

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

COLLEGE COUNCIL

AGENDA & ATTACHMENTS

TUESDAY, DECEMBER 7, 2021

All meetings begin at 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 9.64 New Building.

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

December 7, 2021 – 1:40 pm
(Remote Conferencing via Zoom)

- I. Adoption of the Agenda
- II. Approval of the Minutes of the November 11, 2021 College Council (Attachment A), **Pg. 3**
- III. Approval of Members of the College Council Committees (Attachment B), Pg. 5

College Council

Samelia James will serve as the Treasurer of the Student Council
Yolanda Jeanty has resigned as Alternative-At-Large student member

Committee on Student Interests

Tisha Brahmhatt has replaced Julia Jacobellis as the sixth student member of the committee

Budget and Planning Committee

Samelia James will serve as the Treasurer of the Student Council

Financial Planning Subcommittee

Samelia James will serve as the second student representative

Committee on Honors, Prizes and Awards

Yolanda Jeanty has resigned as the third student representatives

- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C12) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

- C1. Revision of the Health and Physical Education Minor, **Pg. 22**
- C2. Revision of Latinx Literature Minor, **Pg. 28**
- C3. Revision of the John Jay Honors Program, **Pg. 38**

Academic Standards

- C4. Proposal to Adjust Residency Requirement for CJA Programs, **Pg. 45**

New Courses

- C5. SOC 2XX (220) Health, Equity and Social Justice (CO: JCI – 200-level), **Pg. 47**
- C6. LLS 1YY Introduction to Latinx Literature (US Exp), **Pg. 78**
- C7. LLS 1ZZ Criminal Justice in Latinx Literature (Ind & Soc), **Pg. 100**
- C8. LLS 2YY Afro-Latinx Literature (Ind & Soc), **Pg. 117**

Course Revisions

C9. CSL 227 Families: Stress, Resiliency and Support Systems, **Pg. 135**

C10. HON 201 Intellectual Foundations I: What is the Common Good? **Pg. 137**

C11. HON 202 Intellectual Foundations II: Leadership and the Common Good, **Pg. 140**

C12. MHC Seminars Bulk Revision – MHC 125, MHC 126, MHC 225, MHC 226, **Pg. 142**

- V.** New Business
- VI.** Administrative Announcements – President Karol Mason
- VII.** Announcements from the Student Council – President Andrew Berezhansky
- VIII.** Announcements from the Faculty Senate – President Warren (Ned) Benton
- IX.** 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 11, 2021

The College Council held its third meeting of the 2021-2022 academic year on Thursday, November 11, 2021. The meeting was called to order at 1:46 p.m. and the following members were present: Adam Wandt, Alex Alexandrou, Andrea Balis, Alexander Long, David Brotherton, Fritz Umbach, Catherine Kemp, Chevy Alford, Christopher Herrmann, Elton Beckett, Erica King-Toler, Francis Sheehan, Gerald Markowitz, Jay Hamilton, Jessica Gordon-Nembhard, John Gutierrez, Joyce Lau, Karen Kaplowitz, Lissette Delgado-Cruzata, Maureen Richards, Mickey Melendez, Mohamed Ben-Zid, Ned Benton, Samantha Majic, Sung-Suk Violet Yu, Veronica Johnson, Aiisha J. Qudusi, Andrew Berezhansky, Fatumata Tunkara, Adam Ramirez, Yong Hao Zheng, Tisha Brahmhatt, Cat Alves, Janet Winter, Rulisa Galloway-Perry, Brian Kerr, Dara Byrne, Elsa-Sofia Morote, Karol Mason, Mark Flower, Yi Li, Marta-Laura Suska, Katelynn Seodarsan, Brian Cortijo, Daniel Matos*, Anthony Carpi*, Helen Keier*, Jennifer Lorenzo*, Jonathan Epstein*, Anru Lee*, Heath Grant*, Patrick Raftery*, Hashaam Shahzad*.

Absent: Charles Stone, Gregory Sheppard, Vicente Lecuna, Shaniece Ellison-Yong, Poonam Latchman, Marta Concheiro-Guisan*, Maria (Maki) Haberfeld*, Yousof Abdelreheem*.

Guests: Alexander Bolesta, Jonathan Hanon, Yolanda Jeanty, Katherine Killoran, Shavonne McKiever, Anna Austenfeld, Jill Maxwell, Maria D'Agostino, Terecia Martin, Tony Balkissoon, Kinya Chandler.

* 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 19, 2021 College Council

A motion was made to approve 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 of the College Council Committees. The motion was seconded and approved unanimously with the following changes:

- Cristina Goeller has resigned from the position of the Treasurer.
- Yolanda Jeanty will not serve on the College Council.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C4) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

A motion was made to adopt the Dual Admission Program for AA in Liberal Arts from Guttman CC to JJC BA in Humanities Majors (English, Global History, Humanities and Justice, and Philosophy) (C1). The motion was seconded and approved unanimously.

A motion was made to adopt the Proposal to Revise the Minor in Environmental Justice (C2). The motion was seconded and approved unanimously.

A motion was made to adopt the Proposal to Revise the Minor in Interdisciplinary Studies (C3). The motion was seconded and approved unanimously.

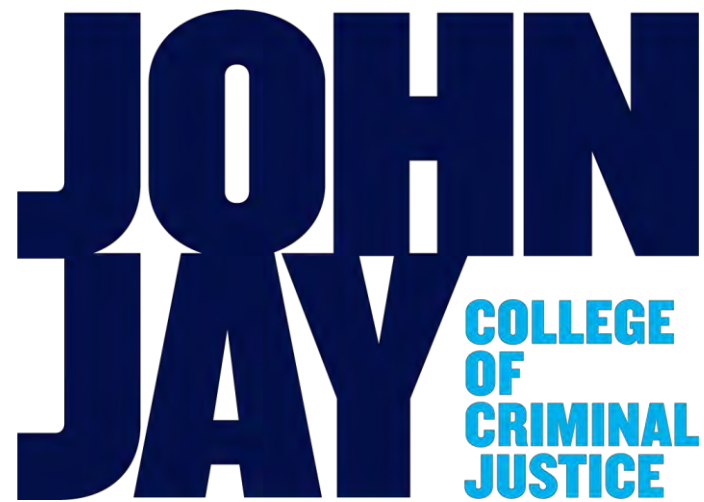
Course Revisions

A motion was made to approve a course revision marked C4. LIT 357 Violence of Language: U.S. Latinx Street Literature. The motion was seconded and approved unanimously.

V. New Business

No new business was presented.

The meeting was adjourned at 2:06p.m.



College Council
Membership

&

College Council
Committees

2021-2022

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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 and Chief Operating Officer | Mark Flower |
| 4. Interim Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| 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 | Gregory Sheppard |
| 10. Communications & Theatre Arts | Elton Beckett |
| 11. Counseling | Mickey Melendez |
| 12. Criminal Justice | Violet Yu |
| 13. Economics | Jay Hamilton |
| 14. English | Alexander Long |
| 15. History | Greg Umbach |
| 16. Interdisciplinary Studies | Gerald Markowitz |
| 17. Latin American & Latinx Studies | John Gutierrez |
| 18. Law, Police Science & Criminal Justice | Christopher Herrmann |
| 19. Library | Maureen Richards |
| 20. Mathematics & CS | Mohamed Ben Zid |
| 21. Modern Language & Literature | Vicente Lecuna (<i>Fall</i>)
Silvia Dapia (<i>Spring</i>) |
| 22. Philosophy | Catherine Kemp |
| 23. Political Science | Samantha Majic |
| 24. Psychology | Veronica Johnson |
| 25. Public Management | Adam Wandt |
| 26. Sciences | Yuk-Ting (Joyce) Lau |
| 27. Security, Fire & Emergency Management | Alexander Alexandrou |
| 28. SEEK | Erica King-Toler |
| 29. Sociology | David Brotherton |

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

30. English	Karen Kaplowitz
31. History	Andrea Balis
32. Psychology	Charles Stone
33. Public Management	Warren (Ned) Benton
34. Sciences	Lisette 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. Maki (Maria) Haberfeld	5. Anru Lee
2. Patrick Raftery	6. Heath Grant
3. Marta Concheiro-Guisan	7. Vacant
4. Jonathan Epstein	8. Vacant

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. Helen Keier	2. Jennifer Lorenzo
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Students

41. President of the Student Council	Andrew Berezhansky
42. Vice President of the Student Council	Aiisha J. Qudusi
43. Treasurer of the Student Council	Samelia James
44. Secretary of the Student Council	Katelynn Seodarsan
45. Elected At-Large Representative	Shaniece Ellison Yong
46. Elected graduate student representative	Fatumata Tunkara
47. Elected senior class representative	Adam Ramirez
48. Elected junior class representative	Poonam Latchman
49. Elected sophomore class representative	Yong Hao Zheng
50. Freshman representative designated according to a method duly adopted by the Student Council.	Tisha Brahmhatt

- 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. Yousof Abdelreheem	3. Vacant
2. Hashaam Shahzad	4. Vacant

College Council Interim Executive Committee

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

- | | |
|--|---------------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Vice President and Chief Operating Officer | Mark Flower |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • 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 | Andrew Berezahnsky |
| • Vice-President of the Student Council | Aiisha Qudusi |

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 |
| • Vice President and Chief Operating Officer | Mark Flower |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |

- 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. Heath Grant
 7. Andrea Balis
- Two (2) higher education officers
 1. Brian Cortijo
 2. Catherine Alves
- Three (3) students
 1. Andrew Berezhansky
 2. Aisha Qudusi
 3. Shaniece Ellison Yong

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 |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • 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 | Marsha Clowers |
| 5. Counseling and Human Services | Michell Tollinchi (Fall) |
| 6. Criminal Justice | Valerie West |
| 7. Economics | Sara Bernardo |
| 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	Lisandro Perez
13. Law, Police Science & CJA	Beverly Frazier
14. Mathematics & Computer Science	Michael Puls
15. Modern Languages & Literatures	Cristina Lozano Argüelles
16. Philosophy	Michael Brownstein
17. Political Science	Peter Romaniuk
18. Psychology	Kelly McWilliams
19. Public Management	Judy-Lynne Peters
20. Sciences	Daniel Yaverbaum
21. Security, Fire & Emergency Management	Lucia Velotti
22. SEEK	Virginia Diaz-Mendoza
23. Sociology	Robert Garot (Fall) Jayne Mooney (Spring)

- 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. Jamie Crowther
 3. Hashaam Shahzad

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 Catherine Alves
- Senior Director for Student Affairs Danielle Officer

- Two (2) members of the faculty
 1. Ellen Belcher
 2. Nicole Elias
- Six (6) students
 1. Denisse Batista
 2. Janice Johnson
 3. Yong Hao Zhen
 4. Fatumata Tunkara
 5. Leanna Feliciano
 6. Tisha Brahmhatt

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. Vacant

- 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. Omari Joseph
 2. Maria Vidal
 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. Michaela Herrit
 2. Adam Ramirez
 3. Vacant
 4. Vacant
 5. Vacant
 6. Vacant

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 | Ed Snadjr |
| 3. Art and Music | Benjamin Bierman |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Katherine Stavrianopoulos |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Geert Dhondt |
| 8. English | Jay Gates |
| 9. History | Michael Pfeifer |
| 10. Interdisciplinary Studies | Katie Gentile |
| 11. Latin American and Latinx Studies | Jose Luis Morin |
| 12. Law, Police Science, and Criminal Justice Administration | Maria (Maki) Haberfeld |
| 13. Library | Jeffrey Kroessler |
| 14. Mathematics and Computer Science | Aftab Ahmad |
| 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	Robert McCrie
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. Heath Brown, Associate Professor, Public Management
 3. Monica Varsanyi, Professor, Political Science

- 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. Brian Arbour, Associate Professor, Political Science
 2. Gail Garfield, Professor, Sociology
 3. Jean Mills, Associate Professor, English

- 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. Gregory Kirsopp
 2. Jayvon Thomas

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 their designee, shall make quarterly financial reports to the Budget and Planning Committee. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Budget and Planning Committee shall consist of the following members:

- | | |
|---|-------------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Vice President and Chief Operating Officer | Mark Flower |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • 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
 - Assistant Vice President for Finance
 - Vice President for Institutional Advancement
 - President of the Faculty Senate
 - Vice President of the Faculty Senate
 - Two (2) members chosen by the faculty senate
 1. Francis Sheehan
 2. Erica King-Toler
 - Chairperson of each academic department
 1. Africana Studies
 2. Anthropology
 3. Art and Music
 4. Communication and Theater Arts
 5. Counseling and Human Services
 6. Criminal Justice
 7. Economics
 8. English
 9. History
 10. Interdisciplinary Studies
 11. Latin American and Latinx Studies
 12. Law, Police Science, and Criminal Justice Administration
 13. Library
 14. Mathematics and Computer Science
 15. Modern Languages and Literatures
 16. Philosophy
 17. Political Science
 18. Psychology
 19. Public Management
 20. Sciences
 21. Security, Fire and Emergency Management
 22. SEEK
 23. Sociology
 - President of the Higher Education Officers Council
 - Two (2) higher education officer representatives
 1. Justin Barden
 2. Vincent Papandrea
 - President of the Student Council or designee
 - Treasurer of the Student Council or designee
 - Additional student representative
 - Additional student representative
 - 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
- Anthony Carpi
 Ajisa Dervisevic
 Ketura Parker
 Warren (Ned) Benton
 Karen Kaplowitz
- Teresa Booker
 Ed Snadjr
 Benjamin Bierman
 Seth Baumrin
 Katherine Stavrianopoulos
 Evan Mandery
 Geert Dhondt
 Jay Gates
 Michael Pfeifer
 Katie Gentile
 Jose Luis Morin
 Maria (Maki) Haberfeld
 Jeffrey Kroessler
 Aftab Ahmad
 Vicente Lecuna
 Jonathan Jacobs
 Andrew Sidman
 Daryl Wout
 Warren Eller
 Shu-Yuan Cheng
 Robert McCrie
 Monica Son
 Robert Garot
 Brian Cortijo
- Andrew Berezhansky
 Samelia James
 Yousof Abdelreheem
 Aiisha J. Qudusi

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.** Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- | | |
|--|---------------------|
| • Vice President and Chief Operating Officer (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 | Geert Dhondt |
| • Chair of the Higher Education Officers Council | Brian Cortijo |
| • Student representative | Samelia James |
| • Student representative | Saaif Alam |

The Assistant Vice President for Finance, Ajisa Dervisevic, **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. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. 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 |
| • Vice President and Chief Operating Officer | 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 | |
| 1. Heath Grant | |
| 2. Francis Sheehan | |
| • Chair of the Council of Chairs | Jay Gates |
| • Two (2) representatives chosen by the Council of Chairs | |
| 1. Teresa Booker | |
| 2. Vacant | |
| • President of the Higher Education Officers Council | Brian Cortijo |

- Two (2) student representatives:
 1. Andrew Berezhansky
 2. Tisha Brahmbhatt

The Director of Institutional Research, Ricardo M. Anzaldua 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:

- | | |
|--|-----------------------|
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • Dean of Graduate Studies (Chairperson) | Elsa-Sofia Morote |
| • Assistant Vice President and Dean of Students | Michael Sachs |
| • Chief Librarian | Jeffrey Kroessler |
| • Graduate Program Directors | |
| 1. Criminal Justice | Heath Grant |
| 2. Criminal Justice (Online) | Frank Pezzella |
| 3. Digital Forensics and Cybersecurity | Shweta Jain |
| 4. Economics | Zhun Xu |
| 5. Emergency Management | Charles Jennings |
| 6. Forensic Mental Health Counseling | Chitra Raghavan |
| 7. Forensic Psychology | Chitra Raghavan |
| 8. Forensic Psychology and Law (Dual Degree) | Chitra Raghavan |
| 9. Forensic Psychology BA/MA Program | Rebeca Weiss |
| 10. Forensic Science | Mechthild Prinz |
| 11. Human Rights | Charlotte Walker-Said |
| 12. International Crime and Justice | Gohar Petrossian |
| 13. Law and Public Accountability (Dual Degree) | Daniel Feldman |
| 14. Protection Management | Glen Corbett |
| 15. Public Policy and Protection Management (Dual Degree) | Yi Lu |
| 16. MPA: Public Policy and Administration | Yi Lu |
| 17. MPA: Public Policy and Administration (Online) | Nicole Elias |
| 18. MPA: Inspection and Oversight | Denise Thompson |
| 19. MPA: Inspection and Oversight (Online) | Jean-Marie Col |
| 20. Security Management | Chelsea Binns |
| • Two (2) graduate students | |
| 1. Perry Callahan | |
| 2. Fatumata Tunkara | |

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. Sung-Suk Violet Yu
- Two (2) students
 1. Poonam Latchman
 2. Gregory Kirsopp

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,
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 | Ed Snadjr |
| 3. Art and Music | Benjamin Bierman |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Katherine Stavrianopoulos |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Geert Dhondt |
| 8. English | Jay Gates |
| 9. History | Michael Pfeifer |
| 10. Interdisciplinary Studies | Katie Gentile |
| 11. Latin American and Latinx Studies | Jose Luis Morin |
| 12. Law, Police Science, and Criminal Justice Administration | Maria (Maki) Haberfeld |
| 13. Library | Jeffrey Kroessler |
| 14. Mathematics and Computer Science | Aftab Ahmad |

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	Robert McCrie
22. SEEK	Monica Son
23. Sociology	Robert Garot

Council of Undergraduate Program Coordinators

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Coordinators of Undergraduate Majors
 1. Anthropology Shonna Trinch
 2. Applied Mathematics: Data Science & Cryptography Samuel Graff
 3. Cell & Molecular Biology Jason Rauceo
 4. Computer Science and Information Security Kumar Ramansenthil
 5. Criminal Justice (B.A.) Brian Lawton
 6. Criminal Justice (B.S.) Christopher Hermann
 7. Criminal Justice Management Henry Smart
 8. Criminology Andrew Karman (Fall)/ David Green (Spring)
 9. Deviance, Crime and Culture Avram Bornstein
 10. Dispute Resolution Certificate Maria Volpe
 11. Economics Sara Bernardo
 12. English Navidita Majumdar
 13. Emergency Services Administration Robert Till
 14. Fire Science Robert Till
 15. Forensic Psychology Silvia Mazzula
 16. Forensic Science Jennifer Rosati
 17. Fraud Examination and Financial Forensics David Shapiro
 18. Gender Studies Crystal Jackson
 19. Global History Matthew Perry
 20. Humanities and Justice Allison Kavey
 21. Human Services and Community Justice Nancy Velazquez-Torres
 22. International Criminal Justice Rosemary Barberet
 23. Latin American and Latinx Studies Brian Montes
 24. Law and Society Jennifer Rutledge* and Jamie Longazel*
 25. Library Karen Okamoto
 26. Philosophy Amie Macdonald
 27. Police Studies Arthur Storch

