Design and present Powerpoint presentations**, as well as charts, graphs, tables, and other visual texts.

#### Texts

All course texts will be posted to Blackboard (Bb), which I'll expect you to download and **have in class (either in hard or digital copy)** when we discuss them.

#### Learning Objectives

1. **Critical Rhetorical Reading:** Students analyze texts' rhetorical functions, and articulate why a text is effective or ineffective at technical communication.
2. **Writing Across Contexts:** Students employ rhetorical and stylistic choices in their writing that are appropriate to several professional and technical writing genres and audiences.
3. **Writing as a Process:** Students develop methods of composing, drafting, revising, editing and proofreading to hone and craft successful technical writing projects.
4. **Clarity:** Students control language, sentence structure, formatting, and grammatical conventions of disciplinary and professional writing.

## Framework of Course Assignments & Grading Breakdown

This course provides rehearsal in technical writing through the development of three large academic and professional projects. It is imperative that students complete the linked short assignments that build into larger finished projects. This writing method not only makes the work manageable but also mirrors the sophisticated revision and rewriting processes needed in technical writing.

### **The framework of assignments includes the following:**

#### **Assignment 1: Explain & Inform - 500 total points available**

In this assignment, you'll analyze an example of clear communication in the disciplines of computer science and applied sciences. Then, you'll find an example of unclear communication, and translate that text into clearer and more effective academic writing.

#### **Assignment 2: Writing to Different Audiences for Different Reasons - 700 total points available**

In this assignment, you'll choose a product, software app, or topic of technology innovation to write about to several different audiences -- consumer laypersons, informed experts, and the general public at large. Using research and rhetorical analysis of different genre models, you'll compose an informational text for a layperson, an analytical memo for an expert, and an opinion article that makes a claim about this technology's role in society.

#### **Assignment 3: Research - 800 total points available**

In this assignment, you'll propose a research project to answer a specific research question, in groups of up to 3 members. Then, you'll conduct research, and present your preliminary findings in a number of multimodal genres.

#### **Final Course ePortfolio - 300 total points available**

By the completion of the course, you will have an ePortfolio of writing that documents your growth throughout the course. You will revise your work into polished products and organize them in a purposeful way and write an introduction to your audience that will analyze the narrative arc of your progress as a writer throughout the course.



### **Course Performance- 200 total points available**

This involves attendance to class, completion of homework, in-class writing, participation, and reflections on your writing process that you will do as homework or in response to peer review. For every class that you miss, 30 points are deducted from your grade, UNLESS you write a memo to me explaining exactly why you were absent, and how you plan to make up the work. These are easy points to earn towards your final grade: if you do your homework and keep up with assignments, your grade will improve!

### **Grading - 2,500 total points available**

By the end of this term, you could accumulate a maximum of 2,500 points if you complete all assignments and presentations, attend all classes, participate fully in class including peer review, and earn "A" grades on your final projects and the portfolio. You and I will keep an account of your point credit, and, at the end of the semester, you will exchange your accrued points for the grade you earn. The point grade scale follows:

A+	2,450 – 2,500 points
A	2,350 – 2,449
A-	2,200-2,349
B+	2100-2199
B	2000-2099
B-	1900-1999
C+	1800-1899
C	1700-1799
C-	1600-1699
D+	1500-1599
D	1400-1499
D-	1300-1399
F	1200 or fewer points

### **Resources**

#### **Office Hours (Student Hours - this time is FOR you!)**

At any point in the semester, you are welcome to meet with me during my office hours to discuss any questions or additional ideas you may have about assignments, course content, your revision process, or your grade. You do not need an appointment for the hours listed above. It's always a good idea to let me know if you are planning to stop by and you are welcome to make an appointment, since my time can fill during peak times in the semester.

#### **Instructor Feedback**

You will have opportunities to meet with me about each project you're working on during class time. I will spend a good deal of time this semester providing written feedback on your writing for your major projects, commensurate to the amount of time you spend on your writing. I will do my utmost to provide an encouraging environment in which you can take intellectual and

creative risks in your writing and critical thinking, since these are the moments that I find most conducive to growth and transformation. I look forward to accompanying you on this journey.

### **Peer Review**

Becoming an effective peer reviewer is an extremely valuable skill to develop as a writer. During your writing process, you will offer your peers careful and critical review of their work, and receive valuable feedback on your own writing. Peer Review assignments will be part of your course grade, because one of the single best ways to improve your own writing is to become a thoughtful assessor of others' written work.

### **Blackboard**

This class requires that you use Blackboard (Bb), which we will go over together during the beginning of the semester. All of our readings, and many of our assignments, will be posted in Bb. Sometimes you will submit your work here, and very often you will find readings and assignments here – including announcements regarding upcoming classes, special events, pointers etc. Please be sure that you obtain the information/ passwords et cetera needed to access our Bb course. Without consistent Bb access, it will be very difficult for you to keep up with the class. As our key resource, Bb is a great way to both eliminate text costs and stay connected in a centralized easy-access location.

### **Email**

**Email is how I will communicate with you with reminders about assignments, class visits to the library or computer lab, field trips, or additional resources!** You should get in the habit of checking your CUNY or John Jay email at least once every single day. Efficient students and professionals do not let email pile up in their professional accounts. They know that it results in missed opportunities and even in bad reputations. You are welcome to email me in an appropriate manner with appropriate course-related questions. I typically respond to email within 24 hours, but please leave 48 hours for response time (I don't usually respond to email over weekends or holidays). In-depth questions about assignments will usually receive the response to set up an appointment.

### **Accessibility Accommodations**

At John Jay, we are committed to making college as accessible as possible to all students. The John Jay Office of Accessibility Services offers a wide range of services designed to encourage independence and self-advocacy and promote learning in an open and hospitable environment throughout the campus. These services are intended to allow qualified students to reach their education goals through the program's comprehensive support services. If you need any accommodations in this regard, please let me know as soon as you can, ideally during the first two weeks of class, and we'll discuss accommodations. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS) 1233N (212-237-8144). For additional information, please feel free to check out the OAS website at <https://www.jjay.cuny.edu/accessibility>.



## Policies

### **Attendance**

You must attend all classes. Much of the learning in this course happens through completing the writing assignments for each class, showing up to class prepared, and engaging in class discussions. Your course projects will be sequential, and in-class activities will build toward larger assignments. In other words, there is no “busy work.” *For these reasons, I expect you to attend all class meetings.*

**If you are absent, you are still responsible for the work due during your absence AND upon your return. For example, it is your responsibility to turn in the work due digitally.**

**Please see grading policy above on how absences will negatively affect your grade.** If you have a serious health or family emergency, please get in touch with me ASAP.

### **Respect and Expectations for Participation**

I expect that you will attend each class and complete the assignments due. You should be able to thoughtfully respond to each other and give your full attention to the discussion.

Participation is just as much about listening as it is about talking, and it requires a respectful and open attitude. I ask that we all be respectful of one another and the wonderfully diverse opinions, ethnic backgrounds, gender expressions and sexual orientations, social classes, religious beliefs, and ethnicities among us. Language that demeans any member of our community will not be tolerated.

### **Withdrawing from the Course**

If you fall behind in the class for any reason, I encourage you to talk to me or see an academic counselor. If you feel you must drop or withdraw from this course (and I hope you don't find yourself in that situation), you must do so by the dates on the academic calendar.

### **Academic Integrity**

Our John Jay College community expects that you will compose your projects ethically, meaning that if you use the work of others you cite that work, and that all work in this course is

original, composed for the first time for this course, and is entirely your own, to the degree that anything we write is entirely our own. All students enrolled at John Jay College are expected to maintain the highest standards of academic honesty.

### **Plagiarism**

In her article entitled “Plagiarisms, Authorships, and the Academic Death Penalty,” Rebecca Moore Howard describes plagiarism, particularly in writing courses, as “the representation of a source's words or ideas as one's own” (799)<sup>2</sup>. Unintentional plagiarism, which can manifest itself as “non-attribution” or as “patchwriting,” may result from either “a student's inexperience with conventions of academic writing,” or even from “a student's unfamiliarity with the words and ideas of a source text” (799). We will address ways to avoid the unintentional plagiarism that can sometimes play a substantial transitional role in developing as a writer.

Intentional plagiarism is a serious offense that will not be tolerated. This could include buying, borrowing or otherwise obtaining written materials and submitting them as your own; or it could also include forms of non-attribution that use others’ words with the intent to deceive.

John Jay College’s official statement on plagiarism as is follows:

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. (John Jay College of Criminal Justice Undergraduate Bulletin, <http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards)

We will spend extensive time in this class helping you to cite the words of others appropriately in the creation of your own original texts, in order to give credit to the ideas of others and to gain credibility as an academic writer. If you ever have any questions or concerns about plagiarism, please ask me.

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<sup>2</sup> Moore, Rebecca Howard. “Plagiarisms, Authorships, and the Academic Death Penalty.” *College English* 57.7 (1995): 788-806.

## Tentative Course Schedule

- subject to change -

### Week One - Begin Module 1: "Explain and Inform"

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<b>Tues</b>	<b>Introduction to the Course</b>
<b>Thurs</b>	<b>How Do We Compose, Persuade, Inform, and Instruct? Intro to Rhetorical Analysis</b>
Reading Due:	Joe Williams, "Clarity," <i>Style: Ten Lessons in Clarity and Grace</i> , pages 17-27
Writing Due:	Intro assignment

### Week Two

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<b>Tues</b>	<b>Intro to Assignment 1: Explain and Inform</b>
Reading Due:	Joe Williams, "Clarity," <i>Style: Ten Lessons in Clarity and Grace</i> , pages 27-43
<b>Writing Due:</b>	Bring in an example of clear writing in the computer science discipline
<b>Thurs</b>	<b>Identifying Awful Communication to Translate into Clear Text</b>
Reading Due:	William Covino and David Jolliffe, "What is Rhetoric?" <i>Writing About Writing</i> , pages 325-346
<b>Writing Due:</b>	<b>Critique of Clear Communication Due</b>

### Week Three

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<b>Tues</b>	<b>How Can We Improve Clarity: Intro to Style Conventions for the Course</b>
Reading Due:	Phillip Laplante, "Technical Writing Basics," pages 13-45, and bring in example of awful communication
<b>Writing Due:</b>	<b>Summary of Main Ideas in Chosen Text Due</b>
<b>Thurs</b>	<b>Setting up ePortfolio</b>
Reading Due:	Joe Williams, "Coherence," <i>Style: Ten Lessons in Clarity and Grace</i> , pages 81-96
<b>Writing Due:</b>	<b>Translation Working Draft Due</b>

### Week Four

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<b>Tues</b>	<b>Peer Review #1: Small Workshop Groups</b>
Reading Due:	Joe Williams, "Coherence," <i>Style: Ten Lessons in Clarity and Grace</i> , pages 97-114
<b>Writing Due:</b>	<b>Peer Review #1 Letters Due</b>
<b>Thurs</b>	<b>In-Class Revision Workshop – Discussion of Plagiarism and IEEE Style</b>
Reading Due:	Phillip Laplante, "The Writing Process" (pages 47-59)

### Week Five - Module 2: "Writing to Different Audiences for Different Reasons"

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<b>Tues</b>	<b>Intro to Assignment 2: Writing to Different Audiences for Different Reasons</b>
Reading Due:	Phillip Laplante, "The Writing Process" (pages 60-71)
<b>Writing Due:</b>	<b>Final Draft Translation Due</b>
<b>Thurs</b>	<b>Analyzing Multiple Genres for Different Audiences and Topic Brainstorming</b>
Reading Due:	Sahil Chinoy, <i>New York Times</i> , "The Racist History Behind Facial Recognition," Joy Buolamwini and Timnit Gebru, <i>Proceedings of Machine Learning Research</i> , "Gender Shades: Intersectional Accuracy Disparities in Commercial Gender Classification," and Charlton McIlwain, <i>MIT Technology Review</i> , "Of course technology perpetuates racism. It was designed that way"
<b>Writing Due:</b>	<b>Cover Memo and Final Draft Translation Due – Assignment 1 Portfolio</b>

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### Week Six

**Tues**            **Library Session – Doing appropriate research and translating to different audiences**

**Thurs**            **In-Class Analysis of Different Example Texts**  
Reading Due: Bring in three possible articles about the topic of your choice  
Writing Due: **1-page Proposal Due**

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### Week Seven

**Tues**            **Overview of Informational as Compared with Analytical Texts**

**Thurs**            **Analyzing Examples in Class**  
Writing Due: **Draft of Informational Text Due**

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### Week Eight

**Tues**            **In-Class Writing Workshop Activity**  
Reading Due: Patrick Grother, Mei Ngan, Kayee Hanaoka, *National Institute of Standards and Technology (US Dept of Commerce)*, “Face Recognition Vendor Test Part 3: Demographic Effects,” pages 14-42

**Thurs**            **Overview of Op-Ed Articles**  
Writing Due: **Draft of Analytical Memo Due**

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### Week Nine - Module 3: “Present Research”

**Tues**            **Peer Review #2 and In-Class Revision Workshop**  
Writing Due: **Draft of Op-Ed Article Due**

**Thurs**            **Overview of Assignment 3: Research**  
Reading Due: **Sample Exemplary CS Student Capstone Projects**

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### Week Ten

**Tues**            **Researching the Situation You Want to Respond to**  
Writing Due: **1-2 page Proposal Due**

**Thurs**            **Evaluation of Sources for Credibility, Purpose, Clarity, Audience**  
Writing Due: **Cover Letter & Final Draft Review Due – Assignment 2 Portfolio**

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### Week Eleven

**Tues**            **Overview of Different Genres for Presenting Research**  
Reading Due: **Exemplary Examples of Grant Proposals and Abstracts**

**Thurs**            **Overview of Grant Proposals**  
Writing Due: **Summary of Research in Progress with Cover Memo Due**

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### Week Twelve

**Tues**            **In-Class Workshop – Computer Lab Editing**  
Writing Due: **Conference Abstract Drafts Due, Grant Proposal Drafts Due**

**Thurs Overview of Effective Presentations**

Reading Due: David JP Phillips, "Death by Powerpoint," Vincent Pham, "The Ultimate Guide for How to Avoid 'Death by Powerpoint'"

**Week Thirteen**

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**Tues Overview of Visual Rhetoric and Infographics, Poster Presentations, and Figures**

Writing Due: Visual Infographic or Poster-style visual presentation

**Thurs Peer Review of Grant Proposals – In-Class Workshop**

Writing Due: Draft of Presentation Scripts

**Week Fourteen**

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**Tues Group Oral Multimedia Presentations**

Writing Due: Bring revised versions of the Conference Abstracts and Grant Proposals

**Thurs Group Oral Multimedia Presentations**

**In-Class Revision Workshop**

Writing Due: Cover Letter & Final Portfolio for Assignment 3 Due

**Week Fifteen**

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**Tues: Discussion of Future Applications of Writing in the Discipline & Conferences**

**FINAL EXAM DAY -**

Writing Due: Complete Course ePortfolio Due

## Assignment Sequence 1: Explain & Inform

### Explaining Academic Concepts to Others Using Clear Communication

#### Your Call to Write:

In the majority of writing situations, clarity of communication should be the most important priority! Yet in many academic situations, confusing sentence structures and overuse of jargon obscures meaning rather than offering clear information. In this assignment, we are going to analyze a number of examples of academic writing in computer science, and identify the features of successful writing.

For example, we'll examine the 5Cs of Technical Writing: being "1) Correct, 2) Clear, 3) Complete, 4) Consistent, 5) Changeable."<sup>3</sup> Then, you will pick an example of unclear writing in your discipline and translate it into much clearer written English. You'll also write an informative companion text, explaining the context, the most important concepts, and why you chose to translate this particular excerpt of text. Please pick something that you are passionate about or interested in learning more about! Effective writing in computer science requires a deep understanding of complex concepts – as well as several drafts with extensive revision and editing – to capture sophisticated ideas in concise yet correct prose.

#### Your Task:

- 1) First, find a good example of clear communication in your discipline, an excerpt of 3-5 pages (or you may analyze one of the examples we discuss in class). We'll look at several genres of effective writing within the disciplines of applied sciences. **Write a 1-2 page critique of why this is a rhetorically successful text.** (Consider questions of audience, purpose, style/conventions, language/diction, formatting, phrasing, visual rhetoric, and organization/sequence of steps.)
- 2) Then, find an example of a text in your discipline that does a *terrible job of communicating* its purpose to the reader – whether by being overly confusing, not explaining its concepts clearly, or losing track of its overall purpose in minute details. This can be a 3-5 pages excerpt of a longer piece, or a stand-alone article or other engineering document. **Write a 1-page summary of all of the main ideas in the text, breaking out sub-points, and mapping the overall organization of the piece. Add at the bottom any questions that you have about the concepts in the text, which might require some additional research or reading to answer.**

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<sup>3</sup> P. Laplante. *Technical Writing: A Practical Guide for Engineers, Scientists, and Nontechnical Professionals, 2<sup>nd</sup> Ed.* Boca Raton: CRC Press, 2019. p.37.



- 3) Finally, **write a new academic text, adapting and translating the information from the original text into a more effective document.** You can incorporate (create or use and cite) visuals, figures, pictures, numbered headings, or any other type of organizational structure that would be helpful to communicating the purpose of the original text. Also, consider language, phrasing, diction, which concepts need explaining, and concision!
- 4) **Write a detailed Editorial Note to a partner, critiquing their translation and offering feedback for revision.** Consider all of the criteria and the sections of the review, as well as the “5Cs of Technical Writing,” to offer your ideas for editing and revision.
- 5) **Once you have completed your clarifying translation, write a 1-page Reflective Letter to me,** explaining your writing process and what you have learned about the discipline of academic writing in computer science. Explain why you chose to translate this particular excerpt of text, and what choices you made to be rhetorically successful. Finally, briefly assess your final product: what was its strongest feature? What would you have done if you had more time to revise?

### **Due Dates:**

XX/YY	1-2 page Critique of Clear Communication Text Due
XX/YY	Bring in terrible document of your choice, 1-page Summary Due
XX/YY	Draft of Translation Due
XX/YY	Editorial Note Due
XX/YY	Revision Plan Due
XX/YY	Final Assignment 1 Portfolio Due: Reflective Letter & Revised Translation

### **Grading Breakdown: 500 total points for the assignment**

<b>Critique of Clear Communication:</b>	<b>100 points</b>
<b>Summary of Original Text:</b>	<b>100 points</b>
<b>Translation Draft:</b>	<b>60 points</b>
<b>Editorial Note:</b>	<b>40 points</b>
<b>Final Translation Revision:</b>	<b>100 points</b>
<b>Reflective Letter &amp; Final Portfolio:</b>	<b>100 points</b>

## Assignment Sequence 2: Writing to Different Audiences for Different Reasons Conveying Information to Audiences with Varying Levels of Expertise

### **Your Call to Write:**

Audience matters! How you frame a piece of writing is often primarily dictated by whom you are addressing, what they know about the subject, and why are you writing to them. Will technical jargon confuse them, or are you trying to teach them the terms of a particular discipline? What do you want the reader to do when they're finished reading your text? What do you want to persuade them of, inform them about, or rally support for?

### **Your Task:**

As with the previous assignment, several smaller components will build to create your assignment portfolio:

**1) First, choose a software program, hardware item, mobile device, App, video game, or other technology innovation released in the last 5 years (such as facial recognition AI software, Apple Watch, TikTok, AirPods, or other digital security apps or innovations, etc).** Do some research on this product, to determine what its strengths and weaknesses are, why it's useful or problematic, and how popular it is with different audiences or consumers. Write a 1-2 page Proposal for your Audience project, explaining why you chose this product, what you see as its main benefits or drawbacks are, and identifying its main demographic audience of users. Who is using this product already, and who is not using the product but might be an interesting new audience to introduce it to?

**2) Compose an Informational Text for an audience of laypeople with no expertise, such as consumers.** This might be a How-To guide, a set of FAQs, an installation or start-up manual, or instructions for how to harness a particular feature of the product in a particular situation. Consider your audience, what they know already about the product, and how to inform and appeal to them with visuals, clear organization and formatting, and a clear purpose. Remember, you're helping users of the product optimize their experience with it!

**3) Compose an Analytical Memo to coworkers or other experts, informing them of challenges or problems with this product/app/innovation, and your proposed changes to address or solve this problem.** Imagine a scenario in which the product is changing in some way – such as changing price, changing features, or being upgraded or improved in response to consumer complaints or documented problems with use (such as issues of racism in facial recognition software, etc). How can you describe the situation to experts using evidence, and make a claim

or persuasive argument about what the next steps should be? (Another example to consider would be how Apple dealt with customer complaints about iPhone battery life)

**4) Compose a short but effective Op-Ed Article for a technology-focused magazine or news publication making an argument to the public about what the role of this product should be in the future, and what its strengths and weaknesses are.** Is Facebook going to take over the world and should we shun it for privacy reasons? Or is the sale of TikTok going to change global politics in some way? Or should certain cybersecurity innovations only be developed by governments? Or some other argument that the public would have a societal stake in, such as net neutrality, etc. This argumentative text should still be about the same issue or product as above, but it can move more towards the impact or ramifications of use of this technology on a widespread scale.