28. Political Science	Jennifer Rutledge* Janice Bockmeyer* Jamie Longazel*
29. Public Administration	Judy-Lynne Peters (Fall) Elizabeth Nisbet (Spring)
30. Security Management	Robert McCrie
31. Sociology	Louis Kontos
32. Spanish	Maria Julia Rossi (major concentration A and certificates) Cristina Lozano (major concentration B and minor)
33. Toxicology	Shu-Yuan (Demi) Cheng Marta Concheiro-Guisan

*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:

- Vice President for Enrollment Management and Student Affairs (Chairperson) Brian Kerr
- 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. Catherine Mulder
 2. Anru Lee
 3. Gloria Proni
- 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. Michaela Herrit
 2. Lyniah Mungin
 3. Vacant

College-Wide Grade Appeals Committee

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

1. Kashka (Katarzyna) Celinska
2. Matthew Perry
3. Melinda Powers
4. Toy-Fung Tung
5. Michael Puls

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 of 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. Jennifer Holst
 2. Edward Kennedy
 3. Peter Marni
 4. Tim McCormack
 5. Shilpa Viswanath
 6. David Shapiro
 7. Sandra Swenson
- Three (3) Higher Education Officers
 1. Jonathan Salamak
 2. Demy Spadideas
 3. Gulen Zubizarreta

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. Vacant
2. Vacant
3. Vacant
4. Vacant
5. Vacant

John Jay College of Criminal Justice
Committee on Undergraduate Curriculum and Academic Standards

Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. **Date submitted:** October 21, 2021
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Cary Sanchez-Leguinel, Ph.D.
 - b. Email address of proposer: csanchez@jjay.cuny.edu
 - c. Phone number: 212-237-8147
3. **Name of major, minor or certificate program being revised:**

Health and Physical Education minor
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: Tuesday, September 14, 2021
 - b. Name of department chair or major/minor coordinators approving this proposal: Katherine Stavrianopoulos, Ph.D.
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)
 - 1) **Move PED/PSY 180:** Stress Management from Part Three. Elective Courses to Part One. Required Courses.
 - 2) **Move PED 103:** Personal Physical Fitness and Dynamic Health from Part One. Required Courses to Part Two. Activity Courses.
 - 3) **Expand choices for 300-level courses:** In Part One. Required Courses, students can complete the 300-level course requirement by completing PED 300: Community Programs for Health, Wellness and Physical Activity **OR** ANT 319: Global Health **OR** SOC 346: Sport in Global Perspective **OR** SOC 364: Food Justice.
 - 4) **For Part Two.** Activity Courses, students can fulfill the 3 credits activity requirement by completing PED 103 **OR** selecting any three – 1 credit activity courses.
 - 5) **For Part Two.** Activity Courses, remove student limit of 1 aquatics course and 1 defensive tactics course.
 - 6) **Remove the following inactive courses from Part Two.** Activity Courses:
 - **PED 114** – Aquatics III: Advanced Swimming
 - **PED 144** – Karate II
 - **PED 150** – Tennis I
 - **PED 155** – Golf I

- 7) Add the following courses in Part Three. Elective Courses:**
- **ANT 264** – Anthropology and Alcohol Use
 - **CSL 130** – Effective Parenting
 - **CSL 227** – Families: Stress, Resiliency & Support Systems
 - **ISP 125** – You Are What You Eat: Food & Culture in the U.S.
 - **SOC 227** – Sociology of Mental Illness
- 8) Revise the name of the Minor to include ‘wellness’.**

Please provide a rationale for the changes:
(narrative format to go to CUNY and NYSED reports)

PED/PSY 180: Stress Management will be moved from Part Three: Elective Courses to Part One: Required Courses. Given the high percentage of trauma and the multiple challenges our students deal with on a daily basis, effective stress management can have an important impact on student success. Students are often unprepared for the major life changes and unknowns of college life. The new responsibilities, social anxiety, and information overload are often associated with acute and chronic stress. In fact, the majority of students may not recognize that they are even experiencing chronic stress which puts them at higher risk for poor concentration and decreased motivation to do well. A core course of stress management is vital in helping students recognize these stressors and successfully apply techniques to reduce the negatives and expand the positives. Stress management skills are comprehensive and applicable to all areas of a student’s personal, academic, and college life.

PED 103: Personal Physical Fitness and Dynamic Health will be moved from Part One: Required Courses to Part Two: Activity Courses. Currently, Part Two: Activity courses requires students to complete 3 separate 1-credit activity courses. Students have often noted the burden of adding 3 different courses to the academic schedule. PED 103 is a three credits course that serves as the bridge between theory and practice. It allows students to apply and integrate various exercise programs in their own personal lives in order to build the neuromuscular connection. Moving PED 103 to Part Two: Activity Courses would also accommodate the students who are unable to and/or not ready to take on a full activity course due to 1) time constraints 2) physical injuries and medical conditions 3) COVID-19 precautions, etc. It will appeal to the students who may have claimed the minor later in their academic years and have intentions of graduating on time.

Several courses have been removed from Part Two: Activity Courses due to facility availability and faculty limitations. These courses have not been offered for several years but at some point, we hope to be able to offer them again, as student enrollment in the minor increases and faculty/facility resources become more easily available.

We are changing the title of the minor to: Health, Wellness, and Physical Education to more accurately reflect the updated academic offerings, as well as the greater emphasis and focus on wellness issues in the course offerings– an essential component to overall health. We are also making changes to the learning components to increase the

sophistication level of the learning outcomes, to more accurately reflect the higher standards in the learning objectives and skills development in the minor requirements and course offerings.

Finally, we are expanding our course offerings in both the Part One. Required Courses and Part Three. Elective Courses to facilitate the completion of the minor for students in various major programs. We are providing students with more choice and flexibility in scheduling, to best support students in completion the minor requirements. The courses added have been carefully reviewed for their health and physical education focus and will strongly enhance the curricular offerings for the HPED minor.

6. How do these proposed changes affect other academic programs or departments?

Our consultation with various departments generated an enthusiastic and positive response. There was overall consensus that expanding our course offerings to include other disciplines would strengthen the curricular scope of the minor. Other departments were also supportive of the potential for increased enrollment in their courses, from students in the HPED minor. Given that the minor has recently been reopened and needs some time to rebuild and grow student enrollment, we are adding several 300-level course options from various academic departments to facilitate the completion of Part One. Required Courses.

7. Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>)

-Received ISP Departmental Curriculum Committee approval for inclusion of ISP course on 10/7/21 – Katie Gentile, Ph.D.

-Received Sociology Departmental Curriculum Committee approval for inclusion of SOC courses on 10/12/21 – Carla Barrett, Ph.D.

-Received Anthropology Departmental Curriculum Committee approval for inclusion of ANT courses on 10/15/21 – Kimberly McKinnon, Ph.D.

-Received Psychology Chairperson approval to move PED/PSY 180 from Part Three to Part One on 10/19/21 – Daryl A. Wout, Ph.D.

8. Please attach the current bulletin information for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

Health, Wellness, and Physical Education Minor

Description. The minor in Health, Wellness, and Physical Education provides coursework that students may use to improve their personal health and physical fitness in conjunction with career preparation. It is designed to promote healthy lifestyle habits through the study and application of the wellness principles of nutrition, physical fitness, and stress management, as well as the acquisition of physical activity skills.

Rationale. This program combined with other general education areas of study, fosters an understanding of the need to maintain healthy lifestyles. By combining interdisciplinary studies with health and physical education principles, this minor prepares students for healthy lifestyles within their career choices.

Learning Outcomes. Students will:

- Understand and discuss the importance of a healthy lifestyle in preventing premature disease and in promoting wellness.
- Demonstrate comprehension of the potential impact of stress and coping techniques for health, wellness, relationships, and success in college and beyond, through practical application, assignments, and stress management exercises.
- Analyze the need for improvement and maintenance of wellness and healthy lifestyle practices, and their application to career choices.
- Examine the roles of exercise, nutrition, and lifestyle modification as effective strategies for weight control and optimizing health.
- Recognize the use and abuse of drugs and alcohol in the United States, financial consequences, and its impact on college campuses and the workplace.
- Understand and discuss how physical fitness assists in meeting the ordinary and the extraordinary demands of daily life effectively without being exhausted and with energy to spare for recreational activities and emergencies.
- Critically evaluate the impact of community health, wellness, and physical education programs through research, written analysis, and oral presentations.
- Understand and discuss job opportunities in commercial fitness facilities, hospitals, sports medicine clinics, sports complexes, public health facilities, and police and fire department fitness programs.

Credits. 18

Minor coordinator. Professors Sadie Huang (shuang@jjay.cuny.edu) and Cary Sanchez, Department of Counseling and Human Services (212.237.8147, csanchez@jjay.cuny.edu)

Requirements. A maximum of two courses can overlap with a student's major, other minors or programs. **Note:** Students can declare this minor starting Spring 2021 and thereafter.

Part One. Required Courses

(subtotal: 9 cr.)

PED 110: Personal and Public Health: Social Contexts, Private Choices
PED/PSY 180: Stress Management

Select one of the following:

PED 300: Community Programs for Health, Wellness and Physical Activity

or**ANT 319: Global Health****or****SOC 346: Sport in Global Perspective****or****SOC 364: Food Justice****Part Two. Activity Courses**

(subtotal: 3 cr.)

Select PED 103 or three 1 credit Activity courses**PED 103: Personal Physical Fitness and Dynamic Health****OR****Select three of the following 1 credit courses:**

PED 104: Cardiovascular Fitness

PED 109: Water Aerobics and Basic Survival Skills

PED 111: Aquatics I: Beginner Swimming

PED 112: Aquatics II: Intermediate Swimming

~~PED 114: Aquatics III: Advanced Swimming~~

PED 133: Introduction to Boxing

PED 140: Judo I

PED 143: Karate I

~~PED 144: Karate II~~

PED 145: Self Defense

~~PED 150: Tennis I~~~~PED 155: Golf I~~

PED 166: Yoga I

PED 168: Weight Training and Body Development

PED 177: Physical Fitness for Law Enforcement

Credits earned by participating in intercollegiate athletics may apply to Part Two (i.e. PED 120 - PED 130).

Part Three. Electives

(subtotal: 6 cr.)

Select two

ANT 110/SOC 110: Drug Use & Abuse

ANT 224/PSY 224/SOC 224: Death, Dying and Society: A Life Crises Management Issue

ANT264: Anthropology and Alcohol Use

CSL 130: Effective Parenting

CSL 227: Families: Stress, Resiliency and Support Systems

ISP 125: You Are What You Eat: Food and Culture in the U.S.

~~PED 180/PSY 180: Stress Management (moved to Part One)~~

SCI 112: Environmental Science: A Focus on Sustainability

SOC 227: Sociology of Mental Illness

TOTAL CREDIT HOURS: 18

John Jay College of Criminal Justice
Committee on Undergraduate Curriculum and Academic Standards

Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. **Date submitted:** May 3, 2021
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s):
Richard Perez, English Department
Belinda Linn Rincón, Latin American and Latinx Studies and English Departments
 - b. Email address of proposer: rperez@jjay.cuny.edu; brincon@jjay.cuny.edu
 - c. Phone number:
Richard Perez 646.557.4408
Belinda Linn Rincón 212.237.8750

3. **Name of major, minor or certificate program being revised:**

Latinx Literature Minor

4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: The LLS curriculum committee met and approved of the following proposals on April 27, 2021:

New Course Proposal for LLS 1XX: Introduction to Latinx Literature
New Course Proposal for LLS 1XX: Criminal Justice in Latinx Literature
New Course Proposal for LLS 2XX: Latinx Film and Media
New Course Proposal for LLS 2XX: Afro-Latinx Literature
Minor Program Revision form

The English Curriculum Committee approved the following forms on May 1, 2021:

Minor Program Revision Form

LIT 357 Violence of Language: U.S. Latinx Street Literature Revision (now approved by UCASC)

LIT 265 Foundations of Latinx Literature Revision (now approved by UCASC)

i.

- b. Name of department chair or major/minor coordinators approving this proposal:

Jay Paul Gates, English Department

José Luis Morín, Chair, Latin American and Latinx Studies Department

5. Please describe the curriculum changes you are proposing:
(narrative or bullet points are acceptable as long as there is adequate explanation)

The original structure of the Latinx Literature Minor primarily consisted of 300- and 400-level classes. As a result, students become aware of the minor late in their careers and are often unable to complete the courses even when they express interest in the curriculum.

The new structure we are proposing reaches students early by offering 100-level and 200-level courses. This gives students a more comprehensive choice of classes and prepares them for the final part of the minor, which requires some background in the field. The revised structure, therefore, provides the curricular arch (100-level to 400-level) necessary for students to move, incrementally, from the basics to more complex primary and secondary readings. In addition, the 100- and 200-level courses reach students earlier in their careers, making them conscious of the minor as Freshmen and Sophomores. We believe this new structure and the additional courses at different levels, will prove instrumental in growing the minor and providing our students with a richer, multi-dimensional, experience.

According to John Jay College’s 2020-2025 strategic plan, promoting diversity and inclusion is one of its four priorities. To achieve “Goal 3: Embody and promote our values of equity, diversity, and inclusion,” the College has committed to developing “a shared framework across the faculty that informs a culturally affirming, inclusive pedagogy and curriculum design.”^[1] The summer of 2020 was a pivotal moment of social upheaval that gave further impetus to College’s focus on anti-racist pedagogy and curricula as it addressed student and faculty responses to the killings of George Floyd and many others and the Movement for Black Lives. In April 2021, the College adopted a set of 7 Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum that will guide its campus-wide reform efforts. The Latinx Literature Minor revisions reflect these principles, specifically the principle of Diverse Content: “We use Diverse Content throughout the learning experience through incorporating course materials that are diverse by author identity, form, medium, and/or voice.”^[2] The Minor is committed to making manifest the college-wide mandate for greater diversity and inclusivity by offering all students courses on Latinx histories, experiences, perspectives, and contributions to society and the arts.

[1] [“John Jay College Strategic Plan 2020-2025,”](#) John Jay College of Criminal Justice, p. 7.

[2] [“7 Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum at John Jay College,”](#) John Jay College of Criminal Justice, April 2021.

6. Please provide a rationale for the changes:
(narrative format to go to CUNY and NYSED reports)

After reviewing the minor's original structure, we are proposing changes that will increase access to more students, provide a scaffolded approach to instruction, expand our course offerings, and enable timely completion of the minor. We provide details and rationales for each proposed change below.

Proposed Change #1: Increasing Access:

The minor currently consists of one 200-level course and five 300-level courses. This structure effectively limits the ability of first year students and most sophomores from taking our courses. As a result, most of our students are juniors and seniors who enjoy the courses but have no room left in their schedules or time left before graduation to declare and complete the minor. To remedy this, we will include two 100-level introductory courses and four new 200-level courses to the minor. These changes will enable students from all grade levels to enroll in our courses and pursue their interest in and completion of the minor in a timely fashion.

Proposed Change #2: Scaffolding the Courses:

To better guide and introduce our students to increasingly challenging course content and writing requirements, we have restructured the minor into three sections that will provide a scaffolded and incremental approach to the reading and writing requirements for 100-, 200-, 300-, and seminar-level course work.

Part 1 (3 credits) consists of our foundational and introductory courses that introduce students to the subject of Latinx literature. It is geared toward first year students and sophomores who have little to no prior knowledge of Latinx literature and will employ the pedagogies most appropriate for students who are new to college writing. For example, the new 100-level Introduction to Latinx Literature course will follow the writing requirements for 100-level courses at John Jay which includes a minimum of a 1,000-word essay. It will require weekly low-stakes writing assignments and one longer essay that is appropriately scaffolded. Students will be introduced to and gain practice in using terms and concepts related to literary studies. Here the LLS 1XX: Introduction to Latinx Literature and LIT 265 Foundations of Latinx Literature courses can coexist as interchangeable gateways to the Minor despite giving students different entry experiences into the minor. LLS 265 has been approved for the College Option portion of the Gen Ed Program as a sophomore transfer seminar in the Justice Core. Freshman will be more likely to take LLS 1XX in the Flexible Core.

Part 2 (6 credits) will offer one 100-level and four 200-level courses that focus on building students' analytical reading and writing skills. The 200-level courses will require students to produce a minimum of 6 pages or 1,500 words during the semester as per John Jay guidelines. To facilitate their writing of longer essays, our 200-level courses will focus on developing close reading skills and argumentation through thesis development, outlining, drafting,

and peer revision. Students will be introduced to more challenging reading that includes literary and cultural criticism relevant to each course topic. Students will also gain experience doing research and incorporating secondary sources into their writing in support of their arguments.

Part 3 (9 credits) will offer five 300-level classes and one 400-level senior seminar in Latinx literature. Students at this level will produce longer essays in the range of 10 pages or more and will write a minimum of 2,500 words throughout the semester. Students who have taken Parts 1 and 2 of the minor will, at this stage, be prepared to handle longer or more challenging works of literary theory and criticism that will supplement their analysis of primary texts. They will have been exposed to and will continue to sharpen their use of necessary research methods, literary terminology, and close reading skills required to produce more sophisticated writing at the 300- and 400-levels.

Proposed Change #3: Expanding Course Offerings:

In addition to restructuring the minor, we are amplifying the topics covered to reflect both student interest and new directions within the field of Latinx literary studies. Our new courses will expose students to graphic novels, film and media, and to the horror and gothic genres in film and literature. We are also intent on reflecting the College's larger identity and curricular mission by offering a course that examines criminal justice through the lens of Latinx literature and our Afro-Latinx literature course will support the College's mandate to promote the understanding and study of racial diversity and racial justice. These new courses, along with our successful pre-existing courses, will provide students with a well-rounded experience in their course of study. The courses also reflect the ever-changing dynamic field of Latinx literary and cultural studies. As a result, students interested in pursuing graduate degrees in literature or related disciplines, will be at the forefront of applicants given their exposure to the aesthetically daring and theoretically innovative body of Latinx literature and its related scholarship. New course proposals in horror or gothic literature and graphic novels are currently moving through departmental curriculum processes and will then be submitted to UCASC.

Proposed Change #4: Facilitating Completion:

Our current 3-part structure requires students to take the 400-level senior seminar in Latinx literature to complete the minor. However, because of our difficulty in reaching enough first year and sophomore students early in their academic journey, we have not been able to build the student base necessary to offer the culminating senior seminar. We have been graduating 1 or 2 students per year which has not been enough to make a senior seminar run. As a result, we have been allowing students to fulfill that requirement by taking independent studies courses. We also acknowledge that students who are not planning to pursue graduate level work in literature may be dissuaded from taking the more demanding 400-level seminar which attempts to emulate some of the writing, thinking, and discussion assignments practiced in graduate level programs. We are thus eliminating the 400-level seminar as a requirement but retaining it as an option for those students who do desire a more rigorous academic experience that prepares them for graduate programs in literature and related fields.