**5) Finally, revise the above documents and write a 1-2 page Cover Letter for your Audience Portfolio, reflecting on why you made writing choices based on each different audience.**

How did you change your language when you wanted to inform vs. persuade, or when you were talking to a consumer public as opposed to an internal company or an audience of experts?

### **Due Dates:**

XX/YY	1-2 page Proposal Due
XX/YY	Draft of Informational Text Due
XX/YY	Draft of Analytical Memo Due
XX/YY	Draft of Op-Ed Article Due
XX/YY	Final Audience Portfolio Due, including Cover Letter, Revised Informational Text, Revised Analytical Memo, and Revised Op-Ed Article

### **Grading Breakdown: 700 total points for the assignment**

Proposal:	100 points
Informational Text:	150 points
Analytical Memo:	150 points
Op-Ed Article:	150 points
Cover Letter & Portfolio:	150 points

## **Assignment Sequence 3: Present Research**

### Presenting Original Research Across Multimedia Platforms

#### **Your Call to Write:**

As you embark on your own independent research throughout your career at John Jay, or beyond, in graduate school or the workplace, it will be important to be able to present your original work and ideas to colleagues, other experts, or supervisors. In this assignment, you'll have the option to work in groups (of up to 3) as you embark on a mini-research project and focus on presenting your results to a your peers in four different ways: 1) a written conference-paper style abstract, 2) a grant proposal, 3) a multimedia slideshow involving an oral presentation with visual aids, and 3) in a single-page infographic or poster-style visual presentation. Translating your findings between these media will continue to be increasingly important as you create knowledge and share it in a variety of situations!

#### **Your Task:**

- 1) **Working either alone or in groups of up to 3 members, write a 1-2 page Proposal for your research project, in which you will seek to answer a specific research question.** You may use a combination of approaches: analyzing the published work of others, creating a new technology innovation, or conducting some type of primary research on your peers with a survey, experiment, or demo of a program or other engineering artifact that you are developing. While your research project can be entirely conducted via an analysis of secondary sources, you are also welcome to engage in primary research methodologies that may draw on work that you are doing for other classes! Just explain in the proposal how you will go about answering your question, and your approximate timeline for completing your research.
- 2) **Summarize your preliminary findings in research notes, adding citations to articles, summaries, analytical reflections, or other collected data.** Write a 1-page Cover Memo, explaining what you have found so far, and what further research you still need to complete. You may not completely answer your research question, but think about where you are, and what else would be needed in order to complete this work!
- 3) **Write a Conference Paper Abstract draft, explaining within 1-3 paragraphs what you discovered and why it is important to the field.** You may need to do some research in order to understand and convey the context of your results, even though an abstract is such a short piece of text!
- 4) **Write a Grant Proposal draft of 1-2 pages, explaining why an academic institution should give you funding to continue this research.** Employ your research to state your

preliminary conclusions, the work that is still needed to complete this research, and consider why this is important to the fields of computer science and engineering.

- 5) **Create a 5-10 minute Oral Presentation with Multimedia Elements, such as a Powerpoint or prezi slideshow, or other visual aids.** Present your research in progress to your peers as if we were in an academic symposium of research-in-progress.
- 6) **Design a single-page infographic or poster presentation, displaying your research question, preliminary findings, and the need for further research.** How can you convey a single message and prioritize your main ideas, question, and findings in a visual or schematic format? Here, less text is more, and you want to think about the best way to showcase the relationship between concepts.
- 7) **Draft a 2-3 page Reflective Letter for your Research Portfolio (1 per group member), in which you explain all of your rhetorical and writing choices that went into each element of the Research Project.** Also, describe exactly what you contributed to the group project, and how other group members contributed. Finally, how did your writing change as you translated your findings across different genres and media?

**Due Dates (all assignments are group written, so 1 per group is due, except the Reflective Letter, which is individual):**

XX/YY	<b>1-2 page Proposal Due</b>
XX/YY	<b>Summary of Research Notes + Cover Memo Due</b>
XX/YY	<b>Conference Paper Abstract Draft Due</b>
XX/YY	<b>Grant Proposal Draft Due</b>
XX/YY	<b>Oral Presentation Due</b>
XX/YY	<b>Visual Infographic Due</b>
XX/YY	<b>Reflective Letter Due (1 per person), with Revised Conference Abstract and Revised Grant Proposal, comprising the Assignment 3 Portfolio</b>

## **Grading Breakdown: 800 total points for the assignment**

A note on grading for the group project: everyone in the group will receive the same grade for all group-written work, including the Proposal/Research Notes, Abstract, Grant Proposal, Oral Multimedia Presentation, and Visual Infographic. You will receive an individual grade for the Reflective Letter, which will be factored into your individual grade for the Group Assignment. A note on accountability: any group member who shirks their responsibilities to their group risks getting *kicked out* of their group by their members, and must complete the assignment as an individual, completing all elements alone. Help your group members out and be accountable!

<b>Proposal &amp; Summary Research Notes:</b>	<b>100 points</b>
<b>Abstract Draft:</b>	<b>100 points</b>
<b>Grant Proposal Draft:</b>	<b>150 points</b>

<b>Oral Multimedia Presentation:</b>	<b>150 points</b>
<b>Visual Infographic:</b>	<b>100 points</b>
<b>Reflective Letter &amp; Final Portfolio:</b>	<b>200 points</b>

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

## New Course Proposal Form

Date Submitted: **8.13.20**

When completed, email the proposal form *in one file attachment* for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

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

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

Name: **Richard Haw**  
 Email address(es) **rhaw@jjay.cuny.edu**  
 Phone number(s) **212-237-9076**

a. **Title of the course: Creative Movements: How, When, and Why They Happen**

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): **Creative Movements**

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 readings and assignments are consonant with a freshman course. The emphasis on foundational academic skills such as reading comprehension across different disciplines, thesis development and evaluation of evidence, will prepare students for more challenging college work at the 200 level.**

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

2. **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 is a General Education course that satisfies the "Creative Expressions" requirement in the Pathways flexible core. This course provides a framework within which students can understand how important cultural movements are produced through the interaction between time and place. Through a wide variety of texts in the arts and humanities, all of which demonstrate and/or analyze the creative process, students analyze how creative expression is produced and interpreted in different cultures. Finally, it enriches students'**

**liberal arts experience not only by exposing them to a variety of forms of creative expression, but also by putting that experience in cultural, historical, and philosophical context.**

3. **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 examine how creative movements emerge, develop, and flower in specific locations at specific times. From ancient Greece and to the rise of Nuyorican culture, complex local conditions and distinct moments in history have combined to produce unique periods of creative expression. Each section of this topics course will take a contextual, interdisciplinary approach—encompassing art, literature, music, and performance—and focus on a distinct location at a specific time. Topics might include: the American Civil War, the Mexican Revolution, the Harlem Renaissance, or African Independence, for example.**

4. **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): **None**

5. Number of:
- a. Class hours **3**
  - b. Lab hours \_\_\_\_\_
  - c. Credits **3**

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

No  Yes. If yes, then please provide:

- a. Semester(s) and year(s):
- b. Teacher(s):
- c. Enrollment(s):
- d. Prerequisites(s):

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

- **Gather, interpret, and assess information from a variety of sources and points of view**
- **Evaluate evidence and arguments critically or analytically**
- **Produce well-reasoned written or oral arguments using evidence to support conclusions**
- **Apply concepts and methods of a discipline or field to creative expression**
- **Analyze and describe the significance of arts from diverse cultures of the past**



- **Articulate how the arts/communications interpret and convey meaning and experience**

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)

**Minor in Interdisciplinary Studies, electives section**

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

No \_\_\_\_\_ Yes **X** If yes, please indicate the area:

**Flexible Core:**

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

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

**This course focuses on how, when and why significant cultural movements and creative expression happens. Students in the course will examine various artistic modes of expression—painting, dance, film, music, poetry, photography, etc—as they developed in a specific place at an equally specific moment in time. They will also study these forms of expression in relation to the wider context in which they were created.**

11 . How will you **assess student learning?**

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

- **#1 Gather, interpret, and assess information from a variety of sources and points of view**

Students will produce a final paper assessing the aims, successes and failures and/or legacy of the specific cultural movement under discussion. This paper will need to draw from at least five different texts by five different authors and include both primary and secondary sources. In the sample syllabus, for example, students will assess the value and/or legacy of the Harlem Renaissance in terms of what it set out to achieve as articulated by Alain Locke and David Levering Lewis.

- **#2 Evaluate evidence and arguments critically or analytically**

Students will compare and contrast differing perspectives on the cultural movement under discussion. In the sample syllabus, for example, students will evaluate the competing claims of Gilbert Osofky and Cheryl Wall (week 6) in regard to the realities of Harlem life in the 1920s.

- **#3 Produce well-reasoned written or oral arguments using evidence to support conclusions**

In their final paper, students will construct an argument assessing the value of the cultural movement under discussion and support it with evidence from at least five different texts. See learning outcome #1 above.

- **#4 Apply concepts and methods of a discipline or field to creative expression**

Through the processes of close reading and interpretation intrinsic to literary, artistic, and cultural study, as well as through the descriptive and analytical processes of a variety of co-disciplines, students will explore various documents intrinsic to the cultural movement under discussion. In the sample syllabus, students will write a series of short response papers in response to representations of black life in Harlem during the 1920s.

- **#5 Analyze and describe the significance of arts from diverse cultures of the past**

This will happen throughout the semester in almost all exercises and assignments. The course is designed to analyze and assess how and why artistic and cultural movements happen and what their significance is. In the sample syllabus, students will write a short paper where they analyze the impact of a piece of art, music, fashion, writing, etc, from the Harlem Renaissance on a contemporary piece of creative expression.

- **#6 Articulate how the arts/communications interpret and convey meaning and experience**

**Students will debate and discuss the ways in which artistic works reflect the social and political realities of their communities, along with their cultural voices and values. In the sample syllabus, students will make presentations about specific works of visual art from the Harlem Renaissance (weeks 7 and 8) in regard to how they illustrate or illuminate one or more of the social, political or cultural aims and concerns expressed by writers discussed in weeks 4 and 5.**

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+ <b>X</b>   | ➤ PsycINFO _____               |
| ➤ EBSCOhost Academic Search Complete <b>X</b>   | ➤ Sociological Abstracts _____ |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <b>X</b> | ➤ JSTOR <b>X</b>               |
| ➤ LexisNexis Universe _____   | ➤ SCOPUS _____                 |
| ➤ Criminal Justice Abstracts _____  | ➤ Other (please name) _____    |

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: **8.12.2020**

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

**Full-time and experienced and qualified part-time regular ISP faculty.**

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

**X** No

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

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

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?

No

Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:



Katie Gentile

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Chair, Proposer's Department



Richard Haw

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Major or Minor Coordinator (if necessary)

## CUNY Common Core Course Submission Form

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

<b>College</b>	John Jay
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	ISP 1XX
<b>Course Title</b>	Creative Movements: How, When, and Why They Happen
<b>Department(s)</b>	Interdisciplinary Studies
<b>Discipline</b>	Interdisciplinary
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	N/A
<b>Co-requisites (if none, enter N/A)</b>	ENG 101
<b>Catalogue Description</b>	This course will examine how creative movements emerge, develop, and flower in specific locations at specific times. From ancient Greece and to the rise of Nuyorican culture, complex local conditions and distinct moments in history have combined to produce unique periods of creative expression. Each section of this topics course will take a contextual, interdisciplinary approach—encompassing art, literature, music, and performance—and focus on a distinct location at a specific time. Topics might include: the American Civil War, the Mexican Revolution, the Harlem Renaissance, or African Independence, for example.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

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

current course    revision of current course    a new course being proposed

### CUNY COMMON CORE Location

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

<p><b>Required</b></p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p><b>Flexible</b></p> <p><input type="checkbox"/> World Cultures and Global Issues      <input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> US Experience in its Diversity              <input type="checkbox"/> Scientific World</p> <p><input checked="" type="checkbox"/> X Creative Expression</p>
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### 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>C. Creative Expression</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will produce a final paper assessing the aims, successes and failures and/or legacy of the specific cultural movement under discussion. This paper will need to draw from at least five different texts by five different authors and include both primary and secondary sources. In the sample syllabus, for example, students will assess the value and/or legacy of the Harlem Renaissance in terms of what it set out to achieve as articulated by Alain Locke and David Levering Lewis.	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
Students will compare and contrast differing perspectives on the cultural movement under discussion. In the sample syllabus, for example, students will evaluate the competing claims of Gilbert Osofky and Cheryl Wall (week 6) in regard to the realities of Harlem life in the 1920s.	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
In their final paper, students will construct an argument assessing the value of the cultural movement under discussion and support it with evidence from at least five different texts. See learning outcome #1 above.	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Through the processes of close reading and interpretation intrinsic to literary, artistic, and cultural study, as well as through the descriptive and analytical processes of a variety of co-disciplines, students will explore various documents intrinsic to the cultural movement under discussion. In the sample syllabus, students will write a series of short response papers in response to representations of black life in Harlem during the 1920s.	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
This will happen throughout the semester in almost all exercises and assignments. The course is designed to analyze and assess how and why artistic and cultural movements happen and what their significance is. In the sample syllabus, students will write a short paper where they analyze the impact of a piece of art, music, fashion, writing, etc, from the Harlem Renaissance on a contemporary piece of creative expression.	<ul style="list-style-type: none"> <li>● Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>
Students will debate and discuss the ways in which artistic works reflect the social and political realities of their communities, along with their cultural voices and values. In the sample syllabus, students will make presentations about specific works of visual art from the Harlem Renaissance (weeks 7 and 8) in regard to how they illustrate or illuminate one or more of the social, political or cultural aims and concerns expressed by writers discussed in weeks 2,3, 4 and 5.	<ul style="list-style-type: none"> <li>● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>
	<ul style="list-style-type: none"> <li>● Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
	<ul style="list-style-type: none"> <li>● Use appropriate technologies to conduct research and to communicate.</li> </ul>



John Jay College of Criminal Justice  
Interdisciplinary Studies Program

Fall 2020

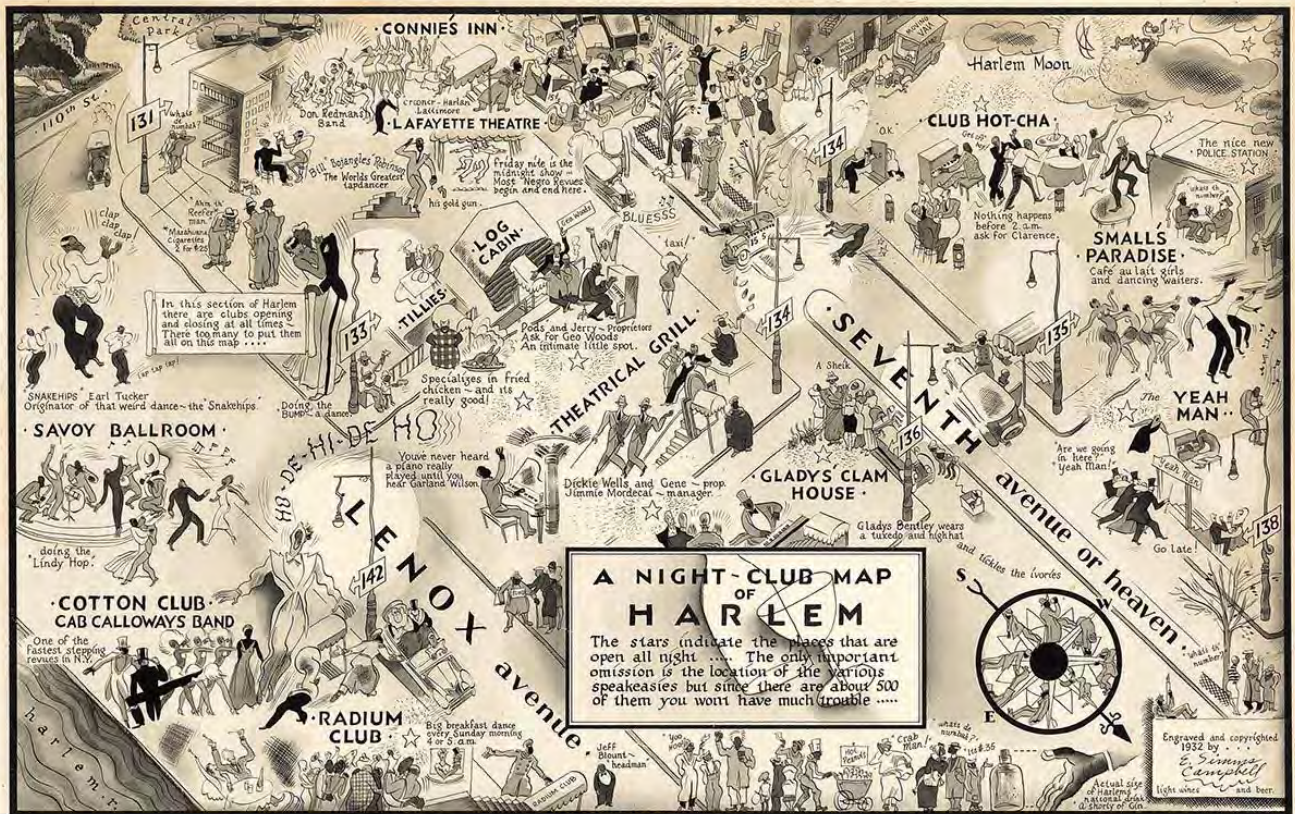
ISP 1XX Creative Movements: How, When and Why They Happen  
The Harlem Renaissance

www.facebook.com/JohnJayISP

Time: TBD

Room TBD

Richard Haw  
Email: rhaw@jjay.cuny.edu  
Office: 06.65.04 NB  
Phone: 212-237-8076  
Office Hours: by appointment



### Creative Movements: How, When and Why They Happen

#### Bulletin Description:

This course will examine how creative movements emerge, develop, and flower in specific locations at specific times. From ancient Greece and to the rise of Nuyorican culture, complex local conditions and distinct moments in history have combined to produce unique periods of creative expression. Each section of this topics course will take a contextual, interdisciplinary approach—encompassing art, literature, music, and performance—and focus on a distinct location at a specific time. Topics might include: the American Civil War, the Mexican Revolution, the Harlem Renaissance, or African Independence, for example.

## Section description: The Harlem Renaissance

This course will examine how creative movements emerge, develop, and flower in specific locations at specific times. From ancient Greece and to the rise of Nuyorican culture, complex local conditions and distinct moments in history have combined to produce unique periods of creative expression. Each section of this topics course will take a contextual, interdisciplinary approach—encompassing art, literature, music, and performance—and focus on a distinct location at a specific time. Topics might include: American Civil War, the Mexican Revolution, the Harlem Renaissance, or African Independence, for example.

### Course Goals and Objectives:

Students will:

- Gather, interpret, and assess information from a variety of sources and points of view
- Evaluate evidence and arguments critically or analytically
- Produce well-reasoned written or oral arguments using evidence to support conclusions
- Apply concepts and methods of a discipline or field to creative expression
- Analyze and describe the significance of arts from diverse cultures of the past
- Articulate how the arts/communications interpret and convey meaning and experience

### Required Reading:

All students will need to buy the following book:

Nella Larsen, *Passing* (Penguin) ISBN: 9780142437278

In addition, the following readings are available through Blackboard in PDF format. These must be brought to class on the assigned day.

Cary D. Wintz, “The Harlem Renaissance: What Was It, and Why Does It Matter?” (2005)  
 Nathan Irvin Huggins, “Harlem: Capital of the Black World” (1971)  
 David Levering Lewis, “City of Refuge” (1979)  
 Alain Locke, “The New Negro” (1925)  
 David Levering Lewis, “Enter the New Negro” (1979)  
 Marcus Garvey, “Africa for the Africans” (1921)  
 Rudolph Fisher, “City of Refuge” (1925) (1927)  
 Arthur Schomburg, “The Negro Digs Up His Past” (1925)  
 James Weldon Johnson, “Harlem: The Culture Capital” (1925)  
 Claude McKay, “The Tropics in New York” (1922)  
 Countee Cullen, “Heritage” and “Color” (1925)  
 Eric Walrond, “City Love” (1927)  
 Helene Johnson, “Sonnet to a Negro in Harlem” (1927)  
 Gilbert Osofsky, *Harlem: The Making of a Ghetto, 1890-1930* (1996) (extracts)  
 Cheryl Wall, “Harlem: City of Dreams” (2016)  
 Albert C. Barnes, “Negro Art and America” (1925)  
 “Aaron Douglas Chats about the Harlem Renaissance” (1928)  
 W.E.B. DuBois, “Criteria for Negro Art” (1926)  
 Langston Hughes, “The Negro Artist and the Racial Mountain” (1926)  
 Langston Hughes, “The Negro Speaks of Rivers” (1921) and “The Weary Blues” (1926)  
 Gwendolyn Bennett, “Heritage” (1923) and “To Usward” (1924)  
 Claude McKay, *Home to Harlem* (1928) (extracts)  
 Dorothy West, “Prologue to a Life” (1929)  
 J.A. Rogers, “Jazz at Home” (1925)  
 Alain Locke, “The Negro Spirituals” (1925)  
 Lucien H. White, “In the Realm of Music” (1922)  
 Carl Van Vechten, “Negro ‘Blues’ Singers” (1926)



Abby Johnson and Ronald M. Johnson, “Forgotten Pages: Black Literary Magazines of the 1920s” (1974)  
 Harold Cruse, *The Crisis of the Negro Intellectual* (1967) (extracts)  
 Emily Bernard, “Why the Harlem Renaissance Still Matters” (2018)

In addition, students will also need to download and listen to several songs and videos. They will also need to download and spend some time looking at a various paintings, prints, photographs, and journals (*Fire!!* (1926) and *Opportunity: A Journal of Negro Life* (1926)). They will also be available on the course blackboard site.