7. How do these proposed changes affect other academic programs or departments?

- a. Which program(s) or department(s) will be affected?

The minor's current and proposed courses are tightly integrated into both the English and Latin American and Latinx Studies departments' curricula and serve several important functions. All the courses proposed, moreover, offer racially and culturally diverse courses of study for each department, courses the departments share and whose respective students benefit from.

First, LLS 1XX: Criminal Justice in Latinx Literature is part of several new courses that the LLS department is developing that focus on criminal justice and the Latinx experience. The courses are part of college-wide efforts to diversify the criminal justice curriculum on campus. As a course that focuses on literature it will add an important humanities perspective to the LLS offerings. The LLS 2XX: Latinx Film and Media course is also an important addition to the LLS curriculum as it currently has no film courses on its course roster despite student interest and the scholarly and disciplinary significance of Latinx film in Latinx Studies. Finally, LLS 2XX: Afro-Latinx Literature will be an important addition to the LLS department's expansion of courses that explicitly address anti-blackness within the U.S., and Latin America. The proposed course will serve as a humanities complement to another course on Afro-Latinidad that approaches the subject from a social science perspective. The LLS department has a strong commitment to addressing anti-blackness and celebrating Afro-Latinx intellectual and cultural work and thus they see the proposed course on Afro-Latinx literature as vital to their department's mission.

The English department is also interested in the approval of these new courses. The LIT 2XX Latinx Horror and Gothic in Literature and Film will add a dedicated course in the department that focuses exclusively on the gothic literature genre. When gothic literature is included on syllabi, for example in the LIT 300: Text and Context course, the nearly exclusive focus is on European gothic literature and white American authors. The proposed course will expand student perspectives by introducing them to the Latin American oral traditions and folktales that form the basis for horror and gothic writing by Latinx authors. Similarly, LIT 2XX: Graphic Novel in Latinx Literature works with the department's existing and popular course on graphic novels to further amplify the department's offerings and respond to student demand for more graphic novel courses. These courses will reflect the department's recognition that writers of color employ culturally- and linguistically-different grammars and historical traditions and bend genre conventions in critical and provocative ways that challenge entrenched racisms and monocultural perspectives. *The addition of these two courses will be added to the Latinx Literature Minor pending approval of the English Department Curriculum Committee and College governance.*

Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>)

We have met with the English and Latin American and Latinx Studies departments on seven occasions over the past several years from October 2018-April 2021. Below are summaries of the conversations held on the subject of revising the minor:

- 1) We discussed problems with the current structure of the minor having to do with not enough selection of lower-level courses for students to choose from. As constructed the minor, we agreed, was not drawing enough students who could complete the course of study.
- 2) We discussed changing the name of the minor from Latina/o Literature Minor to Latinx Literature Minor to reflect the new terminology in the field. We also discussed the possibility of adding a honors option for students with a 3.5 GPA or above. Finally, we discussed our intent to create the following 3 new courses: a) Latinx Film; b) Latinx Comics; c) Disability in Latinx Literature. Both Chairs approved of these ideas and suggestions.
- 3) Prof. Gates and Pease offered ideas on how to advertise the minor to students through social media campaigns and emails. They discussed strategies that other programs have used to increase their number of declared minors. Both were supportive of our efforts to revise the minor structure.
- 4) Prof. Gates commented that the course description for our 100-level class might be too intimidating for students. Given the volume of new curriculum at once, and the indication that more consultation might be needed on some proposals, Prof. Capeloto suggested a phased approach to the revision process, so that some elements could move forward right away. In phase #1, the English Curriculum Committee would review the following: LLS 1XX: Introduction to Latinx Literature, LLS 2XX: Criminal Justice in Latinx Literature, LIT 357: Latinx Street Literature, LIT 409: Latinx Senior Seminar, and an updated Minor Revision Program form. The remainder of the courses would be delayed until an unspecified later date. We agreed to meet with the LLS Curriculum Committee Chair, the UCASC representative, and the Department Chair to discuss the logistics of the revision and approval process.
- 5) We provided an overview and rationale for the changes we wanted to make to the minor. Prof. Morin expressed enthusiastic support for the changes and the expansion of lower course number offerings that would attract first-year and sophomore students. He also supported the creation of the LLS 2XX: Criminal Justice in Latinx Literature and LLS L2XX: Afro-Latinx Literature courses, in particular, as they would contribute to the

department's existing curricular goals to offer more classes related to Latinx experiences of criminal justice and to courses on anti-Black racism and racial justice.

- 6) We presented a brief overview of the minor's current structure and proposed revisions. Then, we discussed how the revisions speak to both departments' goals of diversifying their curricula and the wider campus discussions on offering a culturally responsive and anti-racist curriculum. Next, we displayed a teaching schedule that described how we would offer two courses from each of the three proposed sections each year. We then discussed how the process of review might move forward between both departments. There was general consensus that the curriculum committees of each department would review the courses with their respective designations (for example, the LLS committee would review and approve the LLS-designated courses). The department chairs would then review and sign off on the courses that do not carry their own designation (for example, the LLS department chair would sign off on the LIT courses once they were approved by the English curriculum committee).

8. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

Latinx Literature Minor (2021-22 reflecting proposed changes)

Description. This minor examines Latinx authors writing in English and focuses on the four major Latinx groups – Mexican, Puerto Rican, Cuban, Dominican – as well as other significant U.S. Latinx populations – Colombian, Peruvian, Ecuadorian, Salvadoran, and Guatemalan. While applying literary criticism and taking an interdisciplinary approach, which may also include the study of music, religion, politics, film, and the visual arts, this minor provides a well–rounded understanding of the cultural elements that contribute to Latinx literature. In addition, this minor will enable students to develop the critical reading and writing skills essential for graduate study and careers in the law, education, public policy, writing, and government. Among the broad issues this minor will address include the following: diaspora; bilingual aesthetics; street literature; criminal and social justice; border narratives, citizenship, and the law; experiences of exile; Afro–Latinidad; Latina feminisms; queer identities; orality; and ethnicity.

Learning Outcomes

Students will:

- **Explain and analyze** ~~Know~~ Latinx literature and its role in expanding the American literary canon.
- Synthesize and incorporate dominant theoretical and historical perspectives on Latinx literature.
- Evaluate principal concepts in Latinx literature including identity, race, nationalism, diaspora, bilingualism, class, and gender.
- Analyze multiple ways Latinx literature addresses issues related to immigration, national borders, citizenship, crime, incarceration, law enforcement, and the justice system.
- **Discuss** ~~Gain an overview of~~ Latinx cultural production, with an emphasis on literature, and an interdisciplinary awareness of film, music, and visual art.
- ~~Through written work and oral presentations, students will~~ **Read** texts closely and critically **through oral and written products** and acquire writing competence in literary argumentation using textual evidence and critical sources.

Rationale. The minor will expose students to a dynamic body of literature that, for the past fifty years, has gained national prominence and international acclaim. Latinx writers, poets, essayists, journalists, and playwrights have won major literary awards including the Pulitzer Prize in literature, drama, and poetry. Latinx writers come from varying racial, cultural, and geographic locations. These diverse backgrounds give birth to a rich literature whose expressive range and sensibilities significantly enlarge the field of American literature. As with all literature classes, Latinx literature classes will help develop student mastery of analytical reading, interpretation, and effective rhetorical skills. As one part of John Jay’s overall rigorous curriculum, the Latinx Literature minor will help students develop effective written communication skills as well as formulate nuanced perspectives on cultural diversity that are necessary for success in personal and professional endeavors.

Credits required. 18

Minor coordinators. Professors Richard Perez, English Department, (646.557.4408, rperez@jjay.cuny.edu) and Belinda Linn Rincón, Latin American and Latinx Studies and English Departments, (212.237.8750, brincon@jjay.cuny.edu)

Requirements. A maximum of two courses can overlap with a student's major, other minor or program.

Part One: Core Course ~~200-level Foundation Course~~ Subtotal: 3
Select one of the required courses:

LLS 1XX: Introduction to Latinx Literature
LIT 265: Foundations in Latinx Literature

Advisor's recommendation: LLS 1XX is part of the Flexible Core: U.S. Experience in Its Diversity area and LIT 265 is part of the College Option: Justice Core I (200-level transfer student seminar) areas of the College's Gen Ed Program.

Part Two: 100- and 200-Level Electives ~~300-Level Course Requirements~~ Subtotal: **6** ~~12~~-cr.

Select **two** ~~four~~ courses:

LLS 1XX: Criminal Justice in Latinx Literature
LLS 2XX: Latinx Film and Media
LLS 2YY: Afro-Latinx Literature
LLS 2WW: Latinx Horror and Gothic Literature
LLS 2ZZ: The Graphic Novel in Latinx Literature
~~LIT 357: Latinx Street Literature~~ (moved to Part Three)
~~LLS 362: Entangled Tongues: Bilingualism in Latinx Literature~~ (moved to Part Three)
~~LLS 363: Il/egal Subjects: Latinx Literature and the Law~~ (moved to Part Three)
~~LLS 364: Ethical Strains in Latinx Literature~~ (moved to Part Three)
~~LIT 383: Gender and Sexuality in Latinx Literature~~ (moved to Part Three)

Advisor's recommendation. Note to be added, when courses are approved for the Flexible Core by the Pathways Faculty Review Committee.

Part Three: **300- and 400-Level Electives** ~~Course~~ Subtotal: **9** ~~3~~ cr.
Select three courses: ~~Required~~

LIT 357: Latinx Street Literature

LLS 362: Entangled Tongues: Bilingualism in Latinx Literature

LLS 363: II/legal Subjects: Latinx Literature and the Law

LLS 364: Ethical Strains in Latinx Literature

LIT 383: Gender and Sexuality in Latinx Literature

LIT 409: Seminar in Latinx Literature

Total Credit Hours: 18

John Jay College of Criminal Justice
Committee on Undergraduate Curriculum and Academic Standards

Undergraduate Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. **Date submitted:** September 21 2021
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Raymond Patton
 - b. Email address of proposer: rpatton@jjay.cuny.edu
 - c. Phone number: 734-646-1392
3. **Name of major, minor or certificate program being revised: John Jay Honors Program**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: Honors Faculty Advisory Board, 10/26/2021
 - b. Name of department chair or major/minor coordinators approving this proposal: Raymond Patton
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

The changes pertain to three separate areas, the first two of which are clarifying curricular details that are already in place, and the third of which is a response to a discussion over the past year among Honors student leaders, faculty, and staff about signaling the Honors Community's commitment to Diversity, Equity, and Inclusion. Specifically, the changes include the following:

- 1) Updating Capstone course options to include HON 484/485: The Honors Year-Long Project-based Capstone Sequence
- 2) Updating Honors electives: Special Topics options to specify HON 380 Selected Topics and HON 385 Faculty Mentored Research, and direct students to advisors for alternative options
- 3) Including a statement of the Honors Program values in the bulletin description and updating outdated text

6. **Please provide a rationale for the changes:**

- 1) The original proposal for the Honors Program included options for either a traditional academic capstone, or an experiential, applied, community and/or project-based capstone ("Option B"). Over the past few years, the Honors

Program has made use of HON 484-485 to guide students through project-based capstone projects; we are updating the bulletin to reflect this option for completing the program requirements. This will also appear in Degreeworks and ease students' certification for financial aid.

- 2) Over the past several years, the Honors Program has offered a growing variety of special topics courses (HON 380) addressing compelling interdisciplinary topics of interest to students and faculty mentored research experiences rather than relying on resource-intensive "contract"-based options, so we are updating the language of the bulletin to make it clear to students that HON 380 is the main way to satisfy this requirement. We are also formally including HON 385, faculty mentored research, as an option for this requirement. This will also make it easier for students to be certified for financial aid based on Degreeworks.
- 3) In a sustained discussion about the tensions that emerge from Honors Programs as "elite" or "exclusive" spaces for gifted students in the context of an American higher education landscape beset by historic and systemic inequality, a group of Honors students collaborated with faculty and staff to survey our Honors community for the values that are most important to us. The proposed values statement based upon the survey results communicates that Honors is a diverse and inclusive community that welcomes students from across the spectrum of John Jay's student population.
- 4) **How do these proposed changes affect other academic programs or departments?**

- a. Which program(s) or department(s) will be affected?

While some departments offered Honors sections of courses (STA 250, MAT 301, LAW 301) in the past, these have not been offered in recent years, so there will be no impact on other departments.

- 5) **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:** Not applicable

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>)

- 6) **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

John Jay College Honors Program

(UG Bulletin 2021-22 reflecting the changes)

Honors at John Jay is a diverse and inclusive community of learners that is committed to equity, democracy, and dialogue. We value intellectual risk taking, knowledge, and resilience, and act with integrity, respect, and compassion. The **intellectual** organizing theme of the John Jay College Honors Program is "the Common Good." This theme reflects the college mission statement and provides an intellectual framework for the honors curriculum. The program is designed to promote academic excellence and is inclusive of students in all majors at the college. The curriculum encourages students to explore research in their chosen disciplines that addresses contemporary community problems. Honors program students take between 17 and 29 credits in Honors courses, depending on their point of entry into the program. Students write a senior thesis and present their honors research at a ~~national~~ conference **open to the campus and the wider community.**

The year-long Honors Colloquium (HON 181 & HON 182) introduces new students to the 'common good' framework and its relevance to **their personal**, academic and civic life. ~~Peer mentors lead groups of new students through a year-long community service project.~~

The sophomore level courses (HON 201 and HON 202) introduce students to diverse intellectual perspectives on the Common Good, and examples of how individuals have championed the Common Good in their pursuit of a more just world.

The junior level courses (HON 301 and HON 380) guide students through using the process of research to conduct rigorous study in order to address unanswered questions and unsolved problems across a variety of disciplinary perspectives, while Honors special topics courses (HON 380) give students the opportunity to explore a topic or issue of interest to the community in greater depth.

The final senior seminar (HON 401 **or HON 484-485**) ~~brings the entire graduating class back together to present and discuss their various senior capstone projects and the relevance of these projects to the theme of the program. The seminar provides an opportunity for students to reflect on how the ongoing exploration of the common good has prepared them for their roles as scholars, practitioners, and citizens of a global community.~~ **is the culmination of students' undergraduate careers in which they work with a faculty mentor on a sustained research project that either builds on their academic work in their major (HON 401) or provides the opportunity to apply research to pressing issues facing their communities or professional field (HON 484-485).**

In addition to these academic requirements, Honors Program students are expected to engage in a minimum of four extracurricular events (cultural, scholarly, and community) designated by the Program each year, to maintain a minimum GPA of 3.3 each semester, and to uphold the standards specified in the Honors Program Contract, which students sign upon entering the Program.

Learning Outcomes. Students will:

- demonstrate a critical understanding of the concept of the Common Good, and its relation to issues of social justice.
- integrate and communicate perspectives of the humanities, social sciences and natural sciences in written and oral work, and in research endeavors.
- apply leadership skills to their research projects, community work and other professional endeavors.
- write and speak with competence in appropriate academic language.
- develop their own perspectives on ethical issues regarding community, society and the Common Good.

Credits Required. 17-29 (Freshmen entry requires 29 credits, Sophomore entry 23 credits, and Junior entry 17 credits)

Faculty Director. Raymond Patton, PhD, Associate Professor of History
(646.781.5207, rpatton@jjay.cuny.edu)

Program Manager/Advisor. Alana Philip (212.484.1122, aphilip@jjay.cuny.edu)

Student Support Manager/Advisor. Adrienne Fitzgerald (212-393-6407,
afitzgerald@jjay.cuny.edu)

Specialist/Advisor. Sara Shaw-Clarke (sashaw@jjay.cuny.edu)
Advisor. Alexandra Probst (aprobst@jjay.cuny.edu)

Macaulay Honors College at John Jay Advisor. Aisha Abdelmula
(aabdelmula@jjay.cuny.edu)

Admission

Application required

There are three entry points into the Honors Program:

Entering Freshmen: Admission is based upon the student's high school average, their application essay and other materials, and an interview.

Continuing and Transfer Students: Admission is based upon the student's college GPA, their application essay, and an interview. John Jay students who have completed 2-4 semesters of college and have a minimum of four semesters remaining at John Jay may apply to join the program as

sophomores (at least six semesters remaining) or juniors (at least four semesters remaining). To be eligible, students must have a cumulative GPA of 3.3 or higher, and no more than 75 credits completed at the time of entry into the program.

Students should consult the Honors Program website about the application process and timeline. The application and more information can be found at: <https://www.jjay.cuny.edu/how-apply-o>

Required Courses for Freshman Entry

Freshman Year

ENG 101 Composition I (Honors Section)
 ENG 201 Composition II (Honors Section)
 FYS First Year Seminar (Honors Section)
 HON 181 Honors Colloquium I (formerly HON 191)
 HON 182 Honors Colloquium II (formerly HON 192)

OR

ENG 260 Grammar, Syntax, and Style: Writing for All Disciplines (Honors Section)
 LIT 237 Literature as Witness [CO: Learn from Pas] (Honors Section)
 FYS First Year Seminar (Honors Section)
 HON 181 Honors Colloquium I
 HON 182 Honors Colloquium II

Sophomore Year

HON 201 **Critical Perspectives on the Common Good** Intellectual Foundations I: What is the ~~Common Good?~~ (course revision submitted)

HON 202 ~~Intellectual Foundations II:~~ **Leadership and the Common Good** (course revision submitted)

~~200-level Honors Discipline Course in the major~~ **or HON 380 Selected Topics** **or HON 385**

Faculty Mentored Research (Note: It may be possible to fulfill this requirement with a course for Honors in your major or a graduate course. Contact your Honors advisor for more information.)

Junior Year

HON 301 The Idea of the Common Good Across Disciplines

~~Two 300-level Honors Disciplinary Courses (HDC)~~ **or HON 380 Selected Topics** ~~or 1 graduate course in the major~~ **AND 1 HDC** ~~or HON 380 Special Topics~~ **and/or HON 385 Faculty Mentored**

Research (Note: It may be possible to fulfill this requirement with a course for Honors in your major or a graduate course. Contact your Honors advisor for more information.)

Senior Year

HON 401 Honors Capstone Seminar: Research and the Theme of the Common Good

OR

HON 484-HON 485 -The Honors Year-Long Project-based Capstone Sequence

Required Courses for Sophomore Entry

Sophomore Year

HON 181 Honors Colloquium I (formerly HON 191)

HON 182 Honors colloquium II (formerly HON 192)

HON 201 Intellectual Foundations I: What is the Common Good?

HON 202 Intellectual Foundations II: Leadership and the Common Good

~~200-level Honors section course in the major~~ **or** HON 380 Selected Topics **or HON 385 Faculty**

Mentored Research (Note: It may be possible to fulfill this requirement with a course for Honors in your major or a graduate course. Contact your Honors advisor for more information.)

Junior Year

HON 301 The Idea of the Common Good Across Disciplines

~~Two 2 x 300-level Honors Disciplinary Courses (HDC) or HON 380 Selected Topics or 1 graduate course in the major AND 1 HDC or HON 380 Special Topics~~ **and/or HON 385 Faculty**

Mentored Research (Note: It may be possible to fulfill this requirement with a course for Honors in your major or a graduate course. Contact your Honors advisor for more information.)

Senior Year

HON 401 Honors Capstone Seminar: Research and the Theme of the Common Good

OR

HON 484-HON 485 -The Honors Year-Long Project-based Capstone Sequence

Required Courses for Junior Entry

Junior Year

HON 181 Honors Colloquium I (formerly HON 191)

HON 182 Honors colloquium II (formerly HON 192)

HON 201 Intellectual Foundations I: What is the Common Good?

HON 301 The Idea of the Common Good Across Disciplines

~~Two 2 x 300-level Honors Disciplinary Courses (HDC) or HON 380 Selected Topics or 1 graduate course in the major AND 1 HDC or HON 380 Special Topics~~ **and/or HON 385 Faculty**

Mentored Research (Note: It may be possible to fulfill this requirement with a course for Honors in your major or a graduate course. Contact your Honors advisor for more information.)

Senior Year

HON 401 Honors Capstone Seminar: Research and the Theme of the Common Good

OR

HON 484-HON 485 -The Honors Year-Long Project-based Capstone Sequence

PROPOSAL

TO: UCASC Academic Policies and Standards Subcommittee

FROM: Wynne Ferdinand, Director of General Education and Educational Partnerships

RE: Proposal to amend graduation requirements for CUNY Justice Academy students

DATE: 10/8/21

PROPOSAL

This proposal seeks to amend the current residency policy for students enrolled in majors that are part of the CUNY Justice Academy (CJA). The current residency policy requires baccalaureate students to complete at least 50% of major courses in residence at John Jay. However, this policy poses a barrier for on-time graduation for students who successfully complete the CJA approved, and advisor recommended, course sequence to earn the associate degree, and transition to and graduate from John Jay College. Reducing the residency requirement for CJA majors to 40% will benefit a small but significant population who followed the pathway designed by John Jay and our CJA partner campuses. As the table on the following page indicates, we estimate less than 20 students per year earn the maximum number of transfer credits.

There are consequences to the student that present hardships with few positive solutions. In the best scenario, when students will bring this impediment to the attention of advisors, The Office of Undergraduate Studies can assist with course substitutions wherever possible. If they do not, they will need to enroll and pay for an additional course, thereby delaying graduation. In the worst scenario, students who do not resolve the credit residency discrepancy will never graduate from the college, despite having completed all academic requirements for their major.

The CUNY Justice Academy is a dual admissions/dual degree program for students in associate degree programs at the seven CUNY community colleges. Since inception, the Justice Academy has grown to serve students entering nine majors at John Jay College. Justice Academy students comprise close to 40% of the entering transfer class each year and outpace their peers in progress towards and completion of baccalaureate degrees at the college. The success of Justice Academy students directly contributes to the College's 68% six-year transfer graduation rate, the highest of any senior college in CUNY.

The current graduation requirements for candidates for the baccalaureate degrees requires that students:

- Complete at least 120 credits to obtain a degree, including completion of all required courses, and major requirements
- Earn at least a cumulative grade point average of 2.00, a grade point average of 2.00 in their majors, and cleared all accounts with the College
- Complete at least 30 credits at John Jay **as well as 50 percent of their major.**

For CUNY Justice Academy students, we propose the requirements be amended to:

- Complete at least 120 credits to obtain a degree, including completion of all required courses, and major requirements
- Earn at least a cumulative grade point average of 2.00, a grade point average of 2.00 in their majors, and cleared all accounts with the College
- Complete at least 30 credits at John Jay **as well as 40 percent of their major.**

Students in three of the six Criminal Justice CJA programs are able earn credits at their community college to be applied as transfer credit in excess of 50% of the major requirements for the Criminal Justice B.S. program at John Jay College. These opportunities for completion of additional credits to transfer to John Jay have developed over time, as Borough of Manhattan Community College, Kingsborough Community College, and Queensborough Community College created new courses and programming as a part of the Justice Academy. In the meantime, John Jay has also made adjustments to the CJBS major, to include a second diversity requirement beginning in 2021-22. This policy shift will not only support students but reflect a need to support the evolution of academic program requirements and course offerings as they adjust to reflect current student needs and goals and meet the demands for professional and post-graduate preparation.

See the chart below for detail of possible transfer credits to the Criminal Justice B.S. degree program. Where the maximum number of transfer credits applied to the degree exceeds 50% of major requirements at John Jay, students will have elected to complete additional criminal justice courses to satisfy general elective options at the community college. We estimate a small minority of students, less than 20 per year, earn the maximum number of transfer credits for the CJBS major shown in the table below. To facilitate processing of Justice Academy students for graduation, Undergraduate Studies can share a list of enrolled CJA cohort students with the registrar each semester.

Two Year College	Maximum number of credits eligible for transfer to CJBS major	Additional number of credits completed for CJBS requirements at John Jay College	Percent of major requirements completed at John Jay College	Number of graduates fall 2015 cohort (as of spring 2019)
BMCC	27	18	40%	48
BCC	21	24	53%	116
HCC	21	24	53%	23
KCC	27	18	40%	59
LGCC	21	24	53%	90
QCC	24	21	47%	77

CUNY Justice Academy students complete a closely monitored and carefully aligned program of study, so their learning experiences and participation in major-related activities will not be diminished. Thus, the graduation requirements for Justice Academy students should be revised to reflect students' well-intentioned actions to accelerate their progress to completion of the linked associate and baccalaureate degrees in the Justice Academy and to reduce burden on the evaluation process for awarding of degrees at John Jay College.

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

New Course Proposal Form

Date Submitted: March 2021

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

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

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

1. Prof. Andrew Karmen, Professor

akarmen@jjay.cuny.edu

212.237.8695

2. Prof. Patricia Johnson Coxx, Adjunct Assistant Professor

Pjohnson@jjay.cuny.edu

(646) 781-5123

2. a. **Title of the course: Health, Equity & Social Justice**

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Health, Equity, Social Justice

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 serves as a General Education requirement for the College's 200-level Transfer Student Seminar. Although students are expected to have experience in college classes, they are not expected to have disciplinary prerequisites.

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

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

Historically, Health and Medicine has been integrated into the academic curriculum of most Introduction to Sociology courses, and included as a significant chapter in most leading *Introductory Sociology* textbooks. Therefore, many sophomore transfer students have been introduced to health-related sociological issues in their introductory course,

SOC 101. This new course, *Health, Equity, & Social Justice*, will provide students with the opportunity to examine health and equity in society, as well as apply sociological issues related to health disparities and social justice. This course addresses the goals of the new 200-level *Justice and the Individual* general education category by creating opportunities for students to: 1) develop inquiry skills, 2) explore current issues and core values of justice, 3) connect with a diverse academic community while fulfilling the College's mission of *educating for justice* and, 4) identify and develop an understanding of health related equity issues by reading selections from an updated Open Educational Resources (OER) sociology textbook. This text is *designed for undergraduate students, providing foundational sociological theories and contexts, various aspects of human and social interactions related to critical thinking about society and culture, as well as the Social Construction of Health and Theoretical Perspective on Health and Medicine* (OpenStax, 2021).

The selected readings, course materials and other resources will assist students in the further development of their reading fluency and critical analytical skills. Course activities require students to complete scaffolded exercises and related activities analyze, question, clarify understanding of, and summarize public health related evidence-based research, and learning about newly emerging issues related to public policy, government, and healthcare in publications.

Further, the American Medical Association (AMA) Equity Plan 2021-2023 is *committed to embedding racial and social justice within [their] organization, in medicine and throughout health care*. As a result of the Equity Plan, the AMA House of Delegates (HOD) adopted new policy that includes encouraging, *the development, implementation and evaluation of undergraduate, graduate and continuing medical education programs and curricula that engender greater understanding of the causes, influences, and effects of systemic, cultural, institutional and interpersonal racism, as well as how to prevent and ameliorate the health effects of racism* (O'Reilly, K.B., 2020). The Equity Plan and Policy supports the development of courses in sociology and other disciplines related to Health, Equity, & Social Justice.

Additionally, the AMA's Equity Plan recommends curriculum changes that include:

- Demonstrating how the category of "race" can influence health outcomes.
- Supporting "race" as a social construct and not a biological determinant.
- Presenting race within a socioecological model of individual, community and society to explain how racism and systemic oppression result in racial health disparities."

This course addresses the goals identified by the AMA's Equity Plan (2021-2023) and provides students with a new opportunity to explore health equity and public health issues with a sociological lens.

NOTE: For the full article, See: O'Reilly, K.B.(Ed.). (2020, November 16). *AMA: Racism is a threat to public health*. Health Equity. American Medical Association. <https://www.ama-assn.org/delivering-care/health-equity/ama-racism-threat-public-health>

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

This course will examine equal rights and opportunities, as they relate to public health crises and address the social determinants of health and equity. Students will explore the principles of social justice (access to resources, equity, participation, diversity, and human rights) as they relate to current public health crises, including global pandemics (e.g., Coronavirus Disease of 2019 (COVID-19) and HIV/AIDS), national epidemics (e.g., domestic violence (and intimate partner violence), mass killings by firearms, and racism, as a public health crisis).

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

6. Number of:
- a. Class hours 3
 - b. Lab hours None
 - c. Credits 3

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

No Yes. If yes,

A **SOC 282-99: Special Topic: COVID-19, NYC and Survival**

- a. Semester(s) and year(s): Fall 2020
- b. Teacher(s): Prof. Patricia Johnson Cox
- c. Enrollment(s): 28
- d. Prerequisites(s): ENG 101, SOC 101 or permission of the instructor

B **SOC 220-01: Health, Equity, & Social Justice**

- e. Semester(s) and year(s): Fall 2021
- f. Teacher(s): Prof. Patricia Johnson Cox
- g. Enrollment(s): 25
- h. 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?

The learning outcomes for this course are modeled on the required outcomes for 200 level college option courses. They have been adapted to reflect the subject matter of the course.

Learning Outcomes for 200-Level Social Justice Transfer Seminars

1. Inquiry: Analyze issues of justice using methodologies appropriate to course subject matter/discipline.

2. Habits of Mind: Understand one's own role in the creation of knowledge as it relates to academic and professional goals.

3. Collaboration: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.

4. Community Awareness: Develop understanding of opportunities, resources, and services available in the campus community.

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)

Sociology Minor (Part Two: Electives).

The sociology department will continue to monitor enrollment in this course and determine whether it should be added as a major elective to Sociology or Criminology in the near future.

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:

College Option:

Justice core:	
Justice & the Individual (100-level)	
Justice & the Individual (200-level)	✓
Struggle for Justice & Equality in U.S. (300-level)	
Justice in Global Perspective (300-level)	
Learning from the Past	
Communication	

This course was developed specifically for transfer students during a year-long series of workshops hosted by the Department of Undergraduate Studies.

11. How will you **assess student learning**? Students' learning will be assessed, as follows:

Monthly Quizzes

The Monthly Quizzes (e.g., September, October, and November) will test students' ability to understand and analyze the key terms, concepts as well as the social construction and interrelationship of health, equity and social justice. Quiz details to be announced.

The Quizzes will count towards 30% of the Final Grade.

Each Quiz will assess students' achievement for Learning Outcome I: *Inquiry*.

Health, Equity, & Social Justice Essay

The Health, Equity, & Social Justice Sociological Essay format and instructions will be announced. The Essay will be graded based on the quantity and quality of written answers to specific entry prompts. A grading rubric will be distributed along with the writing assignment.

The Essay will count toward 20% of the Final Grade.

The Essay will assess students' achievement for Learning Outcome 2: *Habits of Mind*.

Research Poster Project

At the beginning of the semester, students will randomly be assigned into groups to work Research Poster project. Each group will select a topic related to health, equity and social justice and work collaboratively (e.g., breakout rooms and respond to discussion board prompts) to prepare a community-wide presentation to be presented at the end-of-the-semester. Students will be provided a uniform template and grading rubric. Each component of the Research Poster will be graded based on the rubric.

The Research Poster Project will count towards 25% of the Final Grade.

The Research Poster Project will assess students' achievement for Learning Outcome 1: *Inquiry*, Learning Outcome 3: Collaboration, and Learning Outcome 4: Community Awareness.

Discussion Board:

Students will discuss their analysis, methods, and research findings in Discussion Board forums, as well as in class discussion.

The Discussion Board dialogue will count towards 15% of the Final Grade.

The Discussion Board will assess students' achievement for Learning Outcome 3: Collaboration and Learning Outcome 4: Community Awareness.

Digication (digital) ePortfolio

Students will design a digital portfolio that will consist of all of their work during the semester in Health, Equity, and Social Justice.

The Digication (digital) ePortfolio will count toward 10% of the Final Grade.

The digital portfolio will assess students' achievement for Learning Outcome 2: *Habits of Mind*.

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

No ___ Yes

If yes, please state the librarian's name: Vee Herrington

Did you check the existing **OER** (Open Educational Resources) to support teaching of this course? <https://johnjay.digication.com/2018-2019-course-conversion-project-oer-and-aer/home-1>

No ___ Yes

Are there adequate resources in the library to support students' work in the course?
(Please check all that apply):

OneSearch (the library discovery tool)

eBooks

Subject specific library databases:

Academic Search Complete

NexisUni

Criminal Justice Abstracts

Gale Reference Sources

PsycInfo

Sociological Abstracts

Sociology Database

Health Database

Human Rights Database

Current Events Database

Other database(s): (list them here): Health Database

Are there existing library Research Guides to support your class?

<https://guides.lib.jjay.cuny.edu/>

No _____
 Yes: To be developed

If you have any acquisitions suggestions (print/electronic/media) for the library list them here (or attach a separate compilation).

McKay, F.H. & Taket, A. (2020). Health, Equity, Social Justice and Human Rights, 2d ed. (Routledge).
 Rose, P.R. (2020). Health, Equity, Diversity, and Inclusion: Context, Controversies, and Solutions. 2d ed. Jones & Bartlett Learning.

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: Fall 2021

15. **Faculty - Who** will be assigned to teach this course? Full-time and Adjunct Faculty, Department of Sociology

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? Yes. How does this course **differ**? The discipline, course content and curriculum are different.

No

Currently, these are the College's courses with health or Medicine
 PED 185 Health Issues in the Uniformed Services
 HIS 362: History of Science and Medicine: Pre History to 1650

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?

No

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

Presented to the Department of Sociology, Curriculum Committee and passed.

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: Robert Garot, Chair, Department of Sociology

**John Jay General Education College Option
Course Submission Form**

Course Prefix & Number	SOC 220-01
Course Title	Health, Equity and Social Justice
Department or Program	Sociology
Discipline	Sociology
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101 Open to transfer students entering at Sophomore Standing or higher
Co-requisites	
Course Description	This course will examine equal rights and opportunities, as they relate to public health crises and address the social determinants of health and equity. Students will explore the principles of social justice (access to resources, equity, participation, diversity, and human rights) as they relate to current public health crises, including global pandemics (e.g., Coronavirus Disease of 2019 (COVID-19) and HIV/AIDS), national epidemics (e.g., domestic violence (and intimate partner violence), mass killings by firearms, and racism, as a public health crisis).
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended (See attached)
<p>Indicate the status of this course being nominated: A new course being proposed</p> <p><input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed</p>	
<p>John Jay College Option Location</p> <p>Please check below the area of the College Option for which the course is being submitted. (Select only one.)</p>	

<p>Justice Core</p> <p><input type="checkbox"/> Justice & the Individual (100-level)</p> <p><input checked="" type="checkbox"/> Justice & the Individual (200-level transfer seminar)</p> <p><input type="checkbox"/> Struggle for Justice & Inequality in U.S. (300-level)</p> <p><input type="checkbox"/> Justice in Global Perspective (300-level)</p>	<p><input type="checkbox"/> Learning from the Past</p>	<p><input type="checkbox"/> Communication</p>
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<p>Learning Outcomes</p> <p>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</p>	
<p>I. Justice Core I: Justice and The Individual (200-level transfer seminar) Please explain how your course meets these learning outcomes. Students will meet the learning outcomes:</p> <p>by critically reading selected course materials, reviewing websites and related sources, attending webinars, participating in collaborative group work and engaging in dialogue, conducting research, and completing writing assignments and journals, students will be equipped with the tools, skills <i>and</i> knowledge to:</p>	
<p>In <i>Health, Equity & Social Justice</i> students will analyze issues of health, equity and social justice using materials related to the course (e.g., selected readings, media, social media, government related health, equity and social justice websites, and related materials; student will be assessed using</p>	<ul style="list-style-type: none"> • Inquiry: Analyze issues of justice using methodologies appropriate to course subject matter/discipline.

<p>various assessment tools to demonstrate their understanding of the key terms, concepts, and understanding of the social construction and interrelationship of health, equity and social justice.</p> <ul style="list-style-type: none"> • Assignment(s): <p>Name: Research Essay Outcome: Students will conduct research by identifying key terms, theoretical concepts, and analyze the relevant social construction of health disparities and submit a Research Essay (scaffold assignments) Weeks 3 – Week 12</p> <ul style="list-style-type: none"> • Assignment(s): <p>Name: Reflection Papers Outcome: Students will prepare weekly summaries of related to their analysis of webinars, websites, and selected reading materials and sources. Weeks 2 – Week 14</p> <ul style="list-style-type: none"> • Assignment(s): <p>Name: Monthly Quizzes Outcome: Students will be required to complete end-of-the month quizzes that will assess their ability to identify key terms, theoretical concepts, and analysis of the relevant social construction of health disparities. Weeks 4, 8, and 12</p>	
<p>In Health, Equity & Social Justice students will practice developing and</p>	<ul style="list-style-type: none"> • Habits of Mind: Understand one’s own role in the creation of knowledge

<p>presenting their research pitch to peers, construct a digital ePortfolio and collaboratively designing a Research Poster that will record and demonstrate their creative knowledge as it relates to their academic and professional goals, as well as memorialize their research Sophomore academic experience.</p> <ul style="list-style-type: none"> • Gather, interpret and assess key issues in public health and the community • Develop the ability to conduct research and locate scholarly sources, use theme-based sociology, health and social justice journals as well as reports, databases, and social media sources • Assignment(s): Name: Drafting and Presenting a Health, Equity & Social Justice Research Pitch Outcome: Students will explore issues related to health, equity and social justice; view research pitch videos, and practice pitching research ideas to their peers while gathering background information related to their Research Poster. Research Project: Pitching Your Research Idea Weekly: Group Work • Assignment(s): Name: Research Essay Outcome: Students will develop the ability to conduct research and locate evidence-based sources and 	<p>as it relates to academic and professional goals.</p>
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<p>other sources related to health, equity, and social justice, resulting in a Research Essay and contributing to their Research Poster group efforts. Scaffolding will be implemented into several research assignments and students will provided feedback for each assignment before submitting the final Research Essay. Weeks 3 – Week 12</p>	
<p>In <i>Health, Equity & Social Justice</i> students will experience the art of collaboration and student engagement by actively working group settings (e.g., breakout rooms, discussion groups, and creating polls, and multimedia forums) throughout the semester to complete major research project related to health, equity and social justice that will be presented to the College community.</p> <ul style="list-style-type: none"> • Review lectures, webinars, and career-related materials related to health and social justice and participate in role-playing activities • Assignment(s)/Activities: Name: Discussion Board Outcome: Students will review health, equity and social justice webinars, as well as review career-related materials and interact with guest lecturers and participate in various exercises (e.g., actively role- 	<ul style="list-style-type: none"> • Collaboration: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.