### Schedule:

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

**Week 1 Introduction: What Was the Harlem Renaissance?**  
 Reading: Cary D. Wintz, “The Harlem Renaissance: What Was It, and Why Does It Matter?” (2005)

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**Week 2 The Context I: Why Harlem? Why Then?**  
 Reading: Nathan Irvin Huggins, “Harlem: Capital of the Black World” (1971)  
 David Levering Lewis, “City of Refuge” (1979)

\*\*\*First Response Paper Due\*\*\*

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**Week 3 Intellectual Stirring of a Creative Movement: The New Negro**  
 Reading: Alain Locke, “The New Negro” (1925)  
 David Levering Lewis, “Enter the New Negro” (1979)

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**Week 4 The Aims of a Creative Movement: Intellectual Voices of the Harlem Renaissance**  
 Reading: Marcus Garvey, “Africa for the Africans” (1921)  
 Rudolph Fisher, “City of Refuge” (1925)  
 Arthur Schomburg, “The Negro Digs Up His Past” (1925)  
 James Weldon Johnson, “Harlem: The Culture Capital” (1925)

\*\*\*Second Response Paper Due\*\*\*

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**Week 5 Creative Voices: Poetry of the Harlem Renaissance**  
 Reading: Langston Hughes, “The Negro Speaks of Rivers” (1921) and “The Weary Blues” (1926)  
 Claude McKay, “The Tropics in New York” (1922)  
 Gwendolyn Bennett, “Heritage” (1923) and “To Usward” (1924)  
 Countee Cullen, “Heritage” and “Color” (1925)  
 Helene Johnson, “Sonnet to a Negro in Harlem” (1927)

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**Week 6 The Context II: Harlem in the 1920s**  
 Reading: Gilbert Osofsky, *Harlem: The Making of a Ghetto, 1890-1930* (1996) (extracts)  
 Cheryl Wall, “Harlem: City of Dreams” (2016)

\*\*\*Compare and Contrast Osofsky and Wall Paper Due\*\*\*

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**Week 7 Creative Expression: Art of the Harlem Renaissance I**

Reading: Albert C. Barnes, “Negro Art and America” (1925)  
 “Aaron Douglas Chats about the Harlem Renaissance” (1928)

Looking: Selection of paintings by Aaron Douglas

\*\*\*Student Presentations: How Art Reflects Life\*\*\*

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**Week 8 Creative Expression: Art of the Harlem Renaissance II**

Reading: W.E.B. DuBois, “Criteria for Negro Art” (1926)  
 Langston Hughes, “The Negro Artist and the Racial Mountain” (1926)

Looking: Selection of painting and photographs by James Lesesne Wells, Hale Woodruff, Jacob Lawrence,  
 and James Van Der Zee

\*\*\*Student Presentations: How Art Reflects Life\*\*\*

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**Week 9 Creative Voices: Writing about Harlem Life**

Reading: Claude McKay, *Home to Harlem* (1928) (extracts)  
 Eric Walrond, “City Love” (1927)  
 Dorothy West, “Prologue to a Life” (1929)

\*\*\*Third Response Paper Due\*\*\*

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**Week 10 Creative Expression: Music of the Harlem Renaissance**

Reading: J.A. Rogers, “Jazz at Home” (1925)  
 Alain Locke, “The Negro Spirituals” (1925)  
 Lucien H. White, “In the Realm of Music” (1922)  
 Carl Van Vechten, “Negro ‘Blues’ Singers” (1926)

Listening: A selection of music by Louis Armstrong, Dizzy Gillespie and Duke Ellington, Bessie Smith,  
 Billie Holliday, and Ella Fitzgerald

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**Week 11 Putting it all Together: Little Magazines, Compendiums of a Creative Movement**

Reading: Abby Ann Arthur Johnson and Ronald M. Johnson, “Forgotten Pages: Black Literary Magazines  
 of the 1920s” (1974)

Reading /Looking: *Fire!!* (vol 1, no 1 1926)  
*Opportunity: A Journal of Negro Life* (vol 4, no 1 1926)

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**Week 12 Creative Expression and the Limits of Race**

Readings: Nella Larsen, *Passing* (1929), part 1

\*\*\*Influence Project Due\*\*\*

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**Week 13 Creative Expression and the Tragedy of Race**

Readings: Nella Larsen, *Passing* (1929), parts 2 and 3

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**Week 14 Context III: The Aftermath and Assessment**

Readings: Harold Cruse, *The Crisis of the Negro Intellectual* (1967) (extracts)

Emily Bernard, "Why the Harlem Renaissance Still Matters" (2018)

**Week 15 \*\*\*Final Paper Due\*\*\***

## Course Requirements

Responsibility for all reading and writing assignments lies with the student. Please consult your syllabus at all times. No emailed assignments will be accepted; be sure to keep a copy of every assignment turned in.

- 1) **Informed Class Participation:** Classes will be run as discussions, not lectures. You must attend class having completed all reading assignments. You will be expected to engage fully in class discussions. **The quality of your class participation will affect your final grade.**
- 2) **Reading Response Papers:** Students are required to complete a series of short, one-page reading response papers. These are clearly listed in the course schedule above and are due at the beginning of class. Please note: no late reading responses will be accepted. The responses are not long but they should demonstrate substantial engagement with the reading matter for that week.
- 3) **Student Presentations:** In weeks 6 and 7, each student will make a presentation on a specific art work and how it relates to the social, political, or cultural concerns expressed by the writers in weeks 2, 3, 4 and 5. Presentations should last no more than 5 minutes. For more details, please see the assignment sheet.
- 4) **Influence Project:** students will keep a private journal where they note down any time they encounter a piece of art that reminds them of the Harlem Renaissance. They will turn one of these encounters into a short paper where they track and assess the influence of the Harlem Renaissance on one example of contemporary cultural expression.
- 5) **Final Paper:** All students will undertake a final paper assessing the aims, successes and failures and legacy of the Harlem Renaissance in terms of what it set out to achieve as articulated by Alain Locke and David Levering Lewis. This project will involve some research and will draw on all the skills and insights you have learned this semester. Details may be found on the assignment sheet.
- 6) **Academic Integrity:** Plagiarism is the presentation of somebody else's ideas as your own; this includes material taken from the internet without citation. Plagiarism and cheating are extremely serious violations of academic behavior. In all written work, you must clearly indicate (using quotation marks and citations) when you are quoting or paraphrasing. **Plagiarism and cheating will result in a final course grade of D- and/or disciplinary action.** If you are unsure of what constitutes plagiarism, please consult with your professors or the Writing Center. See John Jay statement 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." **From the John Jay College Bulletin.**
- 7) **Writing Tutors:** Students who want to take their writing to the next level and earn better grades are encouraged to consult the professors and visit the John Jay Writing Center. The Writing Center is a free tutorial service available to all students enrolled in the college. Appointments can be made online at <http://www.jjay.cuny.edu/writing-center>. **Always remember: the communication of your ideas is wholly dependent on the clarity of your writing.**

- 8) **Vocabulary:** Students are expected to look up any words they are unfamiliar with. **Vocabulary building is an important part of any college course.** You may be tested on your understanding of the vocabulary in the assigned texts during quizzes.
- 9) **Problems?:** If you have any difficulties with the course—big or small—please consult with Professor Richard Haw. Please remember, ISP’s staff and faculty are here to ensure your academic success.

## Grading

Final grades will be based upon the following:

Attendance and Informed class participation	10%
Reading response papers (x3)	30%
Student Presentations	10%
Influence Project	10%
Final Paper	40%

## Grading Criteria

A, A-	Excellent
B+	Very Good
B, B-	Good
C+, C, C-	Satisfactory
D+, D, D-	Poor
F	Fail

## Attendance and Class Conduct

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

Students with a documented, ongoing serious health issue—which may affect their attendance—should speak with the professors.

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

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

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

**Absolutely no electronic device use in class.** All electronic devices must be turned off during class, including phones. If you do not comply you will be asked to leave the class and marked absent.

**No disruptive behavior in class.** This includes personal discussions or cross-talking.

**No eating in class.**

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

## New Course Proposal Form

Date Submitted: **8.13.20**

When completed, email the proposal form *in one file attachment* for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

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

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

Name: **Richard Haw**  
 Email address(es) **rhaw@jjay.cuny.edu**  
 Phone number(s) **212-237-9076**

2. a. **Title of the course:** **Murder: Historical and Cultural Perspectives**

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): **Murder Hist & Cult Persp**

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 reading and writing assignments are challenging, but do not presuppose that students have acquired any particular body of knowledge or higher-level academic skills. The assignments are scaffolded thus preparing students for writing assignments in 200-level courses. Assigned readings are at once substantial and appealing to General Education students.**

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

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

**This is a General Education course that satisfies the "Individual and Society" requirement in the Pathways flexible core. The emphasis in this course is on the causes and effects of murder by individuals on society (and on the individuals themselves) is consonant with the**

**College's mission and its focus on criminal justice education. Because the assignments explore varied topics, including historical events, ethical judgments, social class, economic forces, and narrative strategies, this course prepares students for more advanced work in many majors: e.g., History, English, Anthropology, Criminology, and Psychology.**

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.)

**Murder is committed by individuals and consumed, judged, and processed by societies. It is the ultimate crime and yet an enduring source of fascination. This course will examine murder as an act and an idea across different time periods and cultures, and as means of entertainment, rupture, and social analysis. By examining a variety of artistic, humanities and social science texts, it will explore the history, ethics, social appeal, and civic costs of murder on individuals and on the societies in which they live.**

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): **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        \_\_\_\_\_ Yes. If yes, then please provide:

- a. Semester(s) and year(s):
- b. Teacher(s):
- c. Enrollment(s):
- d. Prerequisites(s):

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

**Students will:**

- **Gather, interpret, and assess information from a variety of sources and points of view**
- **Evaluate evidence and arguments critically or analytically**
- **Produce well-reasoned written or oral arguments using evidence to support conclusions**

- Examine how an individual's place in society affects experiences, values, or choices
- Articulate and assess ethical views and their underlying premises.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making

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)

**Minor in Interdisciplinary Studies, electives section**

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

No       Yes  If yes, please indicate the area:

**Flexible Core:**

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

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

**This course fulfills the learning goals of the “Individual and Society” section of the Flexible Core by exploring the history, ethical and religious dimensions, and social costs of murder for individuals and the societies in which they live. By examining a variety of artistic, humanities and social science texts that consider murder from diverse theoretical, empirical, ethical, and imaginative perspectives, students will gain understanding of individuals situated within specific social, historical, and legal contexts. Murder helps us understand the relationship between individuals and their society, as well as between societies and individuals.**

11 . How will you **assess student learning?**

**Assessment in all ISP courses is both formative (i.e. ongoing, in shaping pedagogy) and summative (final and evaluative of the course as a whole). During the semester, instructors in**

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

- **Gather, interpret, and assess information from a variety of sources and points of view.**  
 Students will read, discuss, and compare/contrast differing perspectives on early modern accounts of the causes and consequences of murder. Weeks 2 and 3. They will compare and contrast two of the pre-modern stories in a short paper.
- **Evaluate evidence and arguments critically or analytically.**  
 Orally and in writing, students will identify, debate, and evaluate the arguments that theorists make about the cultural meanings of murder. As a class exercise, students will, for example, role play a discussion between John Gillin, Karen Halttunen, and Eric Monkkonen in which they defend their own ideas and criticize those of the other participants (Week 4).
- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**  
 Through discussions, debates, class presentations, and written assignments, students will use evidence from their readings and research to devise and support their own arguments about the effects of murder on society. They will, for example, write a final paper in which they articulate and explain the ramifications of a famous historical murder on the social norms, conventions, expectations, etc, of the time (Week 14).
- **Examine how an individual's place in society affects experiences, values, or choices.**  
 In their reading, written work, and class activities, students will examine the effects of social status and cultural context on an individual's choices and beliefs about murder. They will, for example, compare and contrast Leslie Silko's "Tony's Story" with Simon Ortiz's "The Killing of a State Cop" two short stories written about the same historical incident, one from the point of view of a Native American, the other highlighting that the murder victim was Latino.
- **Articulate and assess ethical views and their underlying premises**  
 Students will define, compare/contrast, and defend/criticize the ethical and moral issues raised by the murders they study. They will, for example, conduct a mock trial of Raskolnikov from *Crime and Punishment* in which they will consider mitigating and aggravating factors in the murder he commits in light of our readings on the legal issues surrounding murder.



- **Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.**

**Students will examine local, national, and global news sources as they relate to issues of murder by keeping a current events journal in which they track and discuss relevant occurrences in the news, including their impact on both individuals and the larger society (every week).**

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+ <b>X</b>  | ➤ PsycINFO <b>X</b>            |
| ➤ EBSCOhost Academic Search Complete <b>X</b>  | ➤ Sociological Abstracts _____ |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____ | ➤ JSTOR <b>X</b>               |
| ➤ LexisNexis Universe _____  | ➤ SCOPUS _____                 |
| ➤ Criminal Justice Abstracts <b>X</b>  | ➤ Other (please name) _____    |

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: **8.12.2020**

15. **Faculty** - Who will be assigned to teach this course? **Full-time and experienced and qualified part-time regular ISP faculty.**

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

\_\_\_\_\_ No

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

**This course is in some respects similar to LIT 241 “Murder on Screen and Stage,” although primarily in name. The English department course deals with only *theatrical* representations of murder (plays and films). As such it is a good and fitting option in the “Creative**

Expression” part of the college’s Gen Ed program. “Murder: An Introduction” is quite different, dealing with the phenomena of murder from an interdisciplinary perspective and fulfilling the learning outcomes of an entirely different area of our Gen Ed.

I corresponded with Jay Gates, chair of the English Department and the original proposer of LIT 241, and he wrote that “This course looks good and has nothing to do with LIT 241. That course, which you are right I wrote, is really about adaptation across genres (page, stage, screen) and takes murder as a unifying theme.”

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

Not applicable

No

Yes. If yes, give a short summary of the consultation process and results.

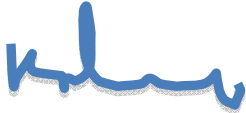
In addition to Jay Gates above, I consulted with Dave Green—author of *When Children Kill Children*—of the Sociology Department. Professor Green and I discussed the aims and structure of the course and he thought it was well-conceived and put together.

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

No

Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:



Katie Gentile

\_\_\_\_\_  
Chair, Proposer’s Department



Richard Haw

\_\_\_\_\_  
Major or Minor Coordinator (if necessary)

## CUNY Common Core Course Submission Form

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

<b>College</b>	John Jay
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	ISP 1XX
<b>Course Title</b>	Murder: Historical and Cultural Perspectives
<b>Department(s)</b>	Interdisciplinary Studies
<b>Discipline</b>	Interdisciplinary
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	N/A
<b>Co-requisites (if none, enter N/A)</b>	ENG 101
<b>Catalogue Description</b>	Murder is committed by individuals and consumed, judged, and processed by societies. It is the ultimate crime and yet an enduring source of fascination. This course will examine murder as an act and an idea across different time periods and cultures, and as means of entertainment, rupture, and social analysis. By examining a variety of artistic, humanities and social science texts, it will explore the history, ethics, social appeal, and civic costs of murder on individuals and on the societies in which they live.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

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

current course   
  revision of current course   
  a new course being proposed

### CUNY COMMON CORE Location

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

<p><b>Required</b></p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p><b>Flexible</b></p> <p><input type="checkbox"/> World Cultures and Global Issues    <input checked="" type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> US Experience in its Diversity    <input type="checkbox"/> Scientific World</p> <p><input type="checkbox"/> Creative Expression</p>
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### 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>D. Individual and Society</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will read, discuss, and compare/contrast differing perspectives on early modern accounts of the causes and consequences of murder. Weeks 2 and 3. They will compare and contrast two of the pre-modern stories in a short paper.	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
Orally and in writing, students will identify, debate, and evaluate the arguments that theorists make about the cultural meanings of murder. As a class exercise, students will, for example, role play a discussion between John Gillin, Karen Halttunen, and Eric Monkkonen in which they defend their own ideas and criticize those of the other participants (Week 4).	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
Through discussions, debates, class presentations, and written assignments, students will use evidence from their readings and research to devise and support their own arguments about the effects of murder on society. They will, for example, write a final paper in which they articulate and explain the ramifications of a famous historical murder on the social norms, conventions, expectations, etc, of the time (Week 14).	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul>
In their reading, written work, and class activities, students will examine the effects of social status and cultural context on an individual's choices and beliefs about murder. They will, for example, compare and contrast Leslie Silko's "Tony's Story" with Simon Ortiz's "The Killing of a State Cop" two short stories written about the same historical incident, one from the point of view of a Native American, the other highlighting that the murder victim was Latino. (See Weeks 8 and 9)	<ul style="list-style-type: none"> <li>● Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
Students will define, compare/contrast, and defend/criticize the ethical and moral issues raised by the murders they study. They will, for example, conduct a mock trial of Raskolnikov from <i>Crime and Punishment</i> in which they will consider mitigating and aggravating factors in the murder he commits, in light of our readings on the legal issues surrounding murder. (See Week 6)	<ul style="list-style-type: none"> <li>● Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>● Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
Students will examine local, national, and global news sources as they relate to issues of murder by keeping a current events journal in which they track and discuss relevant occurrences in the news, including their impact on both individuals and the larger society (every week)	<ul style="list-style-type: none"> <li>● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>

## Murder: Historical and Cultural Perspectives

Professor Richard Haw  
 Email: rhaw@jjay.cuny.edu  
 Office: 06.65.04 NB  
 Phone: 212-237-8076  
 Office Hours: by appointment

**John Jay College of Criminal Justice  
 Interdisciplinary Studies Program  
 ISP 1XX  
 Time: TBD**

**Fall 2020  
 www.facebook.com/JohnJayISP  
 Murder: An Introduction  
 Room TBD**

### Course Description

Murder is committed by individuals and consumed, judged, and processed by societies. It is the ultimate crime and yet an enduring source of fascination. This course will examine murder as an act and an idea across different time periods and cultures, and as means of entertainment, rupture, and social analysis. By examining a variety of artistic, humanities and social science texts, it will explore the history, ethics, social appeal, and civic costs of murder on individuals and on the societies in which they live.

### Course Goals and Objectives:

Students will:

- Gather, interpret, and assess information from a variety of sources and points of view
- Evaluate evidence and arguments critically or analytically
- Produce well-reasoned written or oral arguments using evidence to support conclusions
- Examine how an individual's place in society affects experiences, values, or choices
- Articulate and assess ethical views and their underlying premises.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making

### Required Reading:

All readings for the course are available through Blackboard in PDF format.

Peter Applebome, "What Murder Says About the Society It Exists In" (1999)

Book of Genesis 4:1–18 (The story of Cain and Able)

Aeschylus, *The Eumenides*

Bernard [Lewis](#), *The Assassins: A Radical Sect in Islam* (1967) (excerpts)

Eric A. Johnson, Ricardo D. Salvatore and Pieter Spierenburg, "Murder and Mass Murder in Pre-Modern Latin America: From Pre-Colonial Aztec Sacrifices to the End of Colonial Rule, an Introductory Comparison with European Societies" (2012)

John Gillin, "Murder as a Sociological Phenomenon" (1952)

Karen Halttunen, "The Murderer as Mental Alien" (2000)

Eric Monkkonen, "Homicide: Explaining America's Exceptionalism" (2006)

Fyodor Dostoyevsky, *Crime and Punishment* (1866) (excerpts)

Leslie Silko, "Tony's Story" (1981)

Simon Ortiz, "The Killing of a State Cop" (1974)

Ryūnosuke Akutagawa, "In a Grove" (1922)

The Queen vrs, Dudley and Stephens (1884)

Simon Baatz, *For the Thrill of It: Leopold, Loeb and the Murder that Shocked Chicago* (2008) (excerpts)

Amy Srebnick, *The Mysterious Death of Mary Rogers: Sex and Culture in Nineteenth Century New York* (1997) (excerpts)  
 Edgar Allan Poe, “[The Mystery of Marie Rogêt](#)” (1842)  
 Joel Sipress, “From the Barrel of a Gun: The Politics of Murder in Grant Parish” (2001)  
 Charles Lane, “Wholesale Murder” and “Louisiana on Trial” from [The Day Freedom Died: The Colfax Massacre, the Supreme Court, and the Betrayal of Reconstruction](#) (2008)  
 Peter Gourevitch, *We Wish To Inform You That Tomorrow We Will Be Killed With Our Families* (1999) (extracts)  
 Martin Meredith, “The Graves are Not Yet Full” (2005)  
 Jean Hatzfeld, *Machete Season: The Killers in Rwanda Speak* (2006) (extracts)  
 Lee Ann Fujii, “The Enigma of Ethnicity” (2009)  
 Olive Burt, *American Murder Ballads and their Stories* (1958) (extracts)  
 Miriam Jones, “Why do we Love to Sing Murder Ballads? Tradition, Feminism and Bluegrass” (2017)  
 Ian Frazier, “Legacy of a Lonely Death” (2004)

This course will also require students to download and listen to several songs and videos. They will also be available on the course blackboard site.

### Schedule:

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

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#### **Week 1 Introduction: Murder and What it Might Tell Us**

Reading: Peter Applebome, “What Murder Says About the Society It Exists In” (1999)  
 Watching: Childish Gambino, “This is America” (2018)

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#### **Week 2 Murder: Pre-Modern Ideas**

Reading: Book of Genesis 4:1–18 (The story of Cain and Able)  
 Aeschylus, *The Eumenides*

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#### **Week 3 Murder: Pre-Modern Practices**

Reading: Bernard [Lewis, \*The Assassins: A Radical Sect in Islam\*](#) (1967) (excerpts)  
 Eric A. Johnson, Ricardo D. Salvatore and Pieter Spierenburg, “Murder and Mass Murder in Pre-Modern Latin America: From Pre-Colonial Aztec Sacrifices to the End of Colonial Rule, an Introductory Comparison with European Societies” (2012)

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#### **Week 4 Murder: Some Explanations**

Reading: John Gillin, “Murder as a Sociological Phenomenon” (1952)  
 Karen Halttunen, “The Murderer as Mental Alien” (2000)  
 Eric Monkkenon, “Homicide: Explaining America’s Exceptionalism” (2006)

\*\*\*Compare and Contrast Origins Paper Due\*\*\*

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#### **Week 5 Murder: Perspective**

Reading: Ryūnosuke Akutagawa, “In a Grove” (1922)

\*\*\*Current Events Journal Due\*\*\*

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#### **Week 6 Murder: An Example**

Reading: Fyodor Dostoyevsky, *Crime and Punishment* (1866) (excerpts)



**Week 13 Murder, Music, and History**

Reading: “We Must Never Forget Hattie Carroll” (2018) ([https://www.blackvoicenews.com/2018/04/05/we-must-never-forget-hattie-carroll/#:~:text=%5Bvc\\_row%5D%5Bvc\\_column%5D%5Bvc\\_column\\_text,an%20event%20at%20the%20old](https://www.blackvoicenews.com/2018/04/05/we-must-never-forget-hattie-carroll/#:~:text=%5Bvc_row%5D%5Bvc_column%5D%5Bvc_column_text,an%20event%20at%20the%20old))

Ian Frazier, “Legacy of a Lonely Death” (2004)

Timothy Hampton, “Murder Most Foul” and the Haunting of America (2020)

(<https://thereader.mitpress.mit.edu/murder-most-foul-and-the-haunting-of-america/>)

Kevin Dettmar, What Bob Dylan Is Doing in “Murder Most Foul” (2020)

(<https://www.newyorker.com/culture/culture-desk/what-bob-dylan-is-doing-in-murder-most-foul>)

David Masciotra, “Murder Most Foul’: Unpacking Bob Dylan’s new epic, from Dallas 1963 to the pandemic of 2020” (2020) (<https://www.salon.com/2020/04/04/murder-most-foul-unpacking-bob-dylans-new-epic-from-dallas-1963-to-the-pandemic-of-2020/>)

Listening: Bob Dylan, “The Lonesome Death of Hattie Carroll” (1963)

Bob Dylan, “The Ballad of Hollis Brown” (1964)

Bob Dylan, “Murder Most Foul” (2020)

\*\*\*Current Events Journal Due\*\*\*

**Week 14 Conclusion**

**Reading:** There is no reading for this week. Keep working on your final project and we’ll use this week to discuss and reflect upon what we have learned over the course of this semester.

**Week 15 \*\*\*Final Paper Due\*\*\***

## Course Requirements

Responsibility for all reading and writing assignments lies with the student. Please consult your syllabus at all times. No emailed assignments will be accepted; be sure to keep a copy of every assignment turned in.

- 1) **Informed Class Participation:** Classes will be run as discussions, not lectures. You must attend class having completed all reading assignments. You will be expected to engage fully in class discussions. **The quality of your class participation will affect your final grade.**
- 2) **Short Papers:** Students are required to complete two short papers. One of the short papers will compare and contrast the two pre-modern murder narratives under discussion in Week 3. The other will compare and contrast Simon Ortiz’s “The Killing of a State Cop” (1974) with Leslie Silko, “Tony’s Story” (1981) (see Week 8). Due dates are clearly listed in the course schedule above and are due at the beginning of class. Please note: no late papers will be accepted. The papers are not long (1-2 pages) but they should demonstrate substantial engagement with the reading matter for that week.
- 3) **Current Events Journal:** Murder is always news and always happening. Throughout the semester students are asked to think about this as they follow the news on print and on television and keep a journal of their reactions. Specific details may be found on the assignment sheet. Your journals will be handed in for comment three times during the course of the semester.
- 4) **Final Project:** All students will undertake a final project based around a famous and/or real life murder case. This project will draw on all the skills and insights you have learned this semester. Each student will need to pick a famous murder from history. They will research the murder, the public reaction, and the ways in which the individual act of murder affected the society as a whole. Please consult the assignment sheet for more details.



- 5) **Quizzes:** These will be unannounced, and always during the first 5 minutes of class or the first 5 minutes after the break, and always on the assigned reading for the day. Quizzes will test your basic knowledge of the assigned reading. Some quizzes may take the form of short response papers.
- 6) **Academic Integrity:** Plagiarism is the presentation of somebody else’s ideas as your own; this includes material taken from the internet without citation. Plagiarism and cheating are extremely serious violations of academic behavior. In all written work, you must clearly indicate (using quotation marks and citations) when you are quoting or paraphrasing. **Plagiarism and cheating will result in a final course grade of D- and/or disciplinary action.** If you are unsure of what constitutes plagiarism, please consult with your professors or the Writing Center. See John Jay statement 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.” **From the John Jay College Bulletin.**
- 7) **Writing Tutors:** Students who want to take their writing to the next level and earn better grades are encouraged to consult the professors and visit the John Jay Writing Center. The Writing Center is a free tutorial service available to all students enrolled in the college. Appointments can be made online at <http://www.jjay.cuny.edu/writing-center>. **Always remember: the communication of your ideas is wholly dependent on the clarity of your writing.**
- 8) **Vocabulary:** Students are expected to look up any words they are unfamiliar with. **Vocabulary building is an important part of any college course.** You may be tested on your understanding of the vocabulary in the assigned texts during quizzes.
- 9) **Problems?:** If you have any difficulties with the course—big or small—please consult with Professor Richard Haw. Please remember, ISP’s staff and faculty are here to ensure your academic success.

## Grading

Final grades will be based upon the following:

Attendance and informed class participation	15%
Compare and Contrast Origins Paper	10%
Current Events Journal	20%
Compare and Contrast Silko and Ortiz Paper	20%
On time completion of each stage of the final project	5%
Final Paper	30%

## Grading Criteria

A, A-	Excellent
B+	Very Good
B, B-	Good
C+, C, C-	Satisfactory
D+, D, D-	Poor
F	Fail

## Attendance and Class Conduct

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

Students with a documented, ongoing serious health issue—which may affect their attendance—should speak with the professors.

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

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

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

**Absolutely no electronic device use in class.** All electronic devices must be turned off during class, including phones. If you do not comply you will be asked to leave the class and marked absent.

**No disruptive behavior in class.** This includes personal discussions or cross-talking.

**No eating in class.**

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

## New Course Proposal Form

Date Submitted: Oct 1, 2020

When completed, email the proposal form ***in one file attachment*** for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

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

b. **Name** and contact information of proposer(s):

Name: Allison Kavey and David Munns

Email address(es) [dmunns@jjay.cuny.edu](mailto:dmunns@jjay.cuny.edu); akavey@jjay.cuny.edu

Phone number(s) 646-557-4496

2. a. **Title of the course:** *History of Eugenics: Science and the Construction of Race*

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): History of Eugenics

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 Learning from the Past category of the Gen Ed Program requires additional course of interest to students on themes such as Criminal Justice Reform, Cultural and Social Views of Injustice, Civil Rights, Environmental Justice, and Immigration. Few topics offer a wealth of perspective like the history of eugenics. This class will serve as an entry point for students to understand that modern debates are situated in historical contexts.

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

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

At a time when science is under attack and frequently championed as the height of rational human thought, it has never been more important to study how science can and has been misused. This course offers an alternative to the traditional narrative that "science is good" by reminding us that any human epistemology can be applied to aid human prejudice. By studying

the history of eugenics, students will learn that America led the world in this most disturbing practice, providing federal and university funding for studies directly intended to limit the reproduction of the poor, Catholics, Jews, Eastern Europeans, indigenous people, and those with black and brown skin. We will complicate the feminist narrative of birth control by examining Sanger's motivations, determine the longstanding correlation between progressive politics and eugenics, and locate American eugenics before WW2 at the center of this mix of racialized and anti-poverty politics. The course will then address the use of eugenics by Hitler and the Nazis. But it does not end there. Tuskegee and the Guatemala STD studies occurred during and after WW2, using federal money to intentionally sicken and refuse to treat black men and Guatemalan orphans and prisoners. There might be no more useful subject to explain why science must always be kept under the close control of objective evaluative markets. Because this course tells us what happens when there are none.

3. **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 explores the history of Eugenics in the United States in late-nineteenth and early-twentieth century America. Eugenics, dubbed "the science of good breeding", used the principles of heredity and statistics to shape people. Eugenics is now regarded as a pseudo-science, but its legacies inform the social and biological ideas of race, gender, and biology, and the formation and construction of American state power and social order. This course examines the ways in which science and medicine, when combined with powerful hate-driven ideologies, have resulted in violations of civil rights, including imprisonment, torture, sterilization, unlawful experimentation, and death. It also investigates the scientific community's responses to these examples of extraordinary abuse, which provide the network of checks and balances currently governing scientific experimentation.

4. **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 201

5. Number of:
- a. Class hours      3
  - b. Lab hours
  - c. Credits             3
6. Has this course been taught on an **experimental basis**?
- No                      X   Yes. If yes, then please provide:
- a. Semester(s) and year(s): Fall 2019
  - b. Teacher(s): Kavey, A
  - c. Enrollment(s): 36
  - d. Prerequisites(s):        ENG 101

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

Students will:

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

The Curriculum Map of the Global History B.A. is:

	<b>Program Learning Outcomes</b>				
	<b>1</b> Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.	<b>2</b> Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).	<b>3</b> Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.	<b>4</b> Identify different theories and methods used in the historical profession.	<b>5</b> Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.
<b>Courses</b>	<b>Course Learning Outcomes</b>				
<b>HIS 1xx Doing History</b>		Identify and analyze primary source documents.	Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions.	Identify basic categories of historical theory and methodology.	Write an argumentative essay grounded in evidence.
<b>HIS 203-204-205 Global History Survey</b>	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.				Write an argumentative essay grounded in evidence.
<b>HIS 2xx 200-level Electives</b>	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.	Identify and analyze primary source documents.			Write an argumentative essay grounded in evidence.

<b>HIS 240 Historiography</b>			Read and compare diverse works of scholarly literature.	Identify differences among theoretical and methodological processes used in the historical profession.	
<b>HIS 300 Research Methods</b>		Locate a primary source archive and analyze the evidence in order to answer an independent research question.		Apply appropriate historical theories and methods when analyzing primary source evidence.	Construct and answer a historical research question using a primary source archive.
<b>HIS 3xx 300-level Electives</b>	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.	Identify and analyze primary source documents.	Read and compare diverse works of scholarly literature.		Write an argumentative essay grounded in evidence.
<b>HIS 425 Senior Seminar in History</b>	Explain the historical significance of a critical event, trend, or theme in an independent research project.	Locate a primary source archive and analyze the evidence in order to answer an independent research question.	Read and summarize a body of scholarly literature related to an independent research question.	Write an independent research paper that evaluates existing scholarly approaches to a particular topic and analyzes primary source evidence using appropriate historical theories and methods.	Use primary and secondary sources to answer an independent research question in an oral presentation and written paper.

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)

Global History Major (Part III. Electives, U.S. History category)  
History minor (Part II. Electives)

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

No \_\_\_\_\_ Yes   X   If yes, please indicate the area:

**College Option: Learning From the Past**

11. How will you **assess student learning**?

**Assessment:**

- Assessment Formula:
  - 10% Class attendance
  - 30% **International Eugenics—a project!**
  - **Read: The entire issue of *Eugenics Review* found at this link:**  
<https://www.ncbi.nlm.nih.gov/pmc/issues/191721/>

EMAIL TO ME: a paper of 3-5 pages in which you trace the preoccupations of eugenicists throughout the world to the themes we have been discussing in American eugenics and address the international laws passed to uphold these principles. Then make an argument about the tightening noose created by eugenics principles governing immigration law, sterilization, and anti-Semitism in Europe in 1935. Note

how close we now draw to the rise of Hitler and his campaign to eliminate all non-Aryans, especially Jews and Romani, as well as those deemed genetically defective because of congenital health problems such as epilepsy, insanity, multiple sclerosis, cerebral palsy, and other common diseases.

- 40% Weekly Discussion Board posts.
  - Any class readings for in-class discussions are available on Blackboard and the library reserve. You are expected to have read the assignment before class, and will be graded on your participation, not simply your attendance.
- 20% Responses to colleagues.

Rationale:

1. Weekly Page of Notes based on Readings – Due at beginning of class. Weekly discussion board posts (minimum 500 words/post) and 2 responses to colleagues per week: 50%
  - a. The discussion board posts and the responses creates a springboard for student’s own comments during the in-class discussion. Replies subsequently can “add value” to what a classmate says, constructively agreeing or disagreeing and explaining why while extending the conversation. Such comment, replies, and debate provide the basis for learning (the ability to create and defend evidence-interpretation and argument) and the class discussion grade.
2. A formal essay to gather and interpret a body of “scientific” literature”, first drafted and then submitted.
  - a. This is a standard essay, wherein the student gathers information of the course texts supplemented by minimal external reading and makes an argument to explain a certain historical event or decision. They will be evaluated on how well they frame the subject and describe the historical context in which the event/decision took place. Use of evidence + citation style is graded.

The standards of the History Dept for 200-level courses are as follows:

Content: A 200-level course introduces, uses, and interprets primary sources, and requires the integration of evidence from a primary source in a written exercise.

Reading recommendations: Four monographs + articles, for a total of approximately 900 pages for the semester, or an average of 80-85 pages per week, with a reading-enforcement protocol  
Weekly reading averages may be adjusted if primary sources are assigned.

Writing requirements: 20 pages, at least 10 of which must be formal essay(s); preliminary developmental writing can be included in the 10-page count; the other 10 can take such forms as a formal essay, essays on examinations, reading responses, annotated bibliographies, in-class writing exercises, museum reports, etc. 1/3 of writing assignments must be completed before the midpoint of the term, together with feedback.

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: Jeffrey Kroessler and Kathleen Collins\_
- Are there adequate resources in the library to support students' work in the course  
Yes  No \_\_\_\_\_
- Will your students be expected to use any of the following library resources? Check all that apply.
- **Library Resources:**

Databases: America: History and Life and Historical Abstracts; World Scholar: Latin America and the Caribbean; New York Times Historical; Foreign Policy Magazine, 1970-present. *UNESCO General History of Africa Vol. 8: Africa Since 1935* (This is a free high-quality academic reference work mostly focused on decolonization and the Cold War in Africa).

- |  |   |
|--|---|
| ➤ The library catalog, CUNY+ <input checked="" type="checkbox"/>                     | ➤ PsycINFO _____                            |
| ➤ EBSCOhost Academic Search Complete <input checked="" type="checkbox"/>             | ➤ Sociological Abstracts _____              |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____ | ➤ JSTOR <input checked="" type="checkbox"/> |
| ➤ LexisNexis Universe _____  | ➤ SCOPUS _____                              |
| ➤ Criminal Justice Abstracts _____   | ➤ Other (please name) _____                 |

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval: Sept 20 2020.
15. **Faculty** - Who will be assigned to teach this course? David Munns; Allison Kavey, Andrea Balis;
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?  
 No  
 \_\_\_\_\_ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?  
 Not applicable  
 \_\_\_\_\_ No  
 \_\_\_\_\_ Yes. If yes, give a short summary of the consultation process and results.



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

No

Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals: David Munns, Chair, History Department; James DeLorenzi, History Major Coordinator

## John Jay General Education College Option Course Submission Form

<b>Course Prefix &amp; Number</b>	HIS 2xx
<b>Course Title</b>	<b>History of Eugenics: Science and the Construction of Race</b>
<b>Department or Program</b>	History
<b>Discipline</b>	History
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Prerequisites</b> (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	none
<b>Co-requisites</b>	none
<b>Course Description</b>	This course explores the history of Eugenics in the United States in late-nineteenth and early-twentieth century America. Eugenics, dubbed “the science of good breeding”, used the principles of heredity and statistics to shape people. Eugenics is now regarded as a pseudo-science, but its legacies inform the social and biological ideas of race, gender, and biology, and the formation and construction of American state power and social order. This course examines the ways in which science and medicine, when combined with powerful hate-driven ideologies, have resulted in violations of civil rights, including imprisonment, torture, sterilization, unlawful experimentation, and death. It also investigates the scientific community’s responses to these examples of extraordinary abuse, which provide the network of checks and balances currently governing scientific experimentation.
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

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

current course     revision of current course     a new course being proposed

**John Jay College Option Location**

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

<p><b>Justice Core</b></p> <p><input type="checkbox"/> Justice &amp; the Individual (100-level)</p> <p><input type="checkbox"/> Struggle for Justice &amp; Inequality in U.S. (300-level)</p> <p><input type="checkbox"/> Justice in Global Perspective (300-level)</p>	<p>X Learning from the Past</p>	<p><input type="checkbox"/> Communication</p>
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<b>Learning Outcomes</b>	
<b>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</b>	
<p><b>I. Learning from the Past</b> - Please explain how your course meets these learning outcomes</p> <p>Students will:</p>	
<p>Each week, the students will, in a post of at least 500 words, address a series of questions and provide evidence from the sources to support your claims. Remember to cite the source and the page number when you paraphrase or provide a quotation: Secondly, in a paper based on original scientific articles from a major journal of eugenics, trace the preoccupations of eugenicists throughout the world. Furthermore, in a paper based on original scientific articles from a major journal of eugenics, trace the preoccupations of eugenicists throughout the world to the themes we have been discussing in American eugenics and address the international laws passed to uphold these principles. Then make an argument about the tightening noose created by eugenics principles governing immigration law, sterilization, and anti-Semitism in Europe in 1935. Note how close we now draw to the rise of Hitler and his campaign to eliminate all non-Aryans, especially Jews and Romani, as well as those deemed genetically defective because of congenital health problems such as epilepsy, insanity, multiple sclerosis, cerebral palsy, and other common diseases.</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences</li> </ul>
<p>In the concluding weeks, the course turns to help students consider and understand the long-lasting effects of eugenic thought and practice in recent biomedicine, health policy, the vaccine debate, and the drug war. Although the term eugenics itself is rarely used, after becoming familiar with its themes and rhetorics and practices, student will conduct research on a current health topic in current newspapers to make an argument about the continuing legacies of the scientific construction of race.</p>	<ul style="list-style-type: none"> <li>• Analyze the significance of major developments in U.S. and World History.</li> </ul>
<p>Students will gather and interpret from a variety of sources, including scientific journals,</p>	<ul style="list-style-type: none"> <li>• Differentiate multiple perspectives on the same subject</li> </ul>

<p>contemporary newspapers, original documents from scientists, and academic articles from historians of science and scientists.</p> <p>Furthermore, students will analyze and identify a variety of fundamental concepts of the history of science and the science of eugenics by active engagement during in-class discussions and Blackboard discussions; Week 1-2.</p> <p>Through homework readings, in-class discussion and Blackboard discussion, students will relate perspective on eugenics to the real world of how individuals and communities are affected by some of the ingredients in the environment, Week 5-14.</p> <p>Likewise, in a series of exercises, students will demonstrate how the tools of eugenics were used to justify their conclusions. For example, from Week 3: In a post of at least 500 words, address all of the following questions and provide evidence from the sources to support your claims. Remember to cite the source and the page number when you paraphrase or provide a quotation: What is the cause of poverty, according to Brabrook, and what is the role of the state in best addressing it? What does Sullivan contend is the link between heredity and crime? What evidence does he use to support this claim? What is the relationship he proposes between poverty and crime? Does he share Brabrook's belief that poverty results from poor heredity? When taken together, can these two sources be read as advocating eliminating the poor through state intervention to prevent further reliance on the state and crime?</p>	
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John Jay College of Criminal Justice, CUNY  
445 W. 59<sup>th</sup> St., New York NY 10019

## SYLLABUS:

### History of Eugenics: Science and the Construction of Race

**Professor:** Allison Kavey

**Professor's office:** New Building, 8<sup>th</sup> floor: 8.65.10

**Semester:**

**Course Code:** HIS: 2xx

**Course Section:**

**Classroom:** TBA

**Class time:**

**Office Hours:**

**Professor's phone and e-mail:** (646) 557-4496: [akavey@jjay.cuny.edu](mailto:akavey@jjay.cuny.edu)

This course explores the history of Eugenics in the United States in late-nineteenth and early-twentieth century America. Eugenics, dubbed “the science of good breeding”, used the principles of heredity and statistics to shape people. Eugenics is now regarded as a pseudo-science, but its legacies inform the social and biological ideas of race, gender, and biology, and the formation and construction of American state power and social order. This course examines the ways in which science and medicine, when combined with powerful hate-driven ideologies, have resulted in violations of civil rights, including imprisonment, torture, sterilization, unlawful experimentation, and death. It also investigates the scientific community’s responses to these examples of extraordinary abuse, which provide the network of checks and balances currently governing scientific experimentation.