<p>play Presenter and Audience). Weeks 3, 9, 12</p> <p>Name: Health, Social Justice and Equity Team Building Exercises: Health, Equity or Social Justice Games</p> <p>Outcome: Students will engage with their peers in numerous team-building activities by participating in academic-centered games (e.g., locating materials, sources, and other materials relevant to the course and their projects) by actively collaborating with their peers (e.g., Scavenger Hunt, Jeopardy, Trivia) that consist of individuals from various countries, neighborhoods, racial/ethnic backgrounds, religions, sexual orientation and gender identity.</p>	
<ul style="list-style-type: none"> • In <i>Health, Equity & Social Justice</i>, students will demonstrate a knowledge and understanding of their place in the community by participating in a college-wide showcase event presenting their academic work related to health, equity and social justice, reviewing career and internship opportunities posted on Blackboard, academic and student-centered resources, and actively taking advantage of the services available on-campus for students, as well as off-campus (e.g., posted on Blackboard: Help for You and Your Family). • Name: Actively participate in remote-learning educational forums (e.g., webinar, conferences), career- 	<ul style="list-style-type: none"> • Community Awareness: Develop understanding of opportunities, resources, and services available in the campus community.

<p>centered informational sessions, and student club-centered activities; apply acquired knowledge and actively apply information (e.g., apply for internships, join student clubs), to effectively demonstrate their understanding of opportunities, resources and services available to the campus community.</p> <ul style="list-style-type: none"> • Weeks 2 – Week 14 • Assignment(s): Name: Reflection Papers Outcome: Students will participate in remote-learning forums, and reflect on a weekly basis in structured writing exercises. Weeks 2 – Week 14 • Assignment(s)/Activity: Name: Public Service Announcement Outcome: Students will participate in educational forums and apply their acquired knowledge to effectively develop a research poster related to health, equity and social justice. Week 3-14 • Assignment(s)/Activity: Name: Digiication ePortfolio Outcome: Students will make their accomplishments public (e.g., Research Essay, Health, Equity and Social Justice collage) and available for review by the college community. Students will participate in Digiication ePortfolio Training and post ePortfolio work 	
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for viewing by the college community. Week 10-15	
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DEPARTMENT OF SOCIOLOGY

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

SOC 220:01: Health, Equity and Social Justice

<p>Course: SOC 220-01 (2xx-Level Transfer Seminar): Course Name: Health, Equity and Social Justice Flexible Core: Sophomore Transfer Seminar Semester: Fall 2021</p>	<p>Contact Hours: 3 hours, 3 credits</p> <ul style="list-style-type: none"> • Mixed Synchronous • Day of Week: Thursdays • Time: 3:05 PM – 5:45 pm
<p>Submitted to Undergraduate Studies/ Curriculum Committee Dr. Andrew Karmen, Professor Dr. Patricia Johnson Cox, Adjunct Assistant Prof.</p>	<ul style="list-style-type: none"> • Office Hours: • Thursdays, 5:45 PM – 6:45 PM or • By appointment Email: (pjohnson@jjay.cuny.edu) Voicemail: (646) 781-5123

COURSE DESCRIPTION: This course will examine equal rights and opportunities, as they relate to public health crises and address the social determinants of health and equity. Students will explore the principles of social justice (access to resources, equity, participation, diversity, and human rights) as they relate to current public health crises, including global pandemics (e.g., Coronavirus Disease of 2019 [COVID-19] and HIV/AIDS), national epidemics (e.g., domestic violence (and intimate partner violence), mass killings by firearms, and racism, as a public health crisis). Prerequisite: ENG 101 and open to incoming transfer students at Sophomore Standing or higher.

Fall 2021 Theme: This course will examine health and equity issues related to a) global pandemics (e.g., Coronavirus Disease 2019 [COVID-19] and HIV/AIDS), b) domestic violence, racism, and mass killings as national public health crises, and c) explore health and equity issues related to gun violence and mental health. Students will be exposed to theoretical discussions and dialogue, interdisciplinary readings, media and social media sources related to health, equity and social justice from sociological perspectives.

Distance Learning Requirements:

- This mixed-synchronous class is listed for a mixture of **synchronous and asynchronous** online instruction.
- Students will be expected to be available for Live Sessions during the specific days and times listed on the schedule that include: **[add date] and [add time]**.
- Attendance is required for all scheduled meetings on Thursdays, as instructed by the Professor. Students are expected to be available at the specific days and times the course meets, with reliable Internet connection and devices capable of responding in real time to instructor questions and completing academic work during the Live Session.
- Based on CUNY's policy, faculty using web conferencing digital technology, you are not required to turn on your cameras during live classes, unless there is a pedagogical need to do so.
- Additional course materials will be delivered in an asynchronous format, according to the course syllabus.

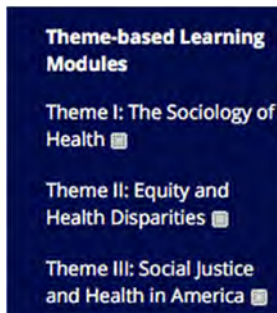
Learning Objectives: Based on weekly journaling, critically reading the selected readings, and the preparation of a research essay related to health, equity and social justice, as well as student engagement and collaborative research projects, students will be equipped with the tools, skills *and* knowledge to:

- **Inquiry:** Identify key terms, theoretical concepts and the social construction and interrelationship of health, equity and social justice

- **Inquiry:** Analyze the history of disparate health-related issues and their impact on social justice in the United States
- **Habits of Mind:** Gather, interpret and assess key issues related to how social determinants impact health, equity and social justice. Develop the ability to conduct research skills and identify scientific evidence (e.g., read and analyze theme-based peer-reviewed journals related to sociology, health and social justice journals), and review reports, databases, social media sources, and related resources.
- **Collaboration:** Engage in collaborative relationships with students from diverse backgrounds to accomplish shared course-related goals, participate in-class and out-of-the classroom Research Student Showcase.
- **Community Awareness:** Actively participate in educational forums (e.g., webinar, conferences) and apply acquired knowledge to effectively develop Research Posters with their peers and faculty, and the assistance of the Peer Success Coach.

Zero-cost Textbook Course: Students are **not required to purchase any textbooks**. Students will be provided with hyperlinks containing the required ***Selected Readings*** and related course materials (e.g., journal articles, periodicals, book chapters, and/or multimedia sources). Students will also be required to view materials in various electronic media formats. Additional readings may supplement the selected readings listed in the syllabus based on current events, guest lectures and other-related events during the course of the semester.

Theme-based Health, Equity & Social Justices: The course is divided into three themes related to Health, Equity and Social Justice.



Each Health, Equity & Social Justice contains:

- Learning Objectives
- Relevant articles and Selected Reading
- Weekly Assignment
- Weekly Discussion Board Assignments
- Information related to Monthly

The Lloyd Sealy Library: Health, Equity & Social Justice Databases

- [Applied Social Science and Technology Source](#)
- [Environmental Studies](#)
- [Health & Medicine](#)
- [Health Policy Reference Center](#)
- [Human Rights](#)
- [Medline via PubMed \(NIH\)](#)
- [Science](#)
- [Sociology](#)
- [World Health Organization Statistical Information Systems](#)

- **Articles on Health Disparities**

The Conversation. 2021. *Articles on Health Disparities*. TheConversation.com
<https://theconversation.com/us/topics/health-disparities-29998>

- **Health Equity Matters Newsletter**

Center for Disease Control. Spring 2021. *Health Equity Matters*. Office of Minority and Health Equity.
<https://www.cdc.gov/minorityhealth/newsletter.html>
 (news, perspectives and progress in the science and practice of health equity).

- **Introduction to Health and Medicine**

OpenStax. 2021. *Chapter 19: Introduction to Health and Medicine*. Glossary. Introduction to Sociology, 3e. Rice University.

- The Center for the Study of Racism, Social Justice & Health. Subscribe to the weekly Newsletter.
<https://www.racialhealthequity.org/mission>

- **The Marshall Project: Healthcare, Mental Health, Prison Health, Privatization (Health Care), Public Health**

Subscribe: <https://www.themarshallproject.org/subscribe>

- **The New York Times, Health**

<https://myaccount.nytimes.com/verification/edupass>

HEALTH POLICY | GLOBAL HEALTH | THE NEW OLD AGE | SCIENCE | WELL | CORONAVIRUS OUTBREAK

- **Public Health Image Library (PHIL)**

Center for Disease Control. 2021. *Public Health Image Library (PHIL)*. Phil.cdc.gov. <https://phil.cdc.gov/>

- **U.S. National Library of Medicine**

U.S. Digital Collections. National Library of Medicine. <https://collections.nlm.nih.gov/>

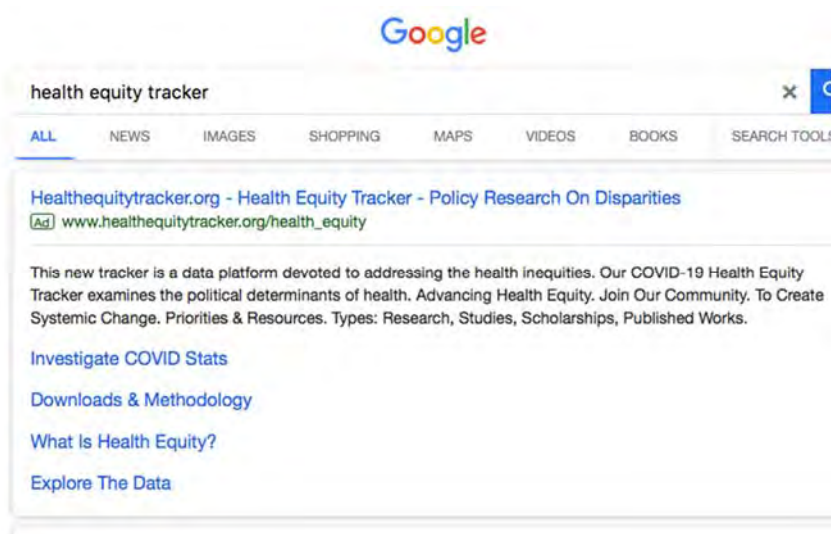
On Reserve: Lloyd Sealy Library:

Tobin-Tyler, E. & Teitelbaum, J.B. 2018. *Essentials of Health Justice: A Primer*. Jones & Bartlett Learning.

Weiss, G.L. & Copelton, D. 2020. *The Sociology of Health, Healing and Illness*, Tenth Ed. Routledge.

Internet: All selected course materials and resources should be available on Blackboard. If you are not able to open a Link, most articles are available on the internet: Google the name of the article.

For example, if you are not able to open the article, *The Health Equity Tracker*, Google the title (see below).



JOHN JAY COLLEGE – ACADEMIC STANDARDS AND POLICIES¹

Letter Grades

Grade Explanation	Numerical Percentage	Value Equivalents
A Excellent	4.0	93.0–100.0
A–	3.7	90.0–92.9
B+	3.3	87.1–89.9
B Good	3.0	83.0–87.0
B–	2.7	80.0–82.9
C+	2.3	77.1–79.9
C Satisfactory	2.0	73.0–77.0
C–	1.7	70.0–72.9
D+	1.3	67.1–69.9
D Passing	1.0	63.0–67.0
D–	0.7	60.0–62.9
F Failure	0.0	Below 60.0

Please Note : An F is not erased from a student's transcript when the course is taken again and passed.

Incomplete Grades

An INC grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of INC. The INC grade will only be assigned in consultation with the student.

Assessment (Course Requirements)		
1.	RESEARCH ESSAY	(20%)
2.	HEALTH, EQUITY AND SOCIAL JUSTICE MONTHLY QUIZ	(30%) (10% EACH QUIZ)
3.	HEALTH, EQUITY AND SOCIAL JUSTICE RESEARCH WEEK GROUP PROJECT	(25%)

¹ John Jay College of Criminal Justice. 2020-2021 Undergraduate Bulletin, *Academic Standards and Policies*.

4.	HEALTH, EQUITY AND SOCIAL JUSTICE DISCUSSION BOARD ASSIGNMENTS	(15%)
5.	HEALTH, EQUITY AND SOCIAL JUSTICE DIGICATION EPORTFOLIO	(10%)
		(100%)

**COURSE REQUIREMENTS -
DESCRIPTIONS**

- **REQUIREMENT #1: The Health, Equity & Social Justice Essay (20% of the Final Grade):** The instructions for the Essay will be posted on Blackboard, as well as the suggested topics, template, and rubric and checklist will be posted on Blackboard under the module, **Research Essay**. Prior to posting your Research Essay, you be required to select a topic, read the instructions, use the template, review the rubric, and use the check-list by checking off each Essay requirement prior to posting on Blackboard. Students will combine previous assignment and add necessary content to write a final research essay. Assignments will be designed so that students will learn research tools, acquire research skills and write a research essay.
- **REQUIREMENT #2: Monthly Quizzes: (Each of the three (3) Quizzes is worth 10% for a total of 30%):** will be available on Blackboard along with Quiz materials labeled (e.g., September, October, and November Quiz) and will cover key terms, concepts, and terminology related to sociology, health and social justice,
 - Each quiz will contain (25 questions) and will be administered and graded (electronically) on Blackboard with a deadline date.
- **REQUIREMENT #3: Research Week Project (25% of the Final Grade):** Students will work on semester-long research project to be presented at the 14th Annual Student First-Year Research Week. Students will work independently and collaboratively in groups using various tools (e.g., Breakout Rooms, Google Docs, Prezi, and/ or Dropbox) to prepare research posters.

SOC 220-Health, Equity and Social Justice (Sophomore Transfer Seminar)			
[Names of Student(s)]			
Prof. Patricia Johnson Coxx		Peer Success Coach [Add Name]	
INTRODUCTION	SOCIOLOGICAL BACKGROUND	HEALTH & EQUITY ISSUES	LIMITATIONS, CONCLUSIONS & RECOMMENDATIONS
SOCIAL JUSTICE ISSUES	RESEARCH METHODOLOGY	FINDINGS	REFERENCES

EXAMPLE OF STUDENT PRESENTATION (See below)

11th Annual First-Year Student Showcase (2018): Missing Body Organs of Brutality Victims



- View New York City’s 59 Community Health Profiles and review the social problems related to each community.

How Healthy is Your Community? Community Health Profiles.

<https://www1.nyc.gov/site/doh/data/data-publications/profiles.page>

- *The New York City Community Health Profiles capture the health of 59 community districts across the city. They contain over 50 measures of neighborhood health, emphasizing that our health starts where we live, work and play. These reports highlight the disparities among neighborhoods and can be used by policymakers, community groups, health professionals, researchers and residents to encourage community engagement and action.*
 1. Groups (5 students each) or class project
 2. Research and select a topic related to Health, Equity and Social Justice using the Library Databases
 3. Decide target audience and presentation
 4. Students draft and present Research Posters at 14th Annual Student Showcase (SASP)
- **REQUIREMENT #4: Discussion Board (Group Work):** (15% of the Final Grade) Students will be required to engage in meaningful dialogue by responding, questioning, challenging and providing comments related to Sociology, Health and Social Justice.
- **REQUIREMENT #5: Digication ePortfolio (10% of the Final Grade):** Students will be required to post their Research Essay, Journal articles, prepare a photo collage related to *Health, Equity and Social Justice* and post their group’s Research Poster - Group Work.
- **Extra-Credit Assignments:** All students will be given the opportunity to complete at least one extra-credit assignments (e.g., attend a webinar, join a student club or association, watch a television program (livestream movie or Podcast), or participate in an activity related to **sociology, health and social justice**. John Jay College’s Extra Credit Policy: *Any [all] extra credit coursework opportunities during the semester are [provided] for a student to improve his or her grade [and] must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.*

COURSE SCHEDULE ²		
Week ## 1-15	Topic	Module(s)
Week 1 (8/26/21)	Defining the Sociology of Health	<p>Health, Equity & Social Justice – Theme I: The Sociology of Health: The Social Construction of Health and Theoretical Perspectives</p> <p>READING: Chapter 19.1 in OpenStax. (2021). "The Sociology of Health and Medicine 3e." Introduction to Sociology. Rice University. https://openstax.org/books/introduction-sociology-3e/pages/19-introduction</p> <ul style="list-style-type: none"> • Health, Equity & Social Justice – Theme I
Week 2 (9/2/21)	Health and Medical Disparities in the United States	<p>Health, Equity & Social Justice – Theme II: Equity and Health Disparities</p> <p>Gibbons, M. C. (2005). A historical overview of health disparities and the potential of eHealth solutions. <i>Journal of medical Internet research</i>, 7(5), e50. doi: 10.2196/jmir.7.5.e50</p> <p>Martin-Howard, S., & Farmbry, K. (2020). Framing a needed discourse on health disparities and social inequities: Drawing lessons from a pandemic. <i>Public administration review</i>, 80(5), 839-844.</p> <ul style="list-style-type: none"> • Health, Equity & Social Justice – Theme II <ul style="list-style-type: none"> ○ Discussion Board Assignment ○ Group Project: Writing the Introduction – Research Poster Project
Week 3 (9/9/21)	Identifying Social Inequities in Healthcare and the Practice of Medicine	<p>Theme II: Equity and Health Disparities</p> <p>AMA. 1995-2021. <i>Reducing disparities in health care Patient Support and Advocacy</i>. American Medical Association. Patient-Support and Advocacy (4 pages)</p> <ul style="list-style-type: none"> • Assignments: Research Poster – Template Distributed <p>How Healthy is Your Community? Community Health Profiles. https://www1.nyc.gov/site/doh/data/data-publications/profiles.page</p> <ul style="list-style-type: none"> • Health, Equity & Social Justice – Theme II <ul style="list-style-type: none"> ○ Discussion Board Assignment ○ Group Project: Conducting Background Research – Research Poster Project
9/16/21		Thursday, September 16, 2021 - No Classes Scheduled
Week 4 (9/23/21)	Applying Sociological Theories, Methods,	Theme II: Equity and Health Disparities: Conducting Research