Be warned: This class is intended to frighten you. It is not intended to make you dislike science. The pursuit of experimental knowledge is powerful and important, as is demonstrated by the extraordinary gains achieved through it that continue to improve life expectancy and quality of life. But I hope you will leave this class wary of the power we hand to scientists who can use it to pursue personal, hateful ideologies as easily as they can important and “objective” research. As the final book of the Harry Potter series taught us, no work pursued in the name of the “greater good” is actually good if innocent lives—often deemed less valuable—are sacrificed in its name.

**Learning Objectives:** Students will:

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

**Course Prerequisite:** ENG 101

**Policy on Attendance, Etiquette, and Participation:**

**Rules of the course:** please engage honestly and politely in online exchanges. While you may disagree with someone's argument, it is imperative that you respond civilly and use evidence and reason, rather than ad hominem attacks, to persuasively argue your own view. Anyone demonstrating abusive language online will be asked to apologize, and a second instance of this offense will result in disciplinary action and an F for the course. **ALL ASSIGNMENTS** are due by midnight on **SATURDAYS**. **Late assignments will receive a 0. Please submit your work on time.** If you are in a true emergency, please email me and explain what is going on so I can be accommodating. Otherwise, please understand that I am not just an uptight jerk who has no comprehension of your time constraints. I am simply attempting to keep a large online class running, return your graded work in a timely manner, and reinforce the important skill of time management.

**Required Text/s:**

Zero Cost Course: All readings are on Blackboard.

**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.

Plagiarism is theft, pure and simple. This issue has become most apparent in recent years with access to the Internet. All written work for this course is based upon the texts assigned. Any student found to paraphrase or use materials from the internet in their assignment will receive a zero grade for that assignment. Under no circumstance will any case of plagiarism be given any chance to rewrite. If you do use internet sources, and they are not FULLY cited (author, title, publisher, date, location), and properly referenced (see the John Jay APA Style guide, or the Chicago guide), you will also receive a zero grade for the assignment. The upshot of this, for example, is that if there is no author for your internet source, even if you use it correctly, it is still invalid. At least in this course, do not go to the internet for your assignments. Any student found having plagiarism in both assignments will be reported to the academic board for expulsion from the university.

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)

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

- A. Incomplete Grade Policy
- B. Extra Work During the Semester: the only extra work that may be offered, must be offered to the entire class.
- 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 1233N (212-237-8144). 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*, 4<sup>th</sup> ed., City University of New York, p.3. ([http://www.jjay.cuny.edu/studentlife/Reasonable\\_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

**English Language Support:** The John Jay community includes many students whose second language is English. To seek benefit from help in writing academic English, students are advised to visit the [Center for English Language Support](#) (CELS). The Center, which has a staff of nine instructors with MA's in ESL, offers a variety of services, including one-on-one tutoring, workshops, and online tutorials. CELS is **open from 9:30 am to 7:00 pm Monday-Thursday and 9:30 am to 5:00 pm on Friday**. For more information, visit their website: <http://web.jjay.cuny.edu/~esl/>

**The Writing Center:** The Writing Center Rm 1.68NB is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

**Assessment:**

- Assessment Formula:
  - 10% Class attendance
  - 30% **International Eugenics—a project!**
  - **Read: The entire issue of *Eugenics Review* found at this link:**  
<https://www.ncbi.nlm.nih.gov/pmc/issues/191721/>

EMAIL TO ME: a paper of 3-5 pages in which you trace the preoccupations of eugenicists throughout the world to the themes we have been discussing in American eugenics and address the international laws passed to uphold these principles. Then make an argument about the tightening noose created by eugenics principles governing immigration law, sterilization, and anti-Semitism in Europe in 1935. Note how close we now draw to the rise of Hitler and his campaign to eliminate all non-Aryans, especially Jews and Gypsies, as well as those deemed genetically defective because of congenital health problems such as epilepsy, insanity, multiple sclerosis, cerebral palsy, and other common diseases.

- 40% Weekly Discussion Board posts.
  - Any class readings for in-class discussions are available on Blackboard and the library reserve. You are expected to have read the assignment before class, and will be graded on your participation, not simply your attendance.
- 20% Responses to colleagues.

A, A-	Excellent
B+,B,B-	Very Good
C+,C	Satisfactory
C-,D+,D,D-	Poor
F	Failure (not erased when course is retaken and passed)
WU	Withdrew Unofficially

## SCHEDULE OF CLASSES

All dates and holidays can be accessed from the online Academic Calendar, which is the most up to date version. You should carefully note the following:

**Readings:** All readings are on Blackboard under the “course documents” tab and arranged by date. If for some reason you cannot open a document, please let me know so I can help.

Rubric:

Weekly discussion board posts (minimum 500 words/post) and 2 responses to colleagues per week: 50%

3 papers (3-5 pages): 50%

### **Week 1, 8/25-31: Introductions**

**Post:** Your name, major, year at John Jay, and a sentence or two about something that makes you very happy. Then provide a brief description of what you understand to be the goal of scientific/medical research.

**\*\*If you do not post this one, you are likely to be removed from the course because it is my only way of knowing you are attending. Being removed from the course could jeopardize your financial aid.\*\***

### **Week 3: 9/1-9/7—Eugenics**

**Read:** Francis Galton, “Studies in Eugenics,” *American Journal of Sociology*, Jul 1, 1905, Vol.11(6), p.11-26; Francis Galton, “Eugenics Its Definition, Scope, and Aims,” *American Journal of Sociology*, Vol. 10, No. 1 (Jul., 1904), pp. 1-25.

**Post:** In a post of at least 500 words, address all of the following questions and provide evidence from the sources to support your claims. Remember to cite the source and the page number when you paraphrase or provide a quotation: How did Galton define eugenics, what did he think it could be used to accomplish, how did he foresee the role of the state in achieving eugenic ends, what was his proposed relationship between eugenics and religious institutions, and how did he define “superior” human beings?

### **Week 4: 9/8-9/15-Eugenics applied to poverty and crime**

**Read:** Edward Brabrook, “Poor Law Commission Report”, *Eugenics Review*; 1909 Apr; 1(1): 47–50; W.C. Sullivan, “Eugenics and Crime”, *Eugenics Review* 1909 July 1(2): 112-120.



**Look Up:** Details of the 1834 Reform of the Poor Law Act in England so as to better understand the findings in Brabrook’s eugenic approach to poverty.

**Post:** In a post of at least 500 words, address all of the following questions and provide evidence from the sources to support your claims. Remember to cite the source and the page number when you paraphrase or provide a quotation: What is the cause of poverty, according to Brabrook, and what is the role of the state in best addressing it? What does Sullivan contend is the link between heredity and crime? What evidence does he use to support this claim? What is the relationship he proposes between poverty and crime? Does he share Brabrook’s belief that poverty results from poor heredity? When taken together, can these two sources be read as advocating eliminating the poor through state intervention to prevent further reliance on the state and crime?

### **Week 5 9/15-9/21: Eugenics and the myth of the “feeble-minded”**

**Read:** A.H.P.Kirby, “The Feeble-minded and voluntary effort”, *Eugenics Review* 1909 July 1(2): 85-96; A.F.Tredgold, “The Feeble-minded, a social danger,” *Eugenics Review* 1909 July 1(2): 97-104.

**Post:** In a post of at least 500 words, address all of the following questions and provide evidence from the sources to support your claims. Remember to cite the source and the page number when you paraphrase or provide a quotation: Define “feeble-minded” as it is used in both of these sources. How do the authors propose that feeble-mindedness relates to other “social ills,” such as substance abuse, criminality, hypersexuality, and inability to work? What are the hereditary aspects to feeble-mindedness these authors propose? How do these authors think existing social safety nets protect the feeble-minded and endanger the state? What is “national degeneracy” and how does Tredgold tie it to his theories about social programs protecting the feeble-minded? What solutions do these authors propose to feeble-mindedness in the name of protecting the state?

### **Week 6: 9/22-28: Eugenics in Practice**

**Read:** J. David Smith and Michael Wehmyer, “Who Was Deborah Kallikak?”, *Intellect Dev Disabil.* 2012 April ; 50(2): 169–178; Charles Davenport, “The Nams: feeble-minded as country dwellers”.

**Email to me:** In a paper of 3-5 pages, Who were the real people that became the basis for American eugenics studies, and how were their stories fictionalized by eugenicists to justify their social theories? Pick several examples of misogyny, racism, and classism demonstrated by these sources and tie them to eugenics theory.

### **Week 7: 9/29-10/5: Eugenics and American Population Control—immigration, birth control, and abortion**

**Read:** “Relative social inadequacy of the several nativity groups and immigrant groups of the U.S.: all types of social inadequacy”, 1922, The Harry H.Laughlin Papers, Truman State University, Lantern Slides, Black Case, Section 7, 1707, <http://www.eugenicsarchive.org/html/eugenics/static/images/935.html>; Margaret Sanger, “Birth Control and racial betterment”, *The Birth Control Review*, February 1919 vol.3,issue 2,p. 11; Pascal James Imperato and Gavin H. Imperato, “The Medical Exclusion of an Immigrant to the United States of America in the early twentieth century. The Case of Cristina Imperato”, *Journal of Community Health* (2008)33: 225-240.

**Post:** In a post of at least 500 words, address all of the following questions and provide evidence from the sources to support your claims. Remember to cite the source and the page number when you paraphrase or provide a quotation: Margaret Sanger’s promotion of birth control is both a feminist argument and a eugenics one. Please explain both aspects. It is also a racial and class argument, much like the medical rationale used to exclude Cristina Imperato. Please explain how medical reasons were used to justify keeping her out of the US, then analyze that in comparison to the primary source “Relative social inadequacy of the several nativity groups and immigrant groups of the US.”

### **Week 8: 10/6-10/12: Miscegenation and Eugenics**

**Read:** Lisa Lindquist Dorr, “Arm in Arm: Gender, Eugenics, and Virginia’s Racial Integrity Acts of the 1920s”, *Journal of Women’s History* (1999) vol. 11 issue 1: 143-166; Anti-miscegenation laws in the United States

**Post:** In a post of at least 500 words, address all of the following questions and provide evidence from the sources to support your claims. Remember to cite the source and the page number when you paraphrase or provide a quotation. Miscegenation was a pillar of the eugenics movement’s attempt to instill fear in the white population and convince it that its decline was nigh. Review the collection of anti-miscegenation laws here and summarize their common characteristics. Then indicate the ways in which Dorr’s article demonstrates how eugenic ideology was used to police the sexual habits of American citizens in the name of preserving “native” genetics.

### **Week 9: 10/13-10/19 American Sterilization Laws**

**Read:** Buck vs. Bell <https://www.law.cornell.edu/supremecourt/text/274/200>; <https://www.uvm.edu/~lkaelber/eugenics/> make sure you read ALL of the laws and information provided here

**Post:** In a post of at least 500 words, address all of the following questions and provide evidence from the sources to support your claims. Remember to cite the source and the page number when you paraphrase or provide a quotation. Forced institutionalization and involuntary sterilization are pillars of American and international eugenics efforts. Pick three of the laws you find most disturbing in the UVM case list and research them. How was institutionalization itself part of an effort to extend state control and medical ideals over bodies deemed to be inadequate?

### **Week 10: 10/20-26 International Eugenics—a project! – 30% Grade**

**Read: The entire issue of *Eugenics Review* found at this link:**

<https://www.ncbi.nlm.nih.gov/pmc/issues/191721/>

EMAIL TO ME: a paper of 3-5 pages in which you trace the preoccupations of eugenicists throughout the world to the themes we have been discussing in American eugenics and address the international laws passed to uphold these principles. Then make an argument about the tightening noose created by eugenics principles governing immigration law, sterilization, and anti-Semitism in Europe in 1935. Note how close we now draw to the rise of Hitler and his campaign to eliminate all non-Aryans, especially Jews and Romani, as well as those deemed genetically defective because of congenital health problems such as epilepsy, insanity, multiple sclerosis, cerebral palsy, and other common diseases.

**Week 11: 11/10-11/16 Racial Science**

**Read:** Christopher D. Willoughby, “His Native Hot Country: Racial science and environment in ante-bellum American thought,” *Journal of the History of Medicine and Allied Sciences* vol. 72 no. 3 (July 2017): <https://muse-jhu-edu.ez.lib.jjay.cuny.edu/article/666762>; Elizabeth O’Brien, “Pelvimetry and the persistence of racial science in obstetrics,” *Endeavor* (2012) vol. 37 no. 1. L.L. Wall. “The Medical Ethics of J. Marion Sims: a fresh look at the historical record,” *Journal of Medical Ethics* (2006)vol. 32 no.3:346-350; Durrenda Ojanuga, “The medical ethics of the Father of Gynecology, J. Marion Sims,” *Journal of Medical Ethics* (1993) vol. 19, 28-31.

**Post:** In a post of at least 500 words, address all of the following questions and provide evidence from the sources to support your claims. Remember to cite the source and the page number when you paraphrase or provide a quotation. Define racial science, and discuss how social bias was supported by scientific research. Scientific racism formed the intellectual basis for much of eugenics and supported centuries of racist assumptions and experiments. Provide and discuss at least three elements of scientific racism that you have observed in our study of eugenics to this point. You have read two opposing arguments about whether Dr. Sims behaved ethically according to the constraints of his time. Knowing what you do about racial science, including Sims’ conviction that black people felt pain less significantly than white people and depended upon white people for their care and survival, provide a reasoned analysis in support of one of these authors’ positions.

**Week 12: 11/17-24 Even more racial science—the Tuskegee experiments**

**Read:** Allan M.Brandt, “Racism and Research: The Case of the Tuskegee Syphilis Study” and <https://www.tuskegee.edu/about-us/centers-of-excellence/bioethics-center/about-the-usphs-syphilis-study>; Charlotte Paul and Barbara Brookes, “The rationalization of unethical research: revisionist accounts of the Tuskegee syphilis study and the New Zealand “Unfortunate Experiment”, *Journal of Public Health* 2015, 105:e12-219

**Post:** It seems impossible to justify the continuation of the Tuskegee study after the discovery of penicillin, but it also seems a heavy lift to justify it in the first place. Use the theory of racial science to explain why this study and the one in New Zealand took place at all and was continued without question by the USPHS for so many decades. Using both articles and the website about the experiments, provide a clear argument for how these studies came into being and whether or not any findings they provided should be considered valuable. Keep in mind what you already know about Sims’ surgical discoveries when you write your post.

**Week 13: THANKSGIVING!****Week 14: 12/1-7 Just when you thought it could not get more disturbing than refusing treatment...**

**Read:** Holly Fernandez Lynch, “The rights and wrongs of intentional exposure research: contextualising the Guatemala STD inoculation study”, *Journal of Medical Ethics* vol. 38 no. 8 (August 2012): 513-515; Kayte Spector Bagdady and Paul Lombardo, “Something of an Adventure: postwar NIH research ethos and the Guatemala STD experiments,” *Journal of Law, Medicine, and Ethics* (2013) vol. 41 (3).

**Email to me:** In a paper of 3-5 pages, address all of the following questions and provide evidence from the sources to support your claims. Remember to cite the source and the page number when you paraphrase or provide a quotation. Write an argument that explains the ethics used to justify the Tuskegee, New Zealand, and Guatemala experiments. Include in this argument consideration of whether the lives of the experimental subjects were deemed to be as valid as the lives of non-subjects and how their contribution to the social good as experimental subjects might “offset” their cost to the state because of their race, class, or criminal history. Demonstrate a clear definition of the use of racial science in these experiments and identify and discuss eugenic elements in them as well. Include an analysis of how these experiments contributed to modern medical ethics laws, including the concept of informed consent (look these up so you know what you are talking about and cite your sources). Then address the shortcomings of these laws, and any loopholes you find that permit further atrocities in the name of research. Are the ethics rules themselves the product of racial science and eugenics?

### **Week 15: Conclusions**

Current right wing immigration policy includes limiting immigration from specific countries and applying wealth tests to potential immigrants. You could argue that the opioid addiction crisis created by pharmaceutical companies hawking OxyContin, which was marketed as less addictive despite the knowledge that it was more addictive than Vicodin and other existing products, was an experiment on America’s poor. This becomes especially evident when you know that the Sacklers, who sold OxyContin, also bought and operated drug rehabilitation facilities. People in less developed countries continue to receive drugs that are less effective and more dangerous than those available in the US and Europe and are sometimes used as unwitting research subjects—a fact that the rebel army in the Congo has used to terrorize people against MSF doctors attempting to treat Ebola outbreaks. So you tell me...how far have we come in the last century?

**Post:** Find two newspaper articles (*NYT*, *Washington Post*, *Boston Globe*, *The Guardian*, etc) that provide evidence about eugenics or racial science still being practiced now. Use them to either support your 500 word argument that eugenics and racial science is dead or that it continues, though perhaps less egregiously than it did 40 years ago.

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

## Course Revision Form

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Date Submitted: 10/23/2020

1. Name of Department or Program: Mathematics and Computer Science

2. Contact information of proposer(s):

Name(s): Alvin Estrada

Email(s): aestrada@jjay.cuny.edu

Phone number(s): 212.237.1434

3. Current number and title of course: **MAT 105 College Algebra**

4. Current course description: This course prepares students for the study of pre-calculus and develops their mathematical maturity. The topics to be covered include a review of the fundamentals of algebra, relations, functions, solutions of first-and second- degree equations and inequalities, systems of equations, matrices and determinants, binomial theorem, mathematical induction, polynomial functions, exponential and logarithmic functions, analytic geometry and conic sections.

a. Number of credits: 3

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

c. Current prerequisites: Placement examination or skills certification

5. Describe the nature of the revision (what are you changing?): To change the current prerequisites and revise the course description.

6. Rationale for the proposed change(s): Placement criteria for entry level math has changed CUNY-wide, students no longer take placement exams. Math placement will also depend upon students' choice of major. College algebra will be primarily for STEM students although other students can opt to take it. This revision also updates the topics that are currently taught in the course.

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

a. Revised course description: **This course examines the basic assumptions underlying the fundamental concepts of algebra and the role of mathematics in the analysis and interpretation of algebraic and graphical problems.** Topics include a review of the fundamentals of algebra, equations and inequalities, functions and relations, polynomial **and rational** functions, exponential and logarithmic functions, **systems of equations and inequalities, and miscellaneous topics.** This course prepares students for the study of pre-calculus and develops their mathematical maturity.

b. Revised course title: NA

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

d. Revised learning outcomes NA

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

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **Placement into MAT 105 based on high school preparation**

8. Enrollment in past semesters: AY 2018-19 (n=2126), AY 2017-18 (n=2308)

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

No \_\_\_\_\_ Yes **X** If yes, please indicate the area:

This course is already part of the Required Core: Math & Quantitative Reasoning area.

10. Does this change affect any other departments?

**X** No \_\_\_\_\_ Yes (if so what consultation has taken place)?

These specific changes do not affect other departments, but the Office of Undergraduate Studies and the Math Department will be working with academic departments and majors to identify appropriate Gen Ed math courses depending on students' choice of major.

11. Date of Department or Program Curriculum Committee approval: 10/13/2020

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

Douglas Salane

**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: 10/23/2020

1. Name of Department or Program: Mathematics and Computer Science

2. Contact information of proposer(s):

Name(s): Alvin Estrada

Email(s): aestrada@jjay.cuny.edu

Phone number(s): 212.237.1434

3. Current number and title of course: **MAT 108 Social Science Mathematics**

4. Current course description: Recommended for students interested in the role of mathematical models in the quantification of the social sciences. Emphasis on mathematical skills and topics basic to the understanding of probability, linear programming, the power index, learning models, statistics, etc.

a. Number of credits: 3

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

c. Current prerequisites: MAT 104 or MAT 105 or EXE 106 or ACT MATH Placement Part 1 score greater than 34 and Part 2 score greater than 57 and Part 3 score 35-46

5. Describe the nature of the revision (what are you changing?): To simplify the current prerequisites and revise the course description.

6. Rationale for the proposed change(s): Social Science Mathematics will be the prerequisite to STA 250 for non-STEM students and the course material has been revised to include pre-statistics topics in preparation for students moving on to take statistics. The placement criteria is being revised to align with CUNY's new mathematics placement process based on students' high school preparation rather than a placement exam.

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

a. Revised course description: **This course prepares students for the study of statistics and develops their mathematical maturity in interpreting research in the social sciences. Emphasis is on basic descriptive statistical methods to develop students' understanding of graphical representation and interpretation. Topics include elementary algebra, set theory, probability and counting techniques, statistics, and miscellaneous topics.**

b. Revised course title: NA

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

d. Revised learning outcomes: NA

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

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **Placement into MAT 108 based on high school preparation**

8. Enrollment in past semesters: AY 2018-19 (n=1201), AY 2017-18 (n=1133)

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

No \_\_\_\_\_ Yes  If yes, please indicate the area:

This course is already part of the Required Core: Math & Quantitative Reasoning area.

10. Does this change affect any other departments?

No \_\_\_\_\_ Yes (if so what consultation has taken place)?

These specific changes do not affect other departments, but the Office of Undergraduate Studies and the Math Department will be working with academic departments and majors to identify appropriate Gen Ed math courses depending on students' choice of major.

11. Date of Department or Program Curriculum Committee approval: 10/13/2020

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

Douglas Salane



**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: 10/29/2020

1. Name of Department or Program: Mathematics & Computer Science

2. Contact information of proposer(s):

Name(s): Mike Puls

Email(s): mpuls@jjay.cuny.edu

Phone number(s): 212-484-1178

3. Current number and title of course: **MAT 250 Elements of Mathematical Proof**

4. Current course description: This course will prepare the student for advanced study in theoretical mathematics classes. Mathematical proof techniques will be introduced, along with the logic and reasoning behind them. Topics studied include sets, relations, conditional statements, necessary and sufficient conditions, quantifiers, direct proof, indirect proof, counter examples, mathematical induction, set identities, equivalence relations and modular arithmetic.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201 and MAT 242

5. Describe the nature of the revision (what are you changing?): We would like to change the course number from MAT 250 to MAT 265

6. Rationale for the proposed change(s): The course numbers of our calculus courses are changing because of the change in the calculus sequence from four three-credit courses to three four-credit courses. Currently MAT 244 is the course number of the last calculus course in the sequence. For the new calculus sequence, MAT 253 will be the course number of the last course in the sequence. The course number for elements of mathematical proof should be higher than the course number of the last course in the calculus sequence. Thus, we are proposing the change of course number to MAT 265 so that it is higher than MAT 253. There is

also a concern that there will be confusion between STA 250 and MAT 250.

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

a. Revised course description: NA

b. Revised course title: **MAT 265 Elements of Mathematical Proof**

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

d. Revised learning outcomes NA

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: This is a new course that has not yet been offered.

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

No X Yes \_\_\_\_\_ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 10/28/2020

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

Doug Salane

**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: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 257, Comparative Politics**

4. Current course description:

The course will examine the political processes and institutions of selected foreign governments. Emphasis will be placed on the relationship of political institutions to key cultural, economic and historical variables.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101, and GOV 101 or POL 101 or permission of the section instructor.

5. Describe the nature of the revision (what are you changing?): We are updating the prerequisites and course description.

6. Rationale for the proposed change(s):

- The proposed prerequisites are essentially the same as the current prerequisites. We are removing reference to GOV 101, which POL 101 was called many years ago.
- We are updating the description of this course to better reflect the scholarly treatment of the subfield and the way the course is currently taught.

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

a. Revised course description:

This course **provides an introduction to the study of comparative politics, which is the study of politics within different countries around the world. The main focus is on the emergence and development of major types of political systems and political institutions in relation to** key cultural, economic and historical variables.

b. Revised course title: n/a

c. Revised short title (the original can be found on CUNYFirst, max of 30 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: **ENG 101 and POL 101 or permission of the section instructor.**

8. Enrollment in past semesters: 45-60 students per semester

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 2/3/2020

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

Andrew H. Sidman, Chair of Political Science

**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.**

Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Undergraduate Studies.

Date Submitted: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 260, International Relations**

4. Current course description:

A survey of the factors that influence the relations among nations. Theories of war, peace, imperialism and the determinants of power. The superpowers and balance of terror. International law and organization. National integration and the creation of regional communities. The rise of the Third World and the crisis of the international order.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101, and GOV 101 or POL 101 or permission of the section instructor.

5. Describe the nature of the revision (what are you changing?): We are updating the prerequisites and course description.

6. Rationale for the proposed change(s):

- The proposed prerequisites are essentially the same as the current prerequisites. We

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are removing reference to GOV 101, which POL 101 was called many years ago.

- We are updating the description of this course to better reflect the scholarly treatment of the subfield and the way the course is currently taught.

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

a. Revised course description:

**What drives world politics? This course introduces students to the academic study of international relations. Course readings and class discussions cover the major concepts and theories used by scholars and practitioners to describe and explain events in global affairs. Topics covered include: the causes of war and peace; globalization and international economic affairs; international law and organizations; global environmental politics; and human rights.**

b. Revised course title: n/a

c. Revised short title (the original can be found on CUNYFirst, max of 30 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: **ENG 101 and POL 101 or permission of the section instructor.**

8. Enrollment in past semesters: 50-60 students per semester

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

No  Yes \_\_\_\_\_ If yes, please indicate the area:

10. Does this change affect any other departments?

No \_\_\_\_\_ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: February 3, 2020

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Andrew H. Sidman, Chair of Political Science

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

## Course Revision Form

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(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.**

Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Undergraduate Studies.

Date Submitted: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 308, State Courts and State Constitutional Law**

4. Current course description:

This course focuses on the development of state constitutional criminal law and its relation to federal constitutional criminal law. It examines the structure of state judicial systems, emphasizing the role of appellate courts in handling criminal cases, and the relationship between the state and federal courts.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, and GOV 101 or POL 101, and junior standing or above or permission of the section instructor.

5. Describe the nature of the revision (what are you changing?): We are revising the title, prerequisites, and course description.

6. Rationale for the proposed change(s):

- The proposed title and description are more consistent with how this course is currently

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taught. Furthermore, the revised title and description parallel the titles and descriptions of the department's other constitutional law offerings, which focus on the federal constitution and courts.

- The proposed prerequisites are essentially the same as the current prerequisites. We are removing reference to GOV 101, which POL 101 was called many years ago.

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

a. Revised course description:

**This course addresses the nature and function of state constitutions in our federal system of government, with particular emphasis on the protection of individual rights under state constitutions, issues of judicial interpretation, and the politics surrounding state constitutional revision and amendment.**

b. Revised course title: **State Constitutional Law and Politics**

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

d. Revised learning outcomes: n/a

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

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: **ENG 201, POL 101, and junior standing or above; or permission of the section instructor.**

8. Enrollment in past semesters: Not offered recently

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 2/3/2020

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Andrew H. Sidman, Chair of Political Science



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

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Date Submitted: 5/5/20

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 316, The Politics of Rights**

4. Current course description:

Rights and claims are defining features of American, and to an increasing degree, world political and social life. After taking this course, students will be better able to identify, understand, and critically evaluate how and why rights are used in our political and social world. We will study a range of materials that address such topics as: what rights are; if, why, and when rights-claims have power; the history of using rights-claims to achieve political goals; how, why, when, and who uses rights-claims in contemporary political disputes; and what we do when rights conflict. Particular attention will be paid to social and political movements that use rights-claims, as well as the various advantages, limitations, and problems that accompany rights-based political appeals. Individual instructors may anchor the course in specific sub-topics, primary texts, cultures, historical moments, etc., depending on their interests and areas of specialization.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, and GOV 101 or POL 101, and junior standing or above or permission of the section instructor.

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

- We are removing the GOV 101 prerequisite.

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6. Rationale for the proposed change(s): The GOV 101 prerequisite is being removed because it was the old number and prefix for POL 101.

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

a. Revised course description: n/a

b. Revised course title: n/a

c. Revised short title (the original can be found on CUNYFirst, max of 30 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: **ENG 201, and POL 101, and junior standing or above or permission of the section instructor.**

8. Enrollment in past semesters: Not recently offered

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 2/3/2020

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

Andrew H. Sidman, Chair of Political Science

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

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(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: 5/5/2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 406, Seminar and Internship in New York City Government and Politics**

4. Current course description:

Students take a once weekly John Jay College senior seminar that examines the City Charter and formal governmental structures, New York City politics and public policies. Once per month students also meet at The City University Graduate Center for the CUNY Forum, a CUNY (Cable 75) televised public affairs program featuring guests on current NYC topics and highlighting student participation. In the internship placement, students work 12 to 16 hours for each of the 14 semester weeks with an elected official, city agency, or relevant nonprofit organization. Placements are arranged by the instructor in consultation with the student. The emphasis of the program is a synthesis of the students' seminar work and guided observations in the placement.

a. Number of credits: 6

b. Number of class hours (please specify if the course has lab hours): 6

c. Current prerequisites: ENG 201, and GOV 101 or POL 101, senior status, and permission of the instructor.

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

- We are updating the prerequisites.

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- Additionally, we are changing the last word of the course description from “placement” to “internship.”

6. Rationale for the proposed change(s):

- The proposed prerequisites are essentially the same as the current prerequisites. We are removing reference to GOV 101, which POL 101 was called many years ago.
- “Internship” is a more appropriate word choice.

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

a. Revised course description:

Students take a once weekly John Jay College senior seminar that examines the City Charter and formal governmental structures, New York City politics and public policies. Once per month students also meet at The City University Graduate Center for the CUNY Forum, a CUNY (Cable 75) televised public affairs program featuring guests on current NYC topics and highlighting student participation. In the internship placement, students work 12 to 16 hours for each of the 14 semester weeks with an elected official, city agency, or relevant nonprofit organization. Placements are arranged by the instructor in consultation with the student. The emphasis of the program is a synthesis of the students' seminar work and guided observations in the **internship**.

b. Revised course title: n/a

c. Revised short title (the original can be found on CUNYFirst, max of 30 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: **ENG 201 and POL 101, senior status, and permission of the instructor.**

8. Enrollment in past semesters: approximately 15 students per semester

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

No   X                        Yes \_\_\_\_\_      If yes, please indicate the area:

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10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 2/3/2020

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

Andrew H. Sidman, Chair of Political Science

**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).

Date Submitted: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 407, New York State Assembly/Senate Session Program**

4. Current course description:

Students in this public affairs residency internship are placed in the office of an Assembly Member or State Senator in the state legislature in Albany for 35 hours weekly for a 16-week spring semester, including participation in weekly on-site seminars and related academic activities. Reading, writing and research assignments are specified by on-site seminar faculty. Including orientation and finale events, students should expect to be in Albany for approximately 18 weeks. Students work with their college faculty liaison and the CUNY Edward T. Rogowsky Internship Program to apply for program acceptance and supporting stipends. Application for this program is competitive; acceptance is not guaranteed. Notes: Students must have the permission of the Center for Career and Professional Development to register for this course.

a. Number of credits: 12 (6 in the major)

b. Number of class hours (please specify if the course has lab hours): 12

c. Current prerequisites: ENG 201, and GOV 101 or POL 101, senior status, and permission of the instructor.

5. Describe the nature of the revision (what are you changing?): We are updating the course title, prerequisites, and number of credits.

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## 6. Rationale for the proposed change(s):

- The proposed title properly identifies this as an internship program. We are also requesting that students who participate in this program receive 15 credits instead of 12. The program requires that students engage in a semester's worth of study at the state legislature in Albany. Receiving only 12 credits is inconsistent with the practices of other colleges and universities that participate in the program. It also places our students in the position of having to make up 3 credits at another time in order to graduate in eight semesters. The work students do is academically rigorous and worth the granting of 15 credits.
- The proposed prerequisites are essentially the same as the current prerequisites. We are removing reference to GOV 101, which POL 101 was called many years ago.

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

a. Revised course description: n/a

b. Revised course title: **New York State Assembly/Senate Session Internship Program**c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **NYS Legislature Internship**

d. Revised learning outcomes: n/a

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

f. Revised number of credits: **15**g. Revised number of hours: **15**h. Revised prerequisites: **ENG 201 and POL 101, senior status, and permission of the instructor.**

## 8. Enrollment in past semesters: 4-7 students per year

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

No  Yes \_\_\_\_\_ If yes, please indicate the area:

10. Does this change affect any other departments?

 No \_\_\_\_\_ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 2/3/2020

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Andrew H. Sidman, Chair of Political Science

**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: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 408, CUNY Washington, D.C. Summer Internship Program**

4. Current course description:

This is an eight-week summer session residency internship in Washington, D.C. with a focus on American government and politics. Students apply through their college faculty liaison to the CUNY Edward T. Rogowsky Internship Program for acceptance and a stipend award. Accepted students are placed with a federal agency, U.S. representative or senator, or a recognized and relevant nonprofit organization. Students work for 35 hours per week in their placement, complete written and research assignments and participate in related academic activities as designated by the Rogowsky Program and approved by the John Jay College Political Science Department faculty sponsor. Application for this program is extremely competitive; acceptance is not guaranteed. Notes: Students must have the permission of the Center for Career and Professional Development to register for this course.

a. Number of credits: 6

b. Number of class hours (please specify if the course has lab hours): 6

c. Current prerequisites: ENG 201, and GOV 101 or POL 101, senior status, and permission of the instructor.

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



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We are updating the prerequisites and course description.

6. Rationale for the proposed change(s):

- Unlike the Albany internship program (POL 407), students do not need permission of the Center for Career and Professional Development to participate in the Washington, D.C., internship and receive credit for POL 408. We have, therefore, removed that from the course description.
- The proposed prerequisites are essentially the same as the current prerequisites. We are removing reference to GOV 101, which POL 101 was called many years ago.

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

a. Revised course description:

**This is an eight-week summer session residency internship in Washington, D.C. with a focus on American government and politics. Students apply through their college faculty liaison to the CUNY Edward T. Rogowsky Internship Program for acceptance and a stipend award. Accepted students are placed with a federal agency, U.S. representative or senator, or a recognized and relevant nonprofit organization. Students work for 35 hours per week in their placement, complete written and research assignments and participate in related academic activities as designated by the Rogowsky Program and approved by the John Jay College Political Science Department faculty sponsor. Application for this program is extremely competitive; acceptance is not guaranteed.**

b. Revised course title: n/a

c. Revised short title (the original can be found on CUNYFirst, max of 30 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: **ENG 201 and POL 101, senior status, and permission of the instructor.**

8. Enrollment in past semesters: 1-2 students per year on average

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

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No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 2/3/2020

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

Andrew H. Sidman, Chair of Political Science

**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: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 409, Colloquium for Research in Government and Politics**

4. Current course description:

This course is a research colloquium in which students initiate, develop, and present independent work related to government, politics and the state. The diversity of projects undertaken by students emphasizes the breadth of concerns related to government, law, and politics, identifying emerging scholarly interests and concerns. Students design research projects in conjunction with faculty instructors and report regularly on progress to the seminar. The final research paper will demonstrate the student's familiarity with relevant literature in the subfield, competence in research, research methods, writing and analysis, and the mastery of basic concepts in the discipline. In addition, the course will integrate the various subfields of the discipline through the examination of current research.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, POL 225, any 300-level or above political science (POL or GOV) course, enrolled in the Political Science major, and senior standing.

5. Describe the nature of the revision (what are you changing?): We are revising the prerequisites and course description.

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## 6. Rationale for the proposed change(s):

- Students in the capstone course are expected to produce independent research. When the course was originally created, integration of the subfields of political science may have been a part of the expectation for the capstone experience. It has not, nor has it ever, been consistently taught in that manner. We are, therefore, removing the last sentence of the current description.
- The proposed prerequisites are essentially the same as the current prerequisites. We are removing the prefix “GOV” since we no longer use that to refer to political science courses.

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

## a. Revised course description:

**This course is a research colloquium in which students initiate, develop, and present independent work related to government, politics, and the state. The diversity of projects undertaken by students emphasizes the breadth of concerns related to government, law, and politics, identifying emerging scholarly interests and concerns. Students design projects in conjunction with faculty instructors and report regularly on progress to the seminar. The final project will demonstrate the student's familiarity with relevant literature in the subfield, competence in research, research methods, writing and analysis, and the mastery of basic concepts in the discipline.**

b. Revised course title: n/a

c. Revised short title (the original can be found on CUNYFirst, max of 30 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: **ENG 201, POL 225, any 300-level or above political science course, enrolled in the Political Science major, and senior standing.**

## 8. Enrollment in past semesters: 50-75 students per semester

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

No  X

Yes \_\_\_\_\_

If yes, please indicate the area:

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10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 2/3/2020

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

Andrew H. Sidman, Chair of Political Science

**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: **10/15/2020**

1. Name of Department or Program: **Sociology Department**

2. Contact information of proposer(s):

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

3. Current number and title of course: **SOC 385 Selected Topics in Criminology**

4. Current course description:

**The course will study a significant topic of interest in the field to be chosen by the instructor.**

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 201 and SOC 203**

5. Describe the nature of the revision (what are you changing?): **Changing Prerequisites to ENG 201 and SOC 101**

6. Rationale for the proposed change(s):

**We have recently aligned all our 300 courses in the Criminology Major to have these pre-reqs (ENG 202 and SOC 101) in order to make it easier for students, especially transfer students to take classes. In addition, dropping the SOC 203 pre-req makes SOC 385 available to a broader group of students across the campus outside of our majors and avoids the need for waivers and/or faculty permissions.**

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

- a. Revised course description: **NA**
- b. Revised course title: **NA**
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **NA**
- d. Revised learning outcomes: **NA**
- e. Revised assignments and activities related to revised outcomes: **NA**
- f. Revised number of credits: **NA**
- g. Revised number of hours: **NA**
- h. Revised prerequisites: **ENG 201 and SOC 101**

8. Enrollment in past semesters: **We have not run SOC 385 in recent semesters**

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

No  Yes \_\_\_\_\_ If yes, please indicate the area:

10. Does this change affect any other departments?

No \_\_\_\_\_ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: **10/1/2020**

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

**Robert Garot, Department Chair**

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
The City University of New York

**PROPOSAL FOR A NEW GRADUATE COURSE**

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

**Date submitted to the Office of Graduate Studies:**

**Date of Program Approval:**

**Date of CGS Approval: 11-10-20**

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

<b>Name(s)</b>	<b>Email(s)</b>	<b>Phone number(s)</b>
Dr. Alex Alexandrou	<a href="mailto:aalexandrou@jjay.cuny.edu">aalexandrou@jjay.cuny.edu</a>	212.237.8834

**2. Course details:**

<b>Program Name</b>	International Crime and Justice/Security Fire and Emergency Management
<b>Course Prefix &amp; Number</b>	ICJ/SEC XXX
<b>Course Title</b>	Cybercrime & Information Technology
<b>Catalog Description</b>	The borderless nature of cybercrime, along with its anonymity and speed provides unique opportunities for criminality. The exponential growth of cybercrime is enabled by the fast adaptations of cybercriminals exploiting cyber space and new technologies. Regardless of how effective and elaborate the technical layers of security in a system are, the human element will always be the weakest link in the system. Cybercrime is a transnational problem requiring collaboration and training at the global level. This course covers the history, causes and evolution of cybercrime through study of surveys, system and human factors, cybercrime laws and policies, and motives and attitudes of cyber criminals. The course additionally covers fundamentals of computer Network Security, principles, and methods used in making informed security decisions. The course offers an interdisciplinary approach that combines criminal justice and cybersecurity.
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	N/A
<b>Credits</b>	3
<b>Contact Hours (per week)</b>	2
<b>Lab Hours</b>	0

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



*This course will provide the students with the fundamental skills and knowledge on computer network security, principles, and methods useful for making informed security decisions. This course is a practical skills-based course. The course will also be eventually added as one of the approved electives for the Advanced Certificate in Transnational Organized Crime Studies.*

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

Yes \_\_\_X\_\_\_ No \_\_\_

**5. Learning Outcomes:**

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

- *Learn to recognize and monitor trends in cybercrime.*
- *Understand theories of criminal behavior that best explain the actions of cybercriminals.*
- *Identify different types of cybercrimes and computer crime statutes.*
- *Understanding network security fundamentals, tools, and techniques in detecting and documenting cybercrime.*
- *Understand the major cybercrime threat actors and their tactics, methods and procedures.*
- *Understand how malware, ransomware, phishing and hacking are used by cybercriminals.*

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

*Student learning will be assessed through various homework assignments; a research paper (10-15 pages), and a final power point presentation.*

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

*No textbook is needed for this course. All resources are available online and via John Jay library.*

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

*Kathleen Collins*

**7. Identify and assess the adequacy of available library resources****a. Databases**

John Jay College Library Resources;

Additional Resources

- *National Initiative for Cybersecurity Careers and Studies (NICCS), (2017). Glossary of Common Cybersecurity Terminology. Retrieved from <https://niccs.us-cert.gov/glossary>*
- *Federal Laws and Regulations: Basics about U.S. laws, regulations, and executive orders. Retrieved from <https://www.usa.gov/branches-of-government>*
- *National Security Council (NSC). (2017, November 15). Vulnerabilities Equities Policy and Process for the United States Government. [Whitehouse]. Retrieved from <https://www.whitehouse.gov/sites/whitehouse.gov/files/images/External%20-%20Unclassified%20VEP%20Charter%20FINAL.PDF>*
- *A brief history of the Internet. ACM SIGCOMM Computer Communication Review, 39(5), 22-31.*
- <https://arxiv.org/html/cs/9901011>
- *Clark, D., Berson, T., & Lin, H. S. (2014). At the nexus of cybersecurity and public policy. Computer Science and Telecommunications Board, National Research Council, Washington DC: The National Academies Press. This book is free. <https://www.nap.edu/catalog/18749/at-the-nexus-of-cybersecurity-and-public-policy-some-basic> (Links to an external site.)Links to an external site.*
- *Commotion, Learn Networking Basics (n.d.). Retrieved from <https://commotionwireless.net/docs/cck/networking/learn-networking-basics/>*
- *The future of voting. [ US vote Foundation]. Retrieved from [https://www.usvotefoundation.org/sites/default/files/E2EVIV\\_full\\_report.pdf](https://www.usvotefoundation.org/sites/default/files/E2EVIV_full_report.pdf)*
- *Naked Security <https://nakedsecurity.sophos.com/>*
- *BleepingComputer-<https://www.bleepingcomputer.com/>*
- *BBC Technology News-<https://www.bbc.com/news/technology>*
- *CSO provides news, analysis and research on a broad range of security and risk management topics. <https://www.csoonline.com/>*
- *Wired digital publication-<https://www.wired.com/category/security/>*
- *The Hacker News-<https://thehackernews.com/>*

**8. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?**Yes  No 

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

**9. Proposed instructors: Alex Alexandrou****10. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:***The current proposed course does not have conflict with existing courses in other programs.***11. Syllabus ATTACHED**



**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**International Crime and Justice Master's Program and The Department of Security, Fire, and**  
**Emergency Management**  
**The City University of New York**  
**899 10<sup>th</sup> Avenue**  
**New York, NY 10019**

<b>ICJ XXX/SEC XXX INFORMATION TECHNOLOGY &amp; CYBERCRIME</b>
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### **COURSE DESCRIPTION**

The borderless nature of cybercrime, along with its anonymity and speed provides unique opportunities for criminality. The exponential growth of cybercrime is enabled by the fast adaptations of cybercriminals exploiting cyber space and new technologies. Regardless of how effective and elaborate the technical layers of security in a system are, the human element will always be the weakest link in the system. Cybercrime is a transnational problem requiring collaboration and training at the global level. This course covers the history, causes and evolution of cybercrime through study of surveys, system and human factors, cybercrime laws and policies, and motives and attitudes of cyber criminals. The course additionally covers fundamentals of computer Network Security, principles, and methods used in making informed security decisions. The course offers an interdisciplinary approach that combines criminal justice and cybersecurity.