² Subject to change based on college closings, guest lecturers, and other CUNY rules, regulations and policies.

	and Research to Health, Equity and Social Justice	<p>Venkatapuram, S. (2019). Health Disparities and the Social Determinants of Health: Ethical and Social Justice Issues. <i>The Oxford Handbook of Public Health Ethics</i>, 265-276. doi.org/10.1093/oxfordhb/9780190245191.013.24</p> <ul style="list-style-type: none"> • Health, Equity & Social Justice – Theme II <ul style="list-style-type: none"> ○ Review for September Monthly - Quiz ○ Health Equity & Justice Bio Due
Week 5 (9/30/21)	Healthcare Disparities and the Social, Political and Economic Impact on Society	<p>Theme II: Equity and Health Disparities: Race and Ethnicity</p> <p>Bailey, Z. D., & Moon, J. R. (2020). Racism and the political economy of COVID-19: will we continue to resurrect the past? <i>Journal of Health Politics, Policy and Law</i>, 45(6), 937-950. DOI: 10.1215/03616878-8641481</p> <p>Chandler, C. E., Williams, C. R., Turner, M. W., & Shanahan, M. E. (2021). Training Public Health Students in Racial Justice and Health Equity: A Systematic Review. <i>Public Health Reports</i>, 00333549211015665.</p> <ul style="list-style-type: none"> • Health, Equity & Social Justice – Theme II <ul style="list-style-type: none"> ○ Discussion Board Assignment ○ Group Project: Determining Health, Equity & Social Justice Issues – Research Poster Project
Week 6 (10/7/21)	The Impact of Social Justice, Inequality and Health in the 21 st century	<p>Theme III: Social Justice and Health</p> <p>Inequality and Health. 2021.inequality.org. Retrieved from https://inequality.org/facts/inequality-and-health/</p> <ul style="list-style-type: none"> • Health, Equity & Social Justice – Theme III <ul style="list-style-type: none"> ○ Discussion Board Assignment ○ Group Project: Analyzing and Distinguishing Social Justice Issues – Research Poster Project
Week 7 (10/14/21)	Examining Public Health Data related to Social Constructs (e.g., class distinctions)	<p>Theme I: Sociology of Health</p> <p>Center for Disease Control. (March 23, 2021). <i>National Center for Health Statistics</i>. https://www.cdc.gov/nchs/index.htm</p> <p>New York State, Department of Health. (March 2021). https://www.health.ny.gov/</p> <ul style="list-style-type: none"> • Health, Equity & Social Justice – Theme I <p>Ch. 19.3: Health in the United States (OpenStax, 2021)</p> <ul style="list-style-type: none"> ○ Discussion Board Assignment ○ Group Project: Conducting Background Research – Research Poster Project

<p>Week 8 (10/21/21)</p>	<p>The Impact of Race, Ethnicity, Colorism and Culture on Public Health Issues</p>	<p>Theme II: Equity and Health Disparities</p> <p>Monk Jr, E. P. Colorism and Physical Health: Evidence from a National Survey. <i>Journal of Health and Social Behavior</i>, 2021;62(1):37-52. doi:10.1177/0022146520979645</p> <p>Rossow, I., & Mäkelä, P. (2021). Public health thinking around alcohol-related harm: why does per capita consumption matter? <i>Journal of Studies on Alcohol and Drugs</i>, 82(1), 9-17. doi.org/10.15288/jsad.2021.82.9</p> <p>Snowden, L. R., & Graaf, G. (2021). COVID-19, social determinants past, present, and future, and African Americans' health. <i>Journal of racial and ethnic health disparities</i>, 8(1), 12-20. doi.org/10.1007/s40615-020-00923-3</p> <ul style="list-style-type: none"> • Health, Equity & Social Justice – Theme II Ch. 19.4: Comparative Health and Medicine (OpenStax, 2021) <ul style="list-style-type: none"> ○ Review - October Monthly Quiz ○ Group Project: Determining Health & Equity Issues – Research Poster Project
<p>Week 9 (10/28/21)</p>	<p>Defining Disability, as a public health issue and its Impact on Human Rights</p>	<p>Theme II: Equity and Health Disparities</p> <p>World Health Organization. (December 29, 2017). <i>Human Rights and Health</i> who.int. https://www.who.int/news-room/fact-sheets/detail/human-rights-and-health</p> <p>World Health Organization. (2021). <i>Fact Sheets</i>. who.int. https://www.who.int/news-room/fact-sheets</p> <p>World Health Organization. (2021). <i>Disability</i>. who.int. https://www.who.int/health-topics/disability#tab=tab_1</p> <ul style="list-style-type: none"> • Health, Equity & Social Justice – Theme II (2021). <i>Life Expectancy: Could where you live influence how long you live?</i> Robert Wood Johnson Foundation.org. https://www.rwjf.org/en/library/interactives/whereyouliveaffectshowlongyoulive.html <ul style="list-style-type: none"> ○ Discussion Board Assignment ○ Group Project: What Methods Should Be Used to Determine How Social Determinants Disparately Impact the Health Low-income Neighborhoods?
<p>Week 10 (11/4/21)</p>	<p>How Xenophobia Impacts Health the Social Justice</p>	<p>Theme III: Social Justice and Health</p> <p><i>What Is Xenophobia—And How Does It Affect a Person's Health? Here's What Experts Say.</i> Health.com. Mind & Body. Health, Diversity and Inclusion. https://www.health.com/mind-body/health-diversity-inclusion/what-is-xenophobia</p> <ul style="list-style-type: none"> • Health, Equity & Social Justice – Theme III The Center for the Study of Racism, Social Justice and Health. UCLA Fielding School of Public Health. https://www.racialhealthequity.org/mission <ul style="list-style-type: none"> ○ Discussion Board Assignment

		<ul style="list-style-type: none"> ○ Group Project: Connecting Health, Equity & Social Justice – What are our findings? – Research Poster Project
Week 11 (11/11/21)	Stigmatization of Illnesses as it relates to Social Justice	<p>Theme II: Equity and Health Disparities</p> <p>Murray, L.K., Althoff, K., McGinty, B., & Stuart, E. (January 13, 2021). <i>COVID-19 and Stigma</i>. Johns Hopkins Bloomberg School of Public Health. https://www.jhsph.edu/covid-19/articles/covid-19-and-stigma.html</p> <ul style="list-style-type: none"> ● Health, Equity & Social Justice – Theme II <ul style="list-style-type: none"> ○ Discussion Board Assignment ○ Group Project: Based on what we have learned, researched and analyzed, what are the Limitations, Conclusions and Recommendations related to the relationship of Health, Equity & Social Justice – Research Poster Project
Week 12 (11/18/21)	Health, the Environment and Social Justice	<p>Theme III: Social Justice and Health</p> <p>Donohoe, M. 2019. <i>Environmental Health</i> (Articles and slide shows covering an array of topics in environmental health). Public Health & Social Justice. Phsj.org https://phsj.org/environmental-health/</p> <ul style="list-style-type: none"> ● Health, Equity & Social Justice – Theme III <ul style="list-style-type: none"> ○ Review - November Monthly Quiz ○ Discussion Board Assignment ○ Group Project: Putting the <i>final touches on the</i> Research Poster Project
11/25/21		Thursday, November 25, 2021 – College is Closed (No classes scheduled)
Week 13 (12/2/21)	Morbidity, Mortality, Global Pandemics and the Community	<p>Theme I: The Sociology of Health</p> <p>Rossen, L. M., Branum, A. M., Ahmad, F. B., Sutton, P., & Anderson, R. N. (2020). Excess deaths associated with COVID-19, by age and race and ethnicity—United States, January 26–October 3, 2020. <i>Morbidity and Mortality Wkly Report</i>, 69(42), 1522-1527. doi: 10.15585/mmwr.mm6942e2</p> <p>World Health Organization. December 24, 2020. 10 Global Health Issues to Track. World Health Organization. Who.int https://www.who.int/news-room/spotlight/10-global-health-issues-to-track-in-2021</p> <ul style="list-style-type: none"> ● Health, Equity & Social Justice – Theme III Ch. 19.5: Global Health (OpenStax, 2021) <ul style="list-style-type: none"> ○ Group Project: Each group presents their Conclusions – Research Poster Project

		<ul style="list-style-type: none"> ○ Research Week – Presentations Assignment: Virtual Presentation: Research Poster December 8, 2021 ○ Groups will present their presentations virtually to the College Community
Week 14 (12/16/21)	Digication ePortfolio	<ul style="list-style-type: none"> ● Health, Equity & Social Justice – Digital ePortfolio <ul style="list-style-type: none"> ○ Post Group Projects to Digication ePortfolio
Finals Week	Final Grades	<ul style="list-style-type: none"> ○ Final Grades and Progress Reports

**JOHN JAY COLLEGE
RULES, REGULATIONS & POLICIES**

ATTENDANCE POLICY

- This course is a mixed synchronous, a mixture of synchronous (various modalities) and asynchronous online instruction.
- Students are expected to be available online at the specific days and times listed on the schedule, as communicated by the instructor.
- Additional course materials will be delivered in an asynchronous format according to the course syllabus requiring students to read articles, review media, and respond to Discussion Board questions, complete weekly Quiz, and/or post the Sociological Bio writing assignment.

ONLINE REQUIREMENTS

Students are expected to:

- Log in to Blackboard using your John Jay College email @jjay.cuny.edu
- Read assigned Selected Readings, websites and related resources posted to Blackboard
- Complete writing assignments
- Read, respond, and comment to Discussion Board questions and comments
- Engage in meaningful and respectful dialogue with their peers.

DISTANCE LEARNING – CUNY RECORDING POLICY

“Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the “chat” feature, which allows students to type questions and comments live.”

ACADEMIC INTEGRITY³:

For the complete text of the CUNY Policy on Academic Integrity and the John Jay College Policy on Academic Integrity, click on 2020-2021 John Jay College Undergraduate Bulletin, [Academic Integrity](#), and Definitions and Examples of [Academic Dishonesty](#),

³ John Jay College *Undergraduate Bulletin* (2020-2021). Academic Standards: Academic Integrity. Retrieved from <http://jjay.smartcatalogiq.com/en/2020-2021/Undergraduate-Bulletin> (accessed March 21, 2021).

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

The Lloyd Sealy Library has free guides designed to help students with problems citing sources, this information may be found at: http://guides.lib.jjay.cuny.edu/citing_sources

Statement of College Policy on Plagiarism:

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work [and submitting it as your] 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 responsibility of every student to recognize the difference between statements that are common knowledge (which do not require documentation) and the 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 the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

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

Plagiarism Software: The College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. In this course, all writing assignments are required to be submitted through Blackboard's SafeAssign unless the Professor notifies students of an exception.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers, or other technologies used to retrieve and/or send information.
- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed-book examination
- Taking an examination for another student, or asking or allowing another student to take an examination

for you

- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, smart phones, tablet devices, computers or other technologies to retrieve or send information.

ACADEMIC SUPPORT SERVICES

Information Technology

Electronic Equipment: Call (212) 237-8200 for Information Technology Assistance (e.g., email, Blackboard, and other related issues). Email blackboardstudent@jjay.cuny.edu for Blackboard assistance. Google "Laptop Loan and John Jay College" and "Free Wi-Fi Service and John Jay College" for information related to obtaining a loan for the semester and obtaining access to free Wi-Fi service. Click on this Link <https://doitapps.jjay.cuny.edu/misc/laptoploaner/studlogin.php>

The Alan Siegel Writing Center

Step by Step Instructions for Remote Tutoring

The Alan Siegel Writing Center uses Office 365 and a phone call to try to mirror an in-person tutoring session as much as possible. To have an appointment in this manner, you are required to have access to a) your John Jay email, b) your CUNYFirst account, and c) a device that can run Office 365, and d) a phone. **Office 365 is a free service in cloud version offered to every John Jay student. Here is the link to make online appointments in [TutorTrac](#). All appointments will be made through [TutorTrac](#). For emergencies only, email kbarnwell@jjay.cuny.edu or call (516)-828-1383.**

- Tutors in the [Alan Siegel Writing Center](#) are trained to help you with conceptual and sentence level skills, rules of grammar and your writing style.
- You may make an appointment to meet with a virtual tutor at a time that is convenient for you.
- If English is not your first language, you may receive online advice and practice with English through the [E-Resource Center](#).

ENGLISH SECOND LANGUAGE (ESL) STUDENTS

If English is not your first language, you may receive online advice and practice with English through the E-Resource Center. Click on <http://www.jjay.cuny.edu/e-resource-center> or make an appointment through Tutor Trac. <http://jjcweb.jjay.cuny.edu/writing/onlinetutoring.htm>

THE WELLNESS CENTER

The [Wellness and Resources Center](https://www.jjay.cuny.edu/wellness-resources) provides assistance for Accessibility Services, Counseling Services, Health Services, Emergency Funding, as well as a [Food Bank, Food Insecurity Resources](#). You may also click on the Link, <https://www.jjay.cuny.edu/wellness-resources>



RESOURCES FOR UNDOCUMENTED AND DACA STUDENTS

The College provides information and assistance to undocumented-both non-DACA and DACA-immigrant students to help student reach their goals of college success. Information may be found at Resources for Undocumented and DACA Students or Google “John Jay College and DACA” for the following link: <https://www.jjay.cuny.edu/undocumentedstudents>

RESOURCES FOR UNDOCUMENTED AND DACA STUDENTS

Share this:

Welcome to the John Jay resource page for undocumented students! We provide information here to help undocumented--both non-DACA and DACA--immigrant students reach their goals of college success.

[ACCESSIBILITY SERVICES](#)

must be reasonable in nature and should not compromise course standards or fundamentally alter the curriculum.

- Examples of reasonable accommodations include sign-language interpreters, extended time testing, assistive technology, and note-taking services.

[THE CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT](#)

Students and Alumni: For appointments log-in to your [John Jay Careers Online](#) account and set up a virtual appointment and to view all upcoming events and workshops. Go to the Link <https://www.jjay.cuny.edu/Career-services> to schedule a virtual appointment.



The Center for Career and Professional Development is closed due to the COVID-19 pandemic. However, our services are still available for our students, alumni and employers!

Students and Alumni: For appointments log-in to your [John Jay Careers Online](#) account and set up a virtual appointment and to view all upcoming events and workshops.



- [The American Sociological Association](#) for career ideas in the field of sociology.

COLLEGE CLOSINGS



The CUNY Alert system enables John Jay students and parents to receive alerts and information in a timely manner regarding all campus emergencies, such as severe weather situations, closings, or threats to personal safety. **You can sign up at www.cuny.edu/alert.** Individuals can choose how they wish to receive voice or text notifications via cell phone, home phone, e-mail, instant message, or any combination of the aforementioned. A parent's number can be added to the contact list as well. The web page provides step-by-step instructions for signing up, and the process takes less than two minutes to complete. If you have any questions, please call 212-237-8200 (Help Desk).

Emergency Closing of the College

Notice of college closings due to serious snowstorms or other emergencies are also posted on the [John Jay College Website](#).

The [CUNY Alert system](#) enables John Jay students and parents to receive alerts and information in a timely manner regarding emergencies impacting the college, such as severe weather situations, and other related closings, or threats to personal safety.

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

New Course Proposal Form

Date Submitted: April 29, 2021

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

1. a. **Department(s) or program(s)** proposing this course: Department of Latin American and Latinx Studies on behalf of the interdisciplinary Latinx Literature Minor

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

Name: Belinda Linn Rincon
Email: brincon@jjay.cuny.edu
Phone number: 212-237-8750

2. a. **Title of the course: Introduction to Latinx Literature**

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

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

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

This course seeks to introduce incoming first-year students to the literature of Latinx authors. The course will follow [the writing requirements for 100-level courses](#) at John Jay that includes a minimum of 1,000-word essay and additional, weekly low-stakes writing assignments and one longer essay that is appropriately scaffolded. Students will be introduced to and gain practice in using terms and concepts related to literary studies. In short writing assignments, students will practice identifying figurative language in a piece of writing and then interpret and analyze how authors deploy various narrative strategies to convey meanings. Students will also be introduced to a variety of different genres and literary movements within Latinx literary history. No prior knowledge of Latinx literature is assumed or required for this course.

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

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

This course offers a survey of important texts of U.S. Latinx literature. It sets the ground for a wide-ranging understanding of a tradition formed over the last two hundred years, while preparing students for more specified classes to follow. Thus, it will initiate students into the genres, styles, and themes that characterize U.S. Latinx literatures. From the street realism of Piri Thomas, to the hybrid narratives of Gloria Anzaldua, to the historical fiction of Julia Alvarez, this course presents an overview of a robust literary heritage. With Latinx students making up close to half of the John Jay student body, this course takes on added academic significance. In exposing our students to the literary accomplishments of one of our nation’s fastest-growing populations (one fourth of all children in the United States are currently of Latinx heritage), we build a more nuanced comprehension of our cultural and national identity. The ample Latinx presence, along with an important body of literature, makes this course vital to the curriculum of the College and to the intellectual growth of our students. In addition, this course will promote pedagogical objectives commensurate with goals of literary study, including: critical thinking; cultural analysis; improvement of writing and language skills; development of close reading practices; understanding of historical and political contexts; and multicultural awareness. Finally, this course directly fulfills the College’s recent adoption of the [7 Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum](#) which values the use of diverse content: “We use Diverse Content throughout the learning experience through incorporating course materials that are diverse by author identity, form, medium, and/or voice.” With its focus on Latinx perspectives, the course fills in curricular gaps in which Latinx content is marginalized or absent.

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.)

Latinx authors have been publishing literature in the U.S. since the 1820s and are a critical part of American literature. This class will survey this literature and analyze how Latinx authors depict the historical and ongoing processes of colonialism and imperialism that impact Latinx communities and how they reimagine justice. Students will examine how gender, race, sexuality, class, citizenship, bilingualism, and able-bodiedness shape Latinx identities and experiences in the U.S.

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**?