### **COURSE LEARNING OBJECTIVES**

The students will be able to:

- Learn to recognize and monitor trends in cybercrime.
- Identify different types of cybercrime and computer crime statutes.
- Acquire knowledge of the major cybercrime threat actors and their tactics, methods and procedure
- Apply theories of criminal behavior that best explain the actions of cybercriminals.
- Understand network security fundamentals, tools, and techniques in detecting and documenting cybercrime.
- Learn the cross-national perspective on fighting cybercrime.

### **REQUIREMENTS**

- I. **Lectures:** Lectures provide a valuable resource. Students should plan to take notes.
- II. **Video clips/short documentary films:** In addition to lectures and in-class discussions, the instructor will present video clips and short documentary films related to cybercrime and cybercrime issues.

- III. **In-class group discussions:** Over the course of the semester there will be a number of in-class group discussions designed to highlight topics from the lectures. Students are expected to closely follow the news and articles at the blog **Naked Security** (<https://nakedsecurity.sophos.com/>). The blog features content from a wide range of security experts with a focus on malware, consumer privacy, social media security, and more. Also, students should look into the websites suggested below. We will discuss the significance of weekly cybersecurity news and articles during **in-class group discussions.**

**Additional resources**

- BleepingComputer-<https://www.bleepingcomputer.com/>
  - BBC Technology News-<https://www.bbc.com/news/technology>
  - CSO provides news, analysis and research on a broad range of security and risk management topics. <https://www.csoonline.com/>
  - Wired digital Publication-<https://www.wired.com/category/security/>
  - The Hacker News-<https://thehackernews.com/>
- IV. **Homework assignments (article critique):** Peer review is a process that ensures a high-quality of writing and maintains academic standards. A peer reviewed journal article is not published until it has been reviewed by a panel of other academics or professionals in the field. There will be two peer review journal article critique assignments, that will help students prepare for the assigned research paper (see below). All graduate students should learn to comprehend and critique peer review articles. In addition, each week students will have a reading assignment. Please see course outline for additional information.
- V. **Research Paper:** Write a **15-page research paper (12 font, double-spaced 4000 words)** on emerging cybercrime, and discuss about the emerging trends using criminological theories and preventive security measures, to deter and prevent cybercrimes. The cover page and the reference page (which **MUST** be included) are not part of the minimum page requirement. Outside research is required for this assignment. The paper must have a minimum of **10 scholarly sources** (e.g., periodical or journal articles; government reports and studies; and scholarly books). This assignment is due by **Sunday, November 3, 2019**, and must be posted on Blackboard in the appropriate drop box by **11:30 pm on that date**. **This research paper will follow the scientific research article format**. The research must be presented in an orderly, logical manner. Please see writing a research paper, citation and references below.
- VI. **Final Power Point Presentation Project:** For this assignment, students will research and prepare a 15 minute **PowerPoint presentation with 15 slides** on a topic relating to **Cybercrime**. Each student will be **expected to deliver a polished and concise** overview of the topic in the **allotted 15-minute time frame**. This presentation should be treated as you would a research paper. You must provide citations and references for your sources.

In preparation, students are encouraged to consider how to engage the audience in your presentation. Students will be graded on how well the material is presented. The goal is to engage the audience effectively and to get the message across. Did your audience receive a clear understanding of the subject? Make sure the topic is clear and interesting.

In short, the presentation project will be graded for content, presentation, and the quality of preparation. Print the presentation as Note pages, handouts (6 slides per page). Include your name and class days/times in the upper right corner of the first page. Turn in the notes on the day that you present your topic. **Also, you must turn in a separate list of references with your presentation.** Please check your course calendar for exact due dates.

All references should follow the American Psychological Association (APA) Guide Sixth Edition, 2010.

- For more information, refer to [A Guide to the APA Documentation style](#).
- APA style from Purdue <https://owl.english.purdue.edu/owl/resource/560/09/>

## GRADING

Grades are not subject to change unless there has been a clear error on the instructor's part, but students are welcome to discuss them. Course Incompletes are granted only in extreme cases, such as illness or other family emergency. A student's procrastination in completing his/her homework, and/or the presentation is not a basis for an Incomplete.

Policy on Incomplete Grades: Refer to John Jay College of Criminal Justice [graduate Bulletin](#).



GRADING		FINAL LETTER GRADE	TOTAL POINTS
Attendance/In-class discussions:	25%	A	94% - 100%
Homework:	20%	A-	90% - 93%
Research Paper	35%	B+	87% - 89%
Final presentation project:	20%	B	84% - 86%
Total:	100%	B-	80% - 83%
		C+	77% - 79%
		C	74% - 76%
		C-	70% - 73%
		D	60% - 69%
		F	Below 60%

## ATTENDANCE

The schedule for the course is posted on Blackboard. It is your responsibility to keep up with the schedule and not miss any deadlines. Late work will not be accepted.

- All electronic devices must be turned off in class. No recordings of the lectures are authorized unless the professor has granted permission.
- No headphones during class
- Cell phones on vibrate (please take emergency only calls in the hall).
- Writing Assignments (Proofing, Grammar, Spelling, etc.). Students are responsible for submitting work that has been proofread and spell checked.

**Your attendance in class is expected.** This is a very fast-paced course and failure to contribute to discussions and complete assigned work will result in a loss of points (a grade of zero for the day's participation). You must be an active participant in every class. **If you show up to class late or leave before class finishes, participation points will be reduced.** If you have more than **THREE unexcused absences**, you will receive a zero for participation and attendance in the class, **which is worth 25% of your grade.** If you are late to class 3 times, this will count as ONE absence. **Missed Classes and Homework:** Students are responsible for obtaining any material distributed in their absence. This may be done through contacting a fellow classmate who was present or by contacting the instructor during office hours or at other times. Missed or late homework will receive one full letter grade deduction. With good cause and adequate notice, an early test may be given.

## WRITTEN ASSIGNMENTS

You must submit all work no later than the due date for each assignment or **NO points will be given.**

Late assignments or make-up work will not be accepted, unless an emergency exists for which proof can be provided.

## BLACKBOARD AND OTHER ONLINE RESOURCES

The use of Blackboard is central to course management. Students should open their personal accounts as early as possible and familiarize themselves with Blackboard. It is the student's responsibility to ensure they can use and navigate Blackboard.

**1. Blackboard:** This course uses Blackboard, a Web-based course management system in which a password-protected site is created for our course. Blackboard will be used to distribute course materials, to communicate and collaborate online, to disseminate assignment instructions, to post grades, and to take online quizzes and surveys.

You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes, as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are not an excuse for late work.

However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Blackboard is available at <https://bbhosted.cuny.edu/>.

**2. SafeAssign:** In an effort to detect and prevent plagiarism, instructors will use a tool called SafeAssign within the Blackboard environment to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member. **You will use SafeAssign to submit your assignments.**



## COURSE CALENDAR

Week	Lectures and Topics	Readings and Assignments
▶ 1 (8/27) TU	<p><b>Course introduction and overview.</b></p> <ul style="list-style-type: none"> <li>– Course overview (content, assignments, outcomes).</li> </ul> <p><b>Lecture 1: Understanding essential computer concepts.</b></p>	<p><b>a. Optional reading:</b></p> <ul style="list-style-type: none"> <li>– Leiner, B. M., Cerf, V. G., Clark, D. D., Kahn, R. E., Kleinrock, L., Lynch, D. C., ... &amp; Wolff, S. (2009). A brief history of the Internet. ACM SIGCOMM Computer Communication Review, 39(5), 22-31. <a href="https://arxiv.org/html/cs/9901011">https://arxiv.org/html/cs/9901011</a></li> </ul>
▶ 2 (9/3) TU	<p><b>Lecture 2: Intro to Cybercrime in a data-driven society.</b></p> <ul style="list-style-type: none"> <li>– What is Cybercrime? Intro to cybercrime</li> <li>– The Development of Cybercrime &amp; Cybercrime Categories)</li> <li>– Cybercrime Weapons</li> <li>– Cybercrime Terminology</li> <li>– Cryptocurrency and money Laundering</li> <li>– Dark Web</li> <li>– The internet and the transnational market</li> </ul>	<p><b>a. Required readings (before class):</b></p> <ul style="list-style-type: none"> <li>– Read Cybersecurity news blog.</li> <li>– Wadhwa, A., &amp; Arora, N. (2017). A Review on Cyber Crime: Major Threats and Solutions. International Journal of Advanced Research in Computer Science, 8(5).</li> <li>– Brown, S. D. (2016). Cryptocurrency and criminality: The Bitcoin opportunity. The Police Journal, 89(4), 327-339.</li> <li>– Clark, D., Berson, T., &amp; Lin, H. S. (2014). At the nexus of cybersecurity and public policy. Computer Science and Telecommunications Board, National Research Council, Washington DC: The National Academies Press.</li> </ul> <p><b>Read Chapter 3, On the Nature of Cybersecurity pp. 1–52. This book is free.</b> <a href="https://www.nap.edu/catalog/18749/at-the-nexus-of-cybersecurity-and-public-policy-some-basic">https://www.nap.edu/catalog/18749/at-the-nexus-of-cybersecurity-and-public-policy-some-basic</a> (Links to an external site.).</p> <p><b>b. Optional reading:</b></p> <ul style="list-style-type: none"> <li>– National Initiative for Cybersecurity Careers and Studies (NICCS), (2017). Glossary of Common Cybersecurity Terminology. Retrieved from <a href="https://niccs.us-cert.gov/glossary">https://niccs.us-cert.gov/glossary</a></li> <li>–</li> </ul>

<p>► 3 (9/10) TU</p>	<p><b>Lecture 3: Theorizing Cybercrime</b></p> <ul style="list-style-type: none"> <li>– Routine Activity Theory</li> <li>– Social learning theory</li> <li>– Social process theory</li> <li>– Social structure theory</li> <li>– The Rational Choice Theory</li> <li>– The General Theory of Crime</li> <li>– The Theory of Reasoned Action</li> <li>– The Deterrence Theory</li> <li>– The General strain theory</li> </ul>	<p>a. <b>Required readings (before class):</b></p> <ul style="list-style-type: none"> <li>– Read Cybersecurity news blog.</li> <li>– Felson, M., &amp; Clarke, R. V. (1998). Opportunity makes the thief. <i>Police research series, paper, 98</i>, 1-36.</li> <li>– Leukfeldt, E. R., &amp; Yar, M. (2016). Applying routine activity theory to cybercrime: A theoretical and empirical analysis. <i>Deviant Behavior, 37</i>(3), 263-280.</li> <li>– Bobic, M. (2014). Transnational organised crime and terrorism: Nexus needing a human security framework. <i>Global Crime, 15</i>(3-4), 241-258.</li> <li>– Yar, M. (2017). Toward a cultural criminology of the Internet. In <i>Technocrime and Criminological Theory</i> (pp. 132-148). Routledge.</li> <li>– Agustina, J. R. (2015). Understanding cyber victimization: Digital architectures and the disinhibition effect. <i>International Journal of Cyber Criminology, 9</i>(1), 35.</li> </ul> <p>b. <b>Due: Homework #1 critique a journal article.</b></p>
<p>► 4 (9/17) TU</p>	<p><b>Lecture 4: Laws Standards and Regulations (United States, part 1).</b></p> <ul style="list-style-type: none"> <li>– Privacy Act of 1974</li> <li>– Privacy Protection Act of 1980</li> <li>– Electronic Communications Privacy Act of 1986 (ECPA)</li> <li>– Computer Security Act of 1987</li> <li>– USA Patriot Act of 2001.</li> <li>– Sarbanes-Oxley Act of 2002</li> <li>– Children’s Online Privacy Protection Act (COPPA)</li> <li>– Health Insurance Portability and Accountability Act (HIPAA) &amp; Health Information Technology for Economic and Clinical Health (HITECH) Act.</li> <li>– The California Consumer Privacy Act of 2018 (CCPA)</li> <li>– National Institute of Standards and Technology (NIST) Framework for Improving Critical Infrastructure Cybersecurity.</li> </ul>	<p>a. <b>Required readings (before class):</b></p> <ul style="list-style-type: none"> <li>– Read Cybersecurity news blog.</li> <li>– Federal Laws and Regulations: Basics about U.S. laws, regulations, and executive orders. Retrieved from <a href="https://www.usa.gov/branches-of-government">https://www.usa.gov/branches-of-government</a></li> <li>– National Security Council (NSC). (2017, November 15). Vulnerabilities Equities Policy and Process for the United States Government. [Whitehouse]. Retrieved from <a href="https://www.whitehouse.gov/sites/whitehouse.gov/files/images/External%20-%20Unclassified%20VEP%20Charter%20FINAL.PDF">https://www.whitehouse.gov/sites/whitehouse.gov/files/images/External%20-%20Unclassified%20VEP%20Charter%20FINAL.PDF</a></li> </ul> <p>b. <b>Optional reading:</b></p> <ul style="list-style-type: none"> <li>– Doyle, C. (2014) Cybercrime: An Overview of the Federal Computer Fraud and Abuse Statute and Related Federal Criminal Laws, Congressional Research Service, pp. 1–69. Retrieved from <a href="https://fas.org/sgp/crs/misc/97-1025.pdf">https://fas.org/sgp/crs/misc/97-1025.pdf</a></li> <li>– Framework for Improving Critical Infrastructure Cybersecurity. Version 1.1. Retrieved from <a href="https://nvlpubs.nist.gov/nistpubs/CSWP/NIST.CSWP.04162018.pdf">https://nvlpubs.nist.gov/nistpubs/CSWP/NIST.CSWP.04162018.pdf</a></li> </ul> <p>c. <b>Select a topic for your research paper.</b></p> <p>d. <b>Due: Homework #2 critique a journal article.</b></p>
<p>► 5 (9/24) TU</p>	<p><b>Lecture 5: Laws Standards and Regulations. (International, Part 2).</b></p> <ul style="list-style-type: none"> <li>– EUs General Data Protection Regulation (GDPR).</li> <li>– The Convention on Cybercrime of the Council of Europe (also known as the Budapest Convention).</li> <li>– Australia anti-encryption law.</li> <li>– Australia's new Criminal Code</li> </ul>	<p>a. <b>Required readings (before class):</b></p> <ul style="list-style-type: none"> <li>– Read Cybersecurity news blog.</li> <li>– Keyser, M. (2017). The Council of Europe Convention on Cybercrime. In <i>Computer Crime</i> (pp. 131-170). Routledge.</li> <li>– Clough, J. (2014). A World of Difference: The Budapest Convention of Cybercrime and the Challenges of Harmonisation. <i>Monash UL Rev.</i>, 40, 698.</li> </ul> <p>b. <b>Optional reading:</b></p> <ul style="list-style-type: none"> <li>– Official Journal of the European Union. On the protection</li> </ul>



	Amendment (Sharing of Abhorrent Violent Material) Bill 2019.	of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC GDPR. Retrieved from <a href="https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32016R0679&amp;from=EN">https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32016R0679&amp;from=EN</a> (Links to an external site.)Links to an external site. – Weinstein, L. (2018, September 30). Criminal Behavior: How Facebook Steals Your Security Data to Violate Your Privacy. [Lauren Weinstein's Blog]. Retrieved from <a href="https://lauren.vortex.com/2018/09/30/criminal-behavior-how-facebook-steals-your-security-data-to-violate-your-privacy">https://lauren.vortex.com/2018/09/30/criminal-behavior-how-facebook-steals-your-security-data-to-violate-your-privacy</a>
▶ 6 (10/1) TU	No Classes Scheduled	(Rosh Hashanah 9/30/19)
▶ 7 (10/8) TU	No Classes Scheduled 8-9	(Yom Kippur-10/9/19)
▶ 8 (10/15) TU	<p><b>Lecture 6: Computer Networks: An Introduction (part 1).</b></p> <ul style="list-style-type: none"> <li>– Network types, network configuration, network devices.</li> <li>– Network protocols, Network Configuration and Network Traffic.</li> <li>– Cloud computing</li> </ul>	<p><b>a. Required readings (before class).</b></p> <ul style="list-style-type: none"> <li>– Read Cybersecurity news blog.</li> <li>– Andrea, I., Chrysostomou, C., &amp; Hadjichristofi, G. (2015, July). Internet of Things: Security vulnerabilities and challenges. In <i>2015 IEEE Symposium on Computers and Communication (ISCC)</i> (pp. 180-187). IEEE.</li> <li>– Chou, T. S. (2013). Security threats on cloud computing vulnerabilities. <i>International Journal of Computer Science &amp; Information Technology</i>, 5(3), 79.</li> </ul> <p><b>b. Optional reading:</b></p> <ul style="list-style-type: none"> <li>– Commotion, Learn Networking Basics (n.d.). Retrieved from <a href="https://commotionwireless.net/docs/cck/networking/learn-networking-basics/">https://commotionwireless.net/docs/cck/networking/learn-networking-basics/</a></li> </ul> <p><b>c. Selecting a topic/date for your power point presentation</b></p>
▶ 9 (10/22) TU	<p><b>Lecture 8: Computer Networks (Part 2).</b></p> <ul style="list-style-type: none"> <li>– Local area network (LAN) &amp; Wireless Local Area Network (WLAN), Ethernet cables.</li> <li>– Network fault tolerance, Internet Protocol (IP) address.</li> <li>– Understanding DNS, Open Systems Interconnection (OSI) model, TCP/IP/UDP models.</li> <li>– Network security tools include firewalls, intrusion detection systems, and intrusion protection systems.</li> </ul>	<p><b>a. Required readings (before class):</b></p> <ul style="list-style-type: none"> <li>– Read Cybersecurity news blog.</li> <li>– Bossler, A. M., &amp; Holt, T. J. (2009). On-line activities, guardianship, and malware infection: An examination of routine activities theory. <i>International Journal of Cyber Criminology</i>, 3(1).</li> </ul>
▶ 10 (10/29) TU	<p><b>Lecture 9: Cyber Security (part 1).</b></p> <ul style="list-style-type: none"> <li>– Information Security, Terminology.</li> <li>– Cryptography, Encryption.</li> <li>– Symmetric &amp; Asymmetric key algorithm.</li> <li>– BASIC Public key encryption, Authentication, 2FA, U2F.</li> </ul>	<p><b>a. Required readings (before class).</b></p> <ul style="list-style-type: none"> <li>– Read Cybersecurity news blog.</li> <li>– Hamid, I. R. A., &amp; Abawajy, J. H. (2014). An approach for profiling phishing activities. <i>Computers &amp; Security</i>, 45, 27-41.</li> <li>– The future of voting. [US vote Foundation]. Retrieved from <a href="https://www.usvotefoundation.org/sites/default/files/E2E_VIV_full_report.pdf">https://www.usvotefoundation.org/sites/default/files/E2E_VIV_full_report.pdf</a></li> </ul>