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. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Identify and apply the fundamental concepts and methods of literary studies to explore the U.S. experience in its diversity.
5. Analyze and explain one or more major themes of US history from more than one informed perspective.
6. Evaluate how indigenous populations, slavery, and immigration have shaped the development of the United States.
7. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

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

___ No X Yes

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

This course will be part of the following minors and majors:

- Latinx Literature Minor
 - One of two courses listed in Part 1: Core Requirements
- Latin American and Latinx Studies Major
 - Elective in Track B: U.S. Latinxs
- Latin American and Latinx Studies Minor
 - Elective in Category B: Latinxs in the United States

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

No Yes ___X___ If yes, please indicate the area:

Flexible Core:

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

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

This course perfectly aligns with the objectives in the “U.S. Experience in Its Diversity” category because it uses literature to uncover the rich cultural, linguistic, and ethnic diversity of the nation. Through a range of texts that span the early 19th century to the present, the course introduces students to the voices and experiences of Latinx communities that have been marginalized and elided in the historical record. For example, the course analyzes major events in US history such as the colonization of Puerto Rico, the US-Mexican War of 1848, World War 2, the civil rights movements of the 1960s, and the refugee crisis of the 1980s, among other significant periods through the literary production of diverse Latinx authors. These authors explore the events from the perspective of the colonized, the activists, artists, soldiers, workers, and families who experienced and fought against oppressive institutional and social policies and practices. Through literature, students will gain insight into the ways in which Latinx migration have contributed to the development of the United States in economic, political, social, and artistic ways. Students will leave the course with a fuller understanding of Latinx contributions to the fabric of this nation and with a greater awareness of the diversity within Latinx communities. After taking this introductory course, students will be better prepared to understand and analyze Latinx communities, experiences, and identities in other course work at John Jay College.

11. How will you **assess student learning**?**Objective #1: Gather, interpret, and assess information from a variety of sources and points of view.**

- The course will include a project that requires students to create an ePortfolio page for a Latinx author. Students will research different aspects of the author’s life, writing career, and literary reception. The project will require students to gather multiple sources, evaluate them for their credibility and accuracy, assemble different forms of information, use their research to write their own summaries and analyses of the author’s work, and then organize the information into a coherent website.

Objective #2: Evaluate evidence and arguments critically or analytically.

- Through weekly class low-stakes writing assignments, students will respond to questions or prompts that require critical engagement with the primary texts. These questions may ask students to identify major themes, literary devices, or plot developments that require students to support their observations with textual evidence.

Objective #3: Produce well-reasoned written or oral arguments using evidence to support conclusions.

- Students will write 2 essays based on the course readings that demonstrate their ability to closely analyze and synthesize information from one or more primary texts. The specific skills they will demonstrate in each essay include developing a thesis and supporting their argument by doing a close reading of passages.

Objective #4: Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity.

- Students will study the historical roots, social contributions, and literary merits of a broad range of Latinx authors. As a survey course, we will read the literature from various Latinx ethnic groups and discuss how the literature reflects the diverse experience of Latinx peoples in the U.S. Moreover, students will practice the specific methods of literary analysis including how to read a text closely for syntax, tone, figurative language, and a variety of other narrative strategies, plot devices, and genre conventions.

Objective #5: Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

- Students will read literature about the US-Mexican War of 1848 and the subsequent annexation of half of Mexico's territory, the US colonization of Puerto Rico, and other major events that have led to the incorporation or mass migration of Latin Americans to the U.S. Students will write an essay describing how these different Latinx experiences inform their understanding of U.S. history, American literature, and Latinx identities.

Objective #6: Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

- Many Latinx authors are or are recent descendants of immigrants and write explicitly about that experience in their literature. Students will identify, differentiate, and interpret how these authors portray the diverse experience of forced and voluntary migration by reading literary representations of colonization, political exile, refugees, and the search for asylum. They will also define and describe the formation of Latinx diasporas and their role in shaping Latinx identities.

Objective #7: Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

- Through low-stakes writing assignments, discussion board responses, and formal literary essays, students will interpret how Latinx authors portray institutionalized forms of racial discrimination in schools, policing, and in labor that results in poverty, political marginalization, and educational inequality. They will then describe how various Latinx authors use literature as a form of critique and redress. For example, we will read poetry from the Chicano rights movement and the Nuyorican literary movement to see how Latinx poets challenged oppressive conditions and institutions by using poetry to galvanize community activism.

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

No _____

Yes X

If yes, please state the librarian's name: Karen Okamoto

Date of email: March 3, 2021

Consultation: Ms. Okamoto verified that many of the suggested texts for this course are available as eBook versions. The main anthology is freely available via the Internet Archive. She also suggested utilizing the library's literature databases including Gale Literary Source, Humanities Source, Literature Resource Center, and the MLA International Bibliography.

Did you check the existing **OER** (Open Educational Resources) to support teaching of this course? <https://johnjay.digication.com/2018-2019-course-conversion-project-oer-and->

[aer/home-1](#)

No _____ Yes X_____

Are there adequate resources in the library to support students' work in the course?
(Please check all that apply):

Yes: OneSearch (the library discovery tool)

Yes: eBooks

Subject specific library databases:

Academic Search Complete

Gale Reference Sources

NexisUni

PsycInfo

Criminal Justice Abstracts

Sociological Abstracts

Other (list them here) _____JSTOR; Project Muse;

Are there existing library Research Guides to support your class?

<https://guides.lib.jjay.cuny.edu/>

No _____

Yes_X_____

If you have any acquisitions suggestions (print/electronic/media) for the library list them here (or attach a separate compilation).

- *The Norton Anthology of Latino Literature* (2011), General Editor, Ilan Stavans
- *Tales from La Vida: A Latinx Comics Anthology* (2018), Ed. Frederick Luis Aldama
- *Latin@ Rising: An Anthology of Latin@ Science Fiction and Fantasy* (2020), Ed. Matthew David Goodwin
- *Manteca! An Anthology of Afro-Latin@ Poets* (2017), Ed. Melissa Castillo Planas
- *Angels of the Americlypse: An Anthology of New Latin@ Writing* (2014), eds. Carmen Gimenez Smith and John Chavez
- *The Wind Shifts: New Latino Poetry* (2007), ed. Francisco Aragon
- *The Breakbeat Poets Vol. 4: LatiNext* (2020), ed. Felicia Chavez, et. al.

13. Syllabus - See Sample Syllabus Attached

14. Date of **Department curriculum committee** approval: The LLS curriculum committee reviewed and approved this course proposal on April 27, 2021.

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

- Belinda Linn Rincon, Assoc. Professor of Latin American and Latinx Studies and English
- Richard Perez, Assoc. Professor of English

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 course is related to LIT 265: Foundations in Latinx Literature, but differs in significant ways. Given that this course is aimed at first year students with no prior or extensive practice in literary analysis or exposure to Latinx literature, the assignments for this course have been recalibrated to better meet the needs and abilities of students in a 100-level literature course. This means that instructors will focus on introducing and helping students identify key literary terms (figurative language, etc.) necessary for literary analysis. Instructors will also incorporate scaffolded assignments that walk students through the process of how to form literary arguments, support them with textual evidence, and produce well-organized and well-argued literary analyses. Instructors will assign shorter readings that explore major themes in Latinx literature and allow for close textual analysis. Shorter readings will also allow instructors to survey a larger group of Latinx authors from all ethnicities and regions (Chicanx, Puerto Rican, Cuban, Dominican, Central and South American). Whereas the LIT 265 course incorporates secondary sources into the required reading to introduce students to theoretical framings and methods of analysis, this course will focus on helping students develop their close reading skills of primary texts in preparation for more advanced analytical methods offered in upper-level courses.

Moreover, the LIT 265 course focuses on canonical authors rather than survey multiple authors. The LIT 265 course offers students a more in-depth study of specific Latinx authors who have written works considered to be foundational to the field of Latinx literature. Examples of canonical authors include Sandra Cisneros, Julia Alvarez, and Hector Tobar. LIT 265 may also be focused on specific literary movements including the Chicana/o rights movement, the Nuyorican literary movement, or other periods. While the proposed Introduction to Latinx Literature would include these authors or periods on the syllabus, the course would not extensively cover these bodies of work in their entirety as the LIT 265 course would. The LIT 265 course also supplements student reading of foundational authors with secondary readings in Latinx literary scholarship, cultural studies, and critical theory. Finally, LIT 265 is geared specifically for sophomore transfer students and will be part of the 200-level transfer seminars. As such it will include assignments or activities that focus on campus organizations, resources, and services aimed at facilitating sophomore academic success.

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.

- The English Department Curriculum Committee reviewed this course and provided feedback on April 22, 2021. After responding to and incorporating their suggestions, the committee wrote it “generally loves this course and the thinking behind it. It's a great addition to the Minor and the college curriculum.” At a joint meeting on April 26, 2021, the LLS Department Chair and UCASC representative expressed support for this course and its vital role in helping to expand the minor to first-year students. The LLS Curriculum Committee approved of this course on April 27, 2021.

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:



Prof. José Luis Morín, Chair, Dept. of Latin American and Latinx Studies

Chair, Proposer's Department

Major or Minor Coordinator (if necessary)

Chair or Major Coordinator, Affiliated Department (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.

College	John Jay College of Criminal Justice
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LLS 1YY
Course Title	Introduction to Latinx Literature
Department(s)	Latin American and Latinx Studies and English
Discipline	Latinx Studies and English
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	Latinx authors have been publishing literature in the U.S. since the 1820s and are a critical part of American literature. This class will survey this literature and analyze how Latinx authors depict the historical and ongoing processes of colonialism and imperialism that impact Latinx communities and how they reimagine justice. Students will examine how gender, race, sexuality, class, citizenship, bilingualism, and able-bodiedness shape Latinx identities and experiences in the U.S.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course
 revision of current course
 a new course being proposed

CUNY COMMON CORE Location

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

<p>Required</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>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues</p> <p><input checked="" type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p> <p><input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> Scientific World</p>
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<p>Learning Outcomes</p> <p>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</p>
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II. Flexible Core (18 credits)

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

B. U.S. Experience in its Diversity

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

<p>The course will include a project that requires students to create an ePortfolio page for a Latinx author. Students will research different aspects of the author's life, writing career, and literary reception. The project will require students to gather multiple sources, evaluate them for their credibility and accuracy, assemble different forms of information, use their research to write their own summaries and analyses of the author's work, and then organize the information into a coherent website.</p>	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
<p>Through weekly class low-stakes writing assignments, students will respond to questions or prompts that require critical engagement with the primary texts. These questions may ask students to identify major themes, literary devices, or plot developments that require students to support their observations with textual evidence.</p>	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
<p>Students will write 2 essays based on the course readings that demonstrate their ability to closely analyze and synthesize information from one or more primary texts. The specific skills they will demonstrate in each essay include developing a thesis and supporting their argument by doing a close reading of passages.</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students will study the historical roots, social contributions, and literary merits of a broad range of Latinx authors. As a survey course, we will read the literature from various Latinx ethnic groups and discuss how the literature</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.

<p>reflects the diverse experience of Latinx peoples in the U.S. Moreover, students will practice the specific methods of literary analysis including how to read a text closely for syntax, tone, figurative language, and a variety of other narrative strategies, plot devices, and genre conventions.</p>	
<p>Students will read literature about the US-Mexican War of 1848 and the subsequent annexation of half of Mexico’s territory, the US colonization of Puerto Rico, and other major events that have led to the incorporation or mass migration of Latin Americans to the U.S. Students will write an essay describing how these different Latinx experiences inform their understanding of U.S. history, American literature, and Latinx identities.</p>	<ul style="list-style-type: none"> Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
<p>Many Latinx authors are or are recent descendants of immigrants and write explicitly about that experience in their literature. Students will identify, differentiate, and interpret how these authors portray the diverse experience of forced and voluntary migration by reading literary representations of colonization, political exile, refugees, and the search for asylum. They will also define and describe the formation of Latinx diasporas and their role in shaping Latinx identities.</p>	<ul style="list-style-type: none"> Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
<p>Through low-stakes writing assignments, discussion board responses, and formal literary essays, students will interpret how Latinx authors portray institutionalized forms of racial discrimination in schools, policing, and in labor that results in poverty, political marginalization, and educational inequality. They will then describe how various Latinx authors use literature as a form of critique and redress. For example, we will read poetry from the Chicano rights movement and the Nuyorican literary movement to see how Latinx poets challenged oppressive conditions and institutions by using poetry to galvanize community activism.</p>	<ul style="list-style-type: none"> Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

Dr. Belinda Linn Rincón
Term: Fall 2022
Dept. of Latin American and
Latina/o Studies and English
John Jay College of Criminal Justice, CUNY

email: brincon@jjay.cuny.edu
Office phone: (212) 237-8750

Office: 8.63.07

Office hours: Thursdays 10:00 –
 11:00 a.m. and by
 appointment

LLS 1YY.99: Introduction to Latinx Literature
 Online Course

** Note: This course fulfills the Flexible Core: U.S. Experience in its Diversity requirement.**

Course Description:

Latinx authors have been publishing literature in the U.S. since the 1820s and are a critical part of American literature. This class will survey this literature and analyze how Latinx authors depict the historical and ongoing processes of colonialism and imperialism that impact Latinx communities and how they reimagine justice. Students will examine how gender, race, sexuality, class, citizenship, bilingualism, and able-bodiedness shape Latinx identities and experiences in the U.S.

Online Course:

This course will be conducted completely online. We will not meet at all in person. For optimal success in this course, you should plan to check in everyday to read the latest announcements, your peers' responses, and any newly posted material. I will usually be online every day to facilitate the course and discussion board conversations. You can reach me by email at any time and I will respond within 24-48 hours. I will also have office hours every Thursday from 10:00 a.m. to 11:00 a.m. where I will be available online. You can also make an appointment to meet with me via online conference. I provided some tips that may help you navigate this course if this is your first time taking an online course (see section before the weekly schedule).

Pathways Learning Outcomes:

Students will:

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Identify and apply the fundamental concepts and methods of literary studies to explore the U.S. experience in its diversity.
5. Analyze and explain one or more major themes of US history from more than one informed perspective.
6. Evaluate how indigenous populations, slavery, and immigration have shaped the development of the United States.
7. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

Required Readings:

The Norton Anthology of Latino Literature (2010), edited by Ilan Stavans (ISBN-13: 978-0393080070)

Assignments:

Assignment	Points
Essay #1 (3-4 pages)	10
Essay #2 (4-5 pages)	10
Thesis/Outline (2)	8
Weekly VTs	35.5
Author ePortfolio Page	28
Web Conferences (2)	6
VT Introduction	2.5
	100

Essays (28 points): You will write 2 essays based on the course readings that demonstrate your ability to closely analyze and synthesize information from one or more primary texts. The specific skills you must master in this essay include developing a thesis and supporting your argument by doing a close reading of a passage(s). To do so, you will select, interpret, and analyze passage(s) from the primary text(s) and evaluate how authors use figurative language, narrative strategies, and genre conventions. Directions, due dates, and rubrics will also be posted there. You will also submit a working thesis and outline for each essay. **See the grading rubric at the end of this syllabus.**

- **Essay #1: Defining America:** A journal entry written by a Spanish priest. An oral history about a nineteenth-century woman who worked in a Catholic mission. A poem about waterfalls written by a Cuban exile. A book chapter about land grants in southern California. A poem about Puerto Rican independence. And essays about life in New York City and the future of the western hemisphere. What do all of these readings tell us about Latinx literature and U.S. literature, in general? Essay #1 is on the topic of defining America and is inspired by José Martí's famous essay "Nuestra América"/"Our America." In Essay #1, you will demonstrate your understanding of specific texts and how colonialism has influenced the literary production of early Latinx writers. You will choose from the six paper topics. In the Essay #1 folder on Blackboard, you will find separate folders for each paper topic listed below. Each folder contains links and resources that you can use to develop your essay. This essay will require a thesis draft and outline in addition to the final draft.

Essay #1 Defining America (3-4 pages)	Points
Thesis and Outline	4
Final Draft	10
Total	14

- **Essay #2: Defining Latinx Literature:** You will write a 4-5 page essay in which you will define Latinx literature based upon your exposure to it in this course. How would you describe it? What are some of its major characteristics, preoccupations, and thematic concerns? Develop a thesis

where you argue for a particular definition of Latinx literature and then support it with a discussion of representative texts. Imagine you are writing for a reader who has never read a Latinx-authored text or someone who has only read one (probably Sandra Cisneros or Junot Diaz) and thinks that that text sums up the entire body of Latinx literary production. Or imagine you are writing for someone who says that they have read lots of Latinx literature yet who proceeds to list books written by Latin American authors (i.e., Gabriel Garcia Marquez's *One Hundred Years of Solitude*). By the end of this semester, you will have learned that Latinx literature is very different from Latin American literature because it focuses on the experiences and histories of Latinxs living *in the United States*. Your essay should think carefully about how you would describe this body of literature and how it contributes to our understanding of U.S. history, society, culture, politics, and art. Your essay must also include reference to at least one secondary source that supports your argument. You **cannot** write about a text(s) that you discussed in Essay #1.

Essay #2 Defining Latinx Literature (4-5 pages)	Points
Thesis and Outline	4
Final Draft	10
Total	14

Weekly VTs (35.5 points):

We will use the VoiceThread (VT) program on Blackboard to hold weekly class discussions on the readings. VT allows us to create asynchronous class discussions which means that we do not have to all meet at the same time to do the assignment. Through VT you will be able to post a video of yourself, type a response, highlight a text, and several other functions. I will post video tutorials and instructional handouts on how to access and use VT. If your computer does not already have a video camera and microphone, you may need to purchase them or find a computer that does. During our weekly VT class discussion, you will respond to a prompt or question about the readings. Posts should not include summaries of the readings. Instead, you need to analyze or critically engage with the ideas being presented in the readings or in class discussions.

Web Conferences (6 points): To ensure your success in the course, I am requiring you to meet with me via web conference at least two times during the semester. At these conferences, we will discuss your progress in the course and address any issues or concerns you have with the course or your grade. If you are on campus this semester and would like to meet in person, we can schedule a time that works for both of us. If you would prefer to meet online, we will use a web conferencing program (either Blackboard Collaborate or Zoom). I will send more information regarding the specific weeks during which I will hold web conferences.

Author ePortfolio Page (28 points): You will work in groups of 2 to 3 to create your own ePortfolio page that focuses on a specific author from our syllabus. Although Latinx literature is not a new body of literature (some works are coexistent with the founding of the United States), it often feels new to many students and readers because it is rarely taught extensively in school curriculum. This project is an attempt to widen the general public's knowledge of Latinx literature by creating student-generated webpages that feature specific Latinx authors and their work. Working in groups of 2 to 3 students, you will create your own ePortfolio page that focuses on the life and work of one Latinx author listed on our syllabus. By the end of the semester, all group pages will be amassed and linked to one ePortfolio page that will serve as

the Latinx Literature home site. This site will be accessible to anyone within and beyond the John Jay community. Your group ePortfolio Author Page will include a group podcast in which you discuss your research and analysis of a specific author and his/her/their work. Directions for this project will be available on our ePortfolio course page.

Late Work: I will not accept late work. If you have a legitimate excuse for not submitting work on time (example: illness verified with doctor's note, etc.), please let me know and we can discuss alternatives.

Writing Policies

- Because this is a literature course, we will use only the MLA method of documentation for all essay assignments. We will go over the formatting process in class.
- All essays must be typed, double-spaced, 12 pt. font, Times New Roman, 1-inch margins, and stapled.
Essays not following this format will be returned and considered late.