	<ul style="list-style-type: none"> <li>– FIDO protocols</li> <li>– Hashing Algorithm</li> <li>– Blockchain technology and cryptocurrency</li> </ul>	<p><b>b. Optional reading:</b></p> <ul style="list-style-type: none"> <li>– Zetter, K. (2014, December 11). Hacker Lexicon: What Is a Backdoor? [Wired]. Retrieved from <a href="https://www.wired.com/2014/12/hacker-lexicon-backdoor/">https://www.wired.com/2014/12/hacker-lexicon-backdoor/</a></li> <li>– Department of Defense, (2018). Cyber Strategy Summary. Retrieved from <a href="https://media.defense.gov/2018/Sep/18/2002041658/-1/-1/1/CYBER_STRATEGY_SUMMARY_FINAL.PDF">https://media.defense.gov/2018/Sep/18/2002041658/-1/-1/1/CYBER_STRATEGY_SUMMARY_FINAL.PDF</a></li> </ul> <p><b>c. Due: Research paper: (due 11/03/19)</b></p>
<p>► 11 (11/05) TU</p>	<p><b>Lecture 11: Cyber Security (part 2).</b></p> <ul style="list-style-type: none"> <li>– Encryption Protocols</li> <li>– Network Security, Virtual Private Network (VPN), Password management.</li> <li>– Security best practices.</li> </ul>	<p><b>a. Required readings (before class):</b></p> <ul style="list-style-type: none"> <li>– Read Cybersecurity news blog.</li> <li>– Bekerman, D., Shapira, B., Rokach, L., &amp; Bar, A. (2015, September). Unknown malware detection using network traffic classification. In <i>2015 IEEE Conference on Communications and Network Security (CNS)</i> (pp. 134-142). IEEE.</li> </ul> <p><b>b. Optional reading:</b></p> <ul style="list-style-type: none"> <li>– Higgins J., K. (2016, March 18). Lessons from the Ukraine electric grid hack. [Information Week]. Retrieved from <a href="https://www.darkreading.com/vulnerabilities---threats/lessons-from-the-ukraine-electric-grid-hack/d/d-id/1324743">https://www.darkreading.com/vulnerabilities---threats/lessons-from-the-ukraine-electric-grid-hack/d/d-id/1324743</a></li> <li>– Bartles, K., C. (2016, January-February), Getting Gerasimov Right. [Military Review]. Retrieved from <a href="https://www.armyupress.army.mil/Portals/7/military-review/Archives/English/MilitaryReview_20160228_art009.pdf">https://www.armyupress.army.mil/Portals/7/military-review/Archives/English/MilitaryReview_20160228_art009.pdf</a></li> </ul>
<p>► 12 (11/12) TU</p>	<p><b>Lecture 12: Mobile devices and Cybercrime.</b></p> <ul style="list-style-type: none"> <li>– Mobile Device vulnerabilities and threats</li> <li>– Cell-phone radiation.</li> </ul>	<p><b>a. Required readings (before class):</b></p> <ul style="list-style-type: none"> <li>– Read Cybersecurity news blog.</li> <li>– Wasil, D., Nakhila, O., Bacanli, S. S., Zou, C., &amp; Turgut, D. (2017, October). Exposing vulnerabilities in mobile networks: A mobile data consumption attack. In <i>2017 IEEE 14th International Conference on Mobile Ad Hoc and Sensor Systems (MASS)</i> (pp. 550-554). IEEE.</li> <li>– Narudin, F. A., Feizollah, A., Anuar, N. B., &amp; Gani, A. (2016). Evaluation of machine learning classifiers for mobile malware detection. <i>Soft Computing</i>, 20(1), 343-357.</li> </ul> <p><b>b. Optional reading:</b></p> <ul style="list-style-type: none"> <li>– Statement of Ryan Goodman on Election Interference before the U.S. Senate Committee on the Judiciary (2018, January 12). Retrieved from <a href="https://www.judiciary.senate.gov/imo/media/doc/06-12-18%20Goodman%20Testimony.pdf">https://www.judiciary.senate.gov/imo/media/doc/06-12-18%20Goodman%20Testimony.pdf</a></li> </ul>

<p>▶ 13 (11/19) TU</p>	<p><b>Lecture 14: Electronic mail and messaging.</b></p> <ul style="list-style-type: none"> <li>– How Does Email Work?</li> <li>– Email transport (protocols)</li> </ul>	<p><b>a. Required readings (before class):</b></p> <ul style="list-style-type: none"> <li>– Read Cybersecurity news blog.</li> <li>– Park, J. K., &amp; Choi, S. Y. (2015). Studying security weaknesses of android system. <i>International Journal of Security and Its Applications</i>, 9(3), 7-12.</li> <li>– SATTER, R. (2017 November 4). Inside story: How Russians hacked the Democrats' emails. [AP News]. Retrieved from <a href="https://www.apnews.com/dea73efc01594839957c3c9a6c962b8a">https://www.apnews.com/dea73efc01594839957c3c9a6c962b8a</a></li> </ul>
<p>▶ 14 (11/26) TU</p>	<p><b>Power Point Presentation Assignment</b></p>	<p><b>a. Required readings (before class):</b></p> <ul style="list-style-type: none"> <li>– Read Cybersecurity news blog.</li> </ul> <p><b>b. Final Presentations</b></p>
<p>▶ 15 (12/3) TU</p>	<p><b>Power Point Presentation Assignment</b></p>	<p><b>c. Required readings (before class):</b></p> <ul style="list-style-type: none"> <li>– Read Cybersecurity news blog.</li> </ul> <p><b>d. Final Presentations</b></p>
<p>▶ 16 (12/10) TU</p>	<p><b>Power Point Presentation Assignment</b></p>	<p><b>a. Required readings (before class):</b></p> <ul style="list-style-type: none"> <li>– Read Cybersecurity news blog.</li> </ul> <p><b>b. Final Presentations</b></p>

***“The educated differ from the uneducated as much as the living from the dead”***

*(Aristotle)*

***Enjoy the Class***



**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
The City University of New York

**PROPOSAL FOR A NEW GRADUATE COURSE**

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

**Date submitted to the Office of Graduate Studies:**

**Date of Program Approval:**

**Date of CGS Approval: 11-10-20**

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

<b>Name(s)</b>	<b>Email(s)</b>	<b>Phone number(s)</b>
Zhun Xu	zxu@jjay.cuny.edu	

**2. Course details:**

<b>Program Name</b>	Economics
<b>Course Prefix &amp; Number</b>	Eco 731
<b>Course Title</b>	Economic Development
<b>Catalog Description</b>	Economic development is always a highly contested concept. Scholars disagree on the definition, causes, and consequences of development. In this course we study a wide range of development-related questions in a comparative historical context. We will discuss the divergence of east and west, the center-periphery relationship in the world economy, the rise and fall of developmental state, the green revolution and other issues including demographic change and food security.
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	
<b>Credits</b>	3

<b>Contact Hours (per week)</b>	2
<b>Lab Hours</b>	n/a

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

Development Economics is one of the most active fields in Economics. It was closely related with the post-independence national development projects in the post-war period. It also inspires many important policies aiming to alleviate poverty and inequality in the world. Many institutions offer at least one course on the subject at both undergraduate and graduate levels. John Jay Economics so far has not offered this course in its MA program, and the proposed new course will fill in the gap.

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

MA in economics

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

Yes \_\_\_\_\_ No  \_\_\_\_\_

If yes, please provide the following:

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

- 6. Learning Outcomes:**

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

The students will be familiar with the basic concepts and theories in development economics. They will be able to read technical documents and policy papers in academic journals and other publications by organizations such as the United Nations and the World Bank. They will be well equipped to engage in discussions on a number of development questions from both theoretical and policy levels.

- b.** How do the course outcomes relate to the program's outcomes?

The MA program at John Jay Econ focuses on issues of economic justice such as economic democracy, diversity, inequality, sustainability and community development. The program also emphasizes essential technical skills such as writing and data analysis. This economic development course provides an important perspective to understand the

many issues of economic justice, while providing considerable amount of training in researching and writing.

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

The students will do a mid-term presentation where they will provide a critical evaluation/replication on some of the most influential recent research in the fields. For the rest of the assessment, the students can choose between finishing a take home final exam

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

D. Ray (1998), Development Economics, Princeton University Press  
**ISBN: 9780691017068**

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

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

**a. Databases**

**b. Books, Journals and eJournals**

**9. Identify recommended additional library resources**

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

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

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

Yes \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_

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

**13. Proposed instructors:**

**Zhun Xu, Associate Professor, Economics**

**14. Other resources needed to offer this course:**

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

**16. Syllabus**

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

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

John Jay College, CUNY, 524 W 59th St, New York, NY 10019

Spring 2021

Syllabus for Economic Development Econ 731 Section 01

Classroom/Office/Room No: TBA

Office Hours: TBA

Lecturer: Zhun Xu ([zxu@jjay.cuny.edu](mailto:zxu@jjay.cuny.edu))

Textbooks: D. Ray (1998), Development Economics, Princeton University Press

ISBN: 9780691017068

**Course Description:** Economic development is always a highly contested concept. Scholars disagree on the definition, causes, and consequences of development. In this course we study a wide range of development-related questions in a comparative historical context. We will discuss the divergence of east and west, the center-periphery relationship in the world economy, the rise and fall of developmental state, the green revolution and other issues including demographic change and food security.

**Learning Objectives:** The students will be familiar with the basic concepts and theories in development economics. They will be able to read technical documents and policy papers in academic journals and other publications by organizations such as the United Nations and the World Bank. They will be well equipped to engage in discussions on a number of development questions from both theoretical and policy levels.

**Policies on attendance, lateness, quizzes, and classroom behavior:** The students are required to attend every lecture. If there is legitimate reason for absence, the students should communicate with the instructor.

**Assessment:** Each student will write a short report and do one class presentation (40%), submit a take-home final (50%), and class performance counts as 10%.



### Statement of College's Policy on Plagiarism:

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

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

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

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

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

Course outline on a weekly basis. Include the Final exam date.

#### 1. Introduction

##### a. Overview (week 1)

UNDP, Human development report, technical notes

Sen, A.K. (1988), The concept of development in H. Chenery and T.N. Srinivasan (eds.), Handbook of development economics, vol. 1, Amsterdam: North-Holland, pp. 9-26.

Floud, R., Fogel, R. W., Harris, B., & Hong, S. C. (2011). The changing body: Health, nutrition, and human development in the western world since 1700. Cambridge University Press.

Deaton, A. (2007). Height, health, and development. Proceedings of the National Academy of Sciences, 104(33), 13232-13237.

Bardhan, P. (1993). Economics of Development and the Development of Economics. The Journal of Economic Perspectives, 7(2), 129-142.

Krugman, P. (1992). Toward a counter-counterrevolution in development theory. *The World Bank Economic Review*, 6(suppl\_1), 15-38.

Stiglitz, J. E. (1992). Comment on "Toward a Counter-Counterrevolution in Development Theory," by Krugman. *The World Bank Economic Review*, 6(suppl\_1), 39-49.

Duflo, E., Glennerster, R., & Kremer, M. (2007). Using randomization in development economics research: A toolkit. *Handbook of development economics*, 4, 3895-3962.

Deaton, A. S. (2009). Instruments of development: Randomization in the tropics, and the search for the elusive keys to economic development (No. w14690). National Bureau of Economic Research.

Rodrik, D. (2008). The new development economics: we shall experiment, but how shall we learn?.

b. Poverty and health (week 2)

Allen, R. C. (2017). Absolute poverty: when necessity displaces desire. *American Economic Review*, 107(12), 3690-3721.

Ravallion, M. (2013). How long will it take to lift one billion people out of poverty?. *The World Bank Research Observer*, 28(2), 139-158.

Deaton, A. (2005). Measuring poverty in a growing world (or measuring growth in a poor world). *Review of Economics and Statistics*, 87(1), 1-19.

Ghosh, J. (2011). Poverty reduction in China and India: Policy implications of recent trends. *Poor Poverty: The Impoverishment of Analysis, Measurement and Policies*. J. K. S. Anis Chowdhury, United Nations.

Patnaik, Utsa. "The republic of hunger." *Social Scientist* (2004): 9-35.

Patnaik, Utsa. "Origins of the food crisis in India and developing countries." *Monthly Review* 61, no. 3 (2009): 63.

Patnaik, Utsa. "A critical look at some propositions on consumption and poverty." *Economic and Political Weekly* (2010): 74-80.

Deaton, Angus, and Jean Drèze. "Food and nutrition in India: facts and interpretations." *Economic and political weekly* (2009): 42-65.

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**Policy Resolution on Faculty Confidential Voting in Electronic Meetings  
For Adoption by the College Council  
Submitted by the Faculty Senate**

*Passed by the Faculty Senate on November 16, 2020 by a vote of 30-1-0*

Resolved, when secret ballot voting takes place for 1) department and academic program governance elections, 2) Faculty Personnel Committee and departmental faculty personnel decisions, and 3) college-wide faculty elections, it is policy of the College Council that:

- The voting technology and process should be objectively secure and confidential.
- To achieve that, the college should designate, support, and require use of a single technology for all such votes.
- Confidential faculty voting should be implemented with transparent and efficient procedures adapted to each of the three voting contexts.



## MEMO

**Date:** November 12, 2020

**To:** Provost Yi Li and JJC College Council

**From:** *JJC Gender Studies (GS) Program Committee (ad hoc)*: Crystal Jackson, Gender Studies Director, Associate Professor of Sociology; Dora Silva Santana, Assistant Professor of Gender Studies; Michelle Holder, Assistant Professor of Economics; Jessica Gordon-Nembhard, Professor of Africana Studies; Isabel Martinez, Associate Professor of Latin American & Latinx Studies

**Re:** Unhousing Gender Studies Program from the Department of Interdisciplinary Studies

**Request** The ad-hoc JJC Gender Studies Program Committee (GSPC) formally requests JJC affirm that the Gender Studies Program is a self-standing program & unhoused from the Department of Interdisciplinary Studies. We request Provost Li present this memo to the College Council on our behalf.

**Reasoning** GS was founded in 2009 as an independent, rotating, floating program. The Interdisciplinary Studies Program presented a Proposal Form for a Department of Interdisciplinary Studies (DIS) in 2015, which subsumed the Gender Studies Program (GSP). Both before and after these changes, GS has had a major & a minor. DIS has had an ISP minor.

There is no formal documentation of the responsibilities and practicalities of a program within a department. At the point of joining DIS, the governance structure could have been revised to reflect the relationship between a program and a department. The GS Director reached out to Marjorie Singer (no longer at JJC) in 2018 for advice and assistance, but little concrete came of those meetings. DIS has submitted by-laws (shared with GS May 2020) which do not include GS in it, honoring our request not to, as, at the time, we were working with Singer to figure out GS within DIS. The joining has not addressed any of the issues expounded upon in GS' External Review (Spring 2018).

In a virtual meeting on May 15, 2020 with Dean Byrne, the previous GSPC asked about the unhousing process. Since Summer 2020, Provost Li has guided us on a new path, in consultation with Jill Maxwell (JJC legal), Donald Gray (JJC Labor Designee), and Kenneth Norz (CUNY legal) (Provost's GS Listening Session on 7/27/2020; also "Gender Studies 2020-2021 Viability Plan of Action" document shared 9/18/20, GS meeting with Provost Li, Jill Maxwell, and Donald Gray). All parties indicated that this is a viable path, and, per Provost Li, a positive one. Further, in Spring 2020, DIS Chair Dr. Gentile gave us her blessing to separate from DIS and supports the separation in bolstering the program's growth. Unhousing merely formalizes what already exists. The



## MEMO

unhousing of GS from DIS does not change the status of, or teaching responsibilities of, the only full-time Gender Studies professor, Assistant Professor Dora Silva Santana.

Our current operations well-position GS to unhouse from DIS as seamlessly as possible. We have continued to hire adjuncts to teach GEN courses & enter them into eHRAF (manually before F2020, now on eHRAF as of F20), schedule GEN classes, and advise our majors and minors. We were self-sustaining before and after the move to DIS.

After unhousing from DIS, we will create a formal governance document (by-laws) for the Gender Studies Program up-to-date with the pedagogical and ethical priorities of the field as exemplified by our professional association, the [National Women's Studies Association](#). A year-long period of planning and inquiry of Gender Studies Program by-laws will reimagine our governance and processes of growth and collaboration: the structural rationale of rotating Directorship between departments is an outdated model of program governance of a discipline.

Gender Studies is inextricably tied to the growth and independence of WGSS as a field of study, one which, today, is recognized as its own discipline with its own pedagogical, theoretical, and methodological knowledges and practices. This is what makes GS unlike ICJ, and unlike Dispute Resolution, and unlike many other Programs at the college. We're different because we are an established discipline. The unhousing of GS is the first step in realizing this widely-recognized fact. For these reasons, GS must not mimic other already-existing programs at JJC, and this is why a year-long period of inquiry is necessary. The ad hoc GSPC is committed to proposing next steps and working with the JJC administration, current and recent (2019-2020) GEN-teaching faculty, and legal counsel every step of the way. Unhousing of GS from DIS is the first step.

Preliminary thinking around governance processes from the current ad-hoc Committee and experiences of the [previous iteration](#) of the committee reveal that AFR and LLS at JJC must and should continue to play a central role in the reimaging of GS. These two departments not only have experience with bureaucratic management at the college but they also center critical inquiry that is inextricably tied to race. This is where the academic field of GWSS is today and this is where GS must be at JJC.

Becoming self-standing again will help grow the major. It opens up a new range of possibilities of working with other departments, as noted above. Gender Studies needs the mental, bureaucratic, & tangible space to think through our futures, to be imaginative, to be aspirational and to be [part of a wave of change moving JJC](#) toward a truly decolonial, truly "serving" HSI and MSI of higher education.



## RESOLUTION

To: John Jay Faculty Senate Members and the John Jay community

From: Amber Rivero, President of Student Council; Andrew Berezhansky, Vice President of Student Council; all members of John Jay Student Government

Date: Nov 12, 2020

RE: S.C.R. 15 John Jay Student Council call for Continuation of CR/NC Policy for Fall 2020

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WHEREAS, at the beginning of the year 2020 America was plagued with a global pandemic, COVID-19, or coronavirus

WHEREAS, the pandemic has not only been a modern-day health crisis but also caused economic and societal crises as well

WHEREAS, as of March 19, 2020, Governor Cuomo announced the immediate shut down of all SUNY and CUNY campuses for in-person classes until further notice as a preventive health measure,

WHEREAS, then CUNY announced that as academic courses would be moved to a fully online and distance learning modality,

WHEREAS, the difficulty in transition for most students facing the conditions of the pandemic and adjusting to virtual learning presented a high risk to CUNY students academic success in Spring 2020

WHEREAS, the University's response to this risk was to create and implement a flexible grading policy with the ability to apply for not only Pass/Fail on courses but to now have the option to apply for CR/NC (Credit/No Credit) in Spring 2020

WHEREAS, the Fall 2020 semester at CUNY and John Jay have repeated the former modality of instructions to be mostly online, and distance learning courses

WHEREAS, John Jay students are still being adversely affected by the global pandemic, the COVID-19 to date

WHEREAS, John Jay students have presented to the John Jay Student Council repetitive challenges with the distance learning modality

WHEREAS, John Jay Students have also expressed fear and anxiety over their academic success during this semester, Fall 2020

WHEREAS, John Jay College Of Criminal Justice Faculty Senate and College Council has not voted or proposed to extend the Credit/No Credit policy for Fall 2020

WHEREAS, given the similar obstacles and external circumstances that John Jay students are facing during this semester, and therefore be it,

RESOLVED, that the John Jay College Faculty Senate alongside the John Jay College Council affirm the experiences that the student population is facing during this time and actively facilitate a grading policy that is beneficial to both the student body and faculty community.

RESOLVED, that the John Jay Student Council calls on the Faculty Senate and College Council to vote on a continuation of the Credit/No Credit Policy to be extended for the Fall 2020 semester at John Jay,

RESOLVED, that the John Jay Governance bodies would advocate alongside the John Jay Student Council, in our support of the University Student Senate's call for the University, specifically Chancellor Matos Rodriguez, Executive Vice Chancellor and University Provost José Luis Cruz present this continuation of the Credit / No Credit policy to be extended for the duration of the Fall 2020 academic year to the City University of New York Board of Trustees for a vote,

RESOLVED, that the City University of New York Board of Trustees consider the testimonies, feedback, and experiences of the student body and vote in favor of the request for more academic support in the form of a continuation for the Credit/No Credit Policy to be extended for Fall 2020.

RESOLVED, that if the University so wills the Credit/No Credit policy be extended for the Fall 2020 application, John Jay Student Council calls on the administration at John Jay College to advertise the Academic and/or Financial implications that selection of a CR/NC grade can have on our students per an individual case by case basis as well as the services that the college provides to help understand what suits the students' individual needs as mentioned in the latter.