Academic Integrity:

“Plagiarism is the presentation of someone's ideas, words or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students unsure of how and/or when to provide documentation are advised to consult with their instructors. The Library has free guides to help students with problems of documentation.” (Source: John Jay College of Criminal Justice Undergraduate Bulletin)

“By registering for courses offered by the College, students consent that all assignments are subject to submission for textual similarity review to www.turnitin.com.” (See <http://www.jjay.cuny.edu/cunypolicies/JohnJayCollegePolicyofAcademicIntegrity.pdf> for more information). This means that, as a John Jay student, you agree to have your essays submitted to turnitin.com to help determine if you have plagiarized from other sources. Please see me if you have questions about properly citing your sources. **Possible penalties for plagiarizing include automatic failure of the course, a failing grade for the assignment, or other severe consequences that will depend on the circumstances of each incident.**

Accommodation Requests: If you think you may need to request accommodations and academic adjustments, please notify me as soon as possible. Students may request such accommodations for issues such as, (a) disability, (b) pregnancy, childbirth or a related medical condition, (c) religion, and (d) status as a victim of domestic violence, sex offense or stalking. If you think these or any other issues may affect your performance in this class, please notify me as soon as possible, and contact the appropriate office. For accessibility accommodations for disability, pregnancy, or any medical condition, see <http://www.jjay.cuny.edu/accessibility>, and contact JJay's Office of Accessibility Services. OAS is located at L66 in the new building (212-237-8031). For religious accommodations, contact the Office of Student Affairs. Victims of domestic violence, sex offense, or stalking, should contact JJay's Title IX Coordinator. Prior to granting accommodations in this course, the instructor should receive written verification of a student's eligibility. “Qualified students . . . will be provided reasonable academic

accommodations if determined eligible by the Office of Accessibility Services. It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor." Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p. 3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Tips for online course:

1) Set aside a specific time every day that you will devote to completing the assignments for this class. Or, set aside a specific period of time (for example, 2 hours) that you will work on the assignments for this class every day. You know your schedule and are the only one who can determine what works best for you.

2) We will be using ePortfolio for our course page. Make an appointment with a John Jay ePortfolio eTern to learn the basics of the New Digication ePortfolio if you are not already familiar with it.

3) Be prepared to participate in class discussion more intensely and consistently. Even though we will not meet face-to-face, the level of interaction will be, in many cases, more extensive than you might be used to. You will be required to respond to your peers' postings and to my postings. Your responses will be a significant part of your grade. Unlike a traditional face-to-face course, you will not be able to sit quietly in the back of the room and allow the more vocal students to contribute to and shape class discussion. In this course, your contribution is required and, of course, valued.

4) Follow directions carefully. Because all of our work will be submitted on ePortfolio, you need to follow my directions on when, how, and where to submit your assignments. I will give you specific instructions on how to label your documents, how to label your posts/comments, and where and when to submit your work. Failing to properly label your work may result in failing an assignment. If you are confused about where to submit your work or if you need help, email me for further directions.

* This syllabus is subject to change. All changes will be announced on our ePortfolio course page. It is your responsibility to check your John Jay email and the ePortfolio course page for updates, information, and access to selected course readings. **I will not send emails to non-John Jay email accounts.** It is your responsibility to make sure that you clean out your John Jay email inbox and that you can receive email.

<p>Week 1</p> <p>Aug. 27 – Sep. 1</p> <p>Contesting Colonialism</p>	<p>Reading Assignments:</p> <ul style="list-style-type: none"> ▪ “Colonization: 1537-1810” (1-11) ▪ Fray Bartolomé de Las Casas, from <i>The Devastation of the Indies: A Brief Account</i> (13-20) ▪ Eulalia Pérez “An Old Woman Remembers” (178-185) <table border="1" data-bbox="545 443 1380 621"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Due Dates</th> </tr> </thead> <tbody> <tr> <td>VT Introduction</td> <td>2.5</td> <td>Sunday, Sep. 1 by 11:59 pm</td> </tr> <tr> <td>Weekly VT #1</td> <td>1.5</td> <td>Sunday, Sep. 1 by 11:59 pm</td> </tr> <tr> <td>Syllabus and Course Page Quiz</td> <td>2 (extra credit)</td> <td>Sunday, Sep. 1 by 11:59 pm</td> </tr> </tbody> </table>	Assignments	Points	Due Dates	VT Introduction	2.5	Sunday, Sep. 1 by 11:59 pm	Weekly VT #1	1.5	Sunday, Sep. 1 by 11:59 pm	Syllabus and Course Page Quiz	2 (extra credit)	Sunday, Sep. 1 by 11:59 pm
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Syllabus and Course Page Quiz	2 (extra credit)	Sunday, Sep. 1 by 11:59 pm											
<p>Week 2</p> <p>Sep. 3 – Sep. 8</p>	<p>Reading Assignments:</p> <ul style="list-style-type: none"> ▪ “Annexations: 1811-1898” (159-171) ▪ José María Heredia, “Ode to Niagara” (203-205) ▪ María Amparo Ruiz de Burton, Chapter 1 of <i>The Squatter and the Don</i> (235-248) ▪ Lola Rodríguez de Tió “The Song of Borinquen” and “A Cuba” (257-259) <table border="1" data-bbox="529 1079 1396 1152"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Due Dates</th> </tr> </thead> <tbody> <tr> <td>Weekly VT #2</td> <td>1.5</td> <td>Sunday, Sep. 8 by 11:59 pm</td> </tr> </tbody> </table>	Assignments	Points	Due Dates	Weekly VT #2	1.5	Sunday, Sep. 8 by 11:59 pm						
Assignments	Points	Due Dates											
Weekly VT #2	1.5	Sunday, Sep. 8 by 11:59 pm											
<p>Week 3</p> <p>Sep. 9 – Sep. 15</p>	<p>Reading Assignments:</p> <ul style="list-style-type: none"> ▪ José Martí “Coney Island”; “Two Homelands”; “Our America” (265-273, 281-289) ▪ Martín Espada, “Revolutionary Spanish Lesson”; “Imagine the Angels of Bread”; “Alabanza: In Praise of Local 100” (2219-2224) ▪ La Bruja (Caridad de la Luz), “W.T.C.” (BB) 												

Latina/o Literature at the Turn of the Century	<table border="1" data-bbox="529 226 1395 300"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Due Dates</th> </tr> </thead> <tbody> <tr> <td>Weekly VT #3</td> <td>2.5</td> <td>Sunday, Sept. 15 by 11:59 pm</td> </tr> </tbody> </table>	Assignments	Points	Due Dates	Weekly VT #3	2.5	Sunday, Sept. 15 by 11:59 pm			
Assignments	Points	Due Dates								
Weekly VT #3	2.5	Sunday, Sept. 15 by 11:59 pm								
Week 4 Sep. 16 – Sep.22 “It is in you where my song sings”: The Early Poets	<p>Reading Assignments:</p> <ul style="list-style-type: none"> ▪ “Acculturation: 1899-1945” (359-369) ▪ William Carlos Williams, “Libertad! Igualdad! Fraternidad!”; “Apology”; “The Fountain of Eternal Youth” (418-425) ▪ Julia de Burgos “To Julia de Burgos”; “Ay, Ay, Ay of the Kinky-Haired Negress”; “Río Grande de Loíza” (595-603) <table border="1" data-bbox="516 705 1409 779"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Due Dates</th> </tr> </thead> <tbody> <tr> <td>Weekly VT #4</td> <td>2.5</td> <td>Sunday, Sept. 22 by 11:59 pm</td> </tr> </tbody> </table>	Assignments	Points	Due Dates	Weekly VT #4	2.5	Sunday, Sept. 22 by 11:59 pm			
Assignments	Points	Due Dates								
Weekly VT #4	2.5	Sunday, Sept. 22 by 11:59 pm								
Week 5 Sep. 23 – Sep. 29 Tales from Latinx New York	<p>Reading Assignments:</p> <ul style="list-style-type: none"> ▪ Arturo Schomburg, “Juan Latino” (371-372, 377-379) ▪ Jesús Colón, “Little Things Are Big” (BB) ▪ Maria Cristina Mena, “The Birth of the God of War” (465-469); “Marriage by Miracle” (BB); “The Gold Vanity Set” (BB) <table border="1" data-bbox="547 1150 1377 1255"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Due Dates</th> </tr> </thead> <tbody> <tr> <td>Thesis and Outline #1</td> <td>4</td> <td>Sunday, Sept. 29 by 11:59 pm</td> </tr> <tr> <td>Weekly VT #5</td> <td>2.5</td> <td>Sunday, Sept. 29 by 11:59 pm</td> </tr> </tbody> </table>	Assignments	Points	Due Dates	Thesis and Outline #1	4	Sunday, Sept. 29 by 11:59 pm	Weekly VT #5	2.5	Sunday, Sept. 29 by 11:59 pm
Assignments	Points	Due Dates								
Thesis and Outline #1	4	Sunday, Sept. 29 by 11:59 pm								
Weekly VT #5	2.5	Sunday, Sept. 29 by 11:59 pm								
Week 6 Sep. 30 – Oct. 6	<p>Reading Assignments:</p> <ul style="list-style-type: none"> ▪ “Upheaval: 1946-1979” (583-594) ▪ Tomás Rivera, <i>The Migrant Earth</i> (1077-1132) <table border="1" data-bbox="529 1600 1395 1709"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Due Dates</th> </tr> </thead> <tbody> <tr> <td>Weekly VT #6</td> <td>2.5</td> <td>Sunday, Oct. 6 by 11:59 pm</td> </tr> <tr> <td>Essay 1 (3-4 pages)</td> <td>10</td> <td>Sunday, Oct. 6 by 11:59 pm</td> </tr> </tbody> </table>	Assignments	Points	Due Dates	Weekly VT #6	2.5	Sunday, Oct. 6 by 11:59 pm	Essay 1 (3-4 pages)	10	Sunday, Oct. 6 by 11:59 pm
Assignments	Points	Due Dates								
Weekly VT #6	2.5	Sunday, Oct. 6 by 11:59 pm								
Essay 1 (3-4 pages)	10	Sunday, Oct. 6 by 11:59 pm								
	<p>Reading Assignments:</p> <ul style="list-style-type: none"> ▪ Rodolfo “Corky” Gonzales, “I Am Joaquín” (787-799) 									

<p>Week 7</p> <p>Oct. 7 – Oct. 13</p> <p>Flor y Canto: The Chicano Movement and Its Literature</p>	<ul style="list-style-type: none"> ▪ Pat Mora, “Coatlicue’s Rules: Advice from an Aztec Goddess”; (1849-50, 1852-1860) ▪ Lorna Dee Cervantes, “Refugee Ship” (2011-2012) ▪ Carmen Tafolla, “Compliments”; “Marked” (1416-1417) ▪ Gloria Anzaldúa, “Homeland/Aztlán” (1490-1501) <table border="1" data-bbox="529 394 1393 506"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Due Dates</th> </tr> </thead> <tbody> <tr> <td>Weekly VT #7</td> <td>3</td> <td>Sunday, Oct. 13 by 11:59 pm</td> </tr> <tr> <td>Author biography</td> <td>2</td> <td>Sunday, Oct. 13 by 11:59 pm</td> </tr> </tbody> </table>	Assignments	Points	Due Dates	Weekly VT #7	3	Sunday, Oct. 13 by 11:59 pm	Author biography	2	Sunday, Oct. 13 by 11:59 pm
Assignments	Points	Due Dates								
Weekly VT #7	3	Sunday, Oct. 13 by 11:59 pm								
Author biography	2	Sunday, Oct. 13 by 11:59 pm								
<p>Week 8</p> <p>Oct. 15 – Oct. 20</p> <p>The Nuyorican Literary Movement</p>	<p>Reading Assignments:</p> <ul style="list-style-type: none"> ▪ Miguel Piñero “A Lower East Side Poem”; “This Is Not the Place Where I Was Born” (1393-1396) ▪ Pedro Pietri, “Puerto Rican Obituary”; “The Broken English Dream” (1357-1367) ▪ Sandra María Esteves, “Here” and “Puerto Rican Discovery #3: Not Neither” (1396-1398) ▪ Rosario Morales and Aurora Levins Morales, from <i>Getting Home Alive</i> (981-986) <table border="1" data-bbox="529 938 1393 1050"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Due Dates</th> </tr> </thead> <tbody> <tr> <td>Weekly VT #8</td> <td>2.5</td> <td>Sunday, Oct. 20 by 11:59 pm</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Assignments	Points	Due Dates	Weekly VT #8	2.5	Sunday, Oct. 20 by 11:59 pm			
Assignments	Points	Due Dates								
Weekly VT #8	2.5	Sunday, Oct. 20 by 11:59 pm								
<p>Week 9</p> <p>Oct. 21 – Oct. 27</p>	<p>Reading Assignments:</p> <ul style="list-style-type: none"> ▪ Piri Thomas, from <i>Down These Mean Streets</i> (812-827) ▪ Tato Laviera, “AmeRícan”; “lady liberty” (1399, 1401-1406) ▪ Judith Ortiz Cofer, “The Story of My Body” (1897-1904); “Who Is the Alien?” (BB) <table border="1" data-bbox="529 1390 1393 1501"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Due Dates</th> </tr> </thead> <tbody> <tr> <td>Weekly VT #9</td> <td>3</td> <td>Sunday, Oct. 27 by 11:59 pm</td> </tr> <tr> <td>Author analysis</td> <td>3</td> <td>Sunday, Oct. 27 by 11:59 pm</td> </tr> </tbody> </table>	Assignments	Points	Due Dates	Weekly VT #9	3	Sunday, Oct. 27 by 11:59 pm	Author analysis	3	Sunday, Oct. 27 by 11:59 pm
Assignments	Points	Due Dates								
Weekly VT #9	3	Sunday, Oct. 27 by 11:59 pm								
Author analysis	3	Sunday, Oct. 27 by 11:59 pm								
<p>Week 10</p> <p>Oct. 28 – Nov. 3</p> <p>Literature of the Dominican Diaspora</p>	<p>Reading Assignments:</p> <ul style="list-style-type: none"> ▪ “Into the Mainstream: 1980-Present” (1461-1469) ▪ Julia Alvarez, “Daughter of Invention” (1739-1746) <table border="1" data-bbox="529 1806 1393 1877"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Due Dates</th> </tr> </thead> <tbody> <tr> <td>Weekly VT #10</td> <td>3</td> <td>Sunday, Nov. 3 by 11:59 pm</td> </tr> </tbody> </table>	Assignments	Points	Due Dates	Weekly VT #10	3	Sunday, Nov. 3 by 11:59 pm			
Assignments	Points	Due Dates								
Weekly VT #10	3	Sunday, Nov. 3 by 11:59 pm								

<p>Week 11</p> <p>Nov. 4 – Nov. 10</p> <p>Cuban American Literature and the Drama of Exile</p>	<p>Reading Assignments:</p> <ul style="list-style-type: none"> ▪ Ana Menendez, “In Cuba I Was a German Shepherd” (2374-2387) ▪ Richard Blanco, “America,” and other poems (BB) <table border="1"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Due Dates</th> </tr> </thead> <tbody> <tr> <td>Weekly VT #11</td> <td>2.5</td> <td>Sunday, Nov. 10 by 11:59 pm</td> </tr> <tr> <td>Author Comparison</td> <td>3</td> <td>Sunday, Nov. 10 by 11:59 pm</td> </tr> </tbody> </table>	Assignments	Points	Due Dates	Weekly VT #11	2.5	Sunday, Nov. 10 by 11:59 pm	Author Comparison	3	Sunday, Nov. 10 by 11:59 pm			
Assignments	Points	Due Dates											
Weekly VT #11	2.5	Sunday, Nov. 10 by 11:59 pm											
Author Comparison	3	Sunday, Nov. 10 by 11:59 pm											
<p>Week 12</p> <p>Nov. 11 – Nov. 17</p> <p>Central American Americans and the Trauma of Loss</p>	<p>Reading Assignments:</p> <ul style="list-style-type: none"> ▪ Quique Aviles, selections from <i>The Immigrant Museum</i> (BB) ▪ Maya Chinchilla, selections from <i>The Cha Cha Files: A Chapina Poetica</i> (BB) ▪ Mario Bencastro, readings TBA (BB) <table border="1"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Due Dates</th> </tr> </thead> <tbody> <tr> <td>Weekly VT #12</td> <td>2.5</td> <td>Friday, April 13 by 11:59 pm</td> </tr> </tbody> </table>	Assignments	Points	Due Dates	Weekly VT #12	2.5	Friday, April 13 by 11:59 pm						
Assignments	Points	Due Dates											
Weekly VT #12	2.5	Friday, April 13 by 11:59 pm											
<p>Week 13</p> <p>Nov. 18 – Nov. 24</p> <p>Looking South: Transnational Identities and Stories of War</p>	<p>Reading Assignments:</p> <ul style="list-style-type: none"> ▪ Daniel Alarcón, “War by Candlelight” (2402-2422) ▪ Patricia Engel, “Lucho”; “Vida”; “Madre Patria” from <i>Vida</i> (all on BB) ▪ Juan J. Morales, selections from <i>The Siren World</i> (BB) <table border="1"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Due Dates</th> </tr> </thead> <tbody> <tr> <td>Weekly VT #13</td> <td>1.5</td> <td>Sunday, Nov. 24 by 11:59 pm</td> </tr> <tr> <td>Weekly VT #14 and 15</td> <td>4.5</td> <td>Sunday, Nov. 24 by 11:59 pm</td> </tr> <tr> <td>Literary Criticism and Author’s Place</td> <td>5</td> <td>Sunday, Nov. 24 by 11:59 pm</td> </tr> </tbody> </table>	Assignments	Points	Due Dates	Weekly VT #13	1.5	Sunday, Nov. 24 by 11:59 pm	Weekly VT #14 and 15	4.5	Sunday, Nov. 24 by 11:59 pm	Literary Criticism and Author’s Place	5	Sunday, Nov. 24 by 11:59 pm
Assignments	Points	Due Dates											
Weekly VT #13	1.5	Sunday, Nov. 24 by 11:59 pm											
Weekly VT #14 and 15	4.5	Sunday, Nov. 24 by 11:59 pm											
Literary Criticism and Author’s Place	5	Sunday, Nov. 24 by 11:59 pm											
<p>Week 14</p> <p>Nov. 25 – Nov. 27</p>	<p>No readings</p> <p>Work on ePortfolio Author Page and Essay #2</p> <table border="1"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Due Dates</th> </tr> </thead> <tbody> <tr> <td>Thesis and Outline #2</td> <td>4</td> <td>Thursday, Dec. 12 by 11:59 pm</td> </tr> <tr> <td>Peer Review</td> <td>3</td> <td>Thursday, Dec. 12 by 11:59 pm</td> </tr> </tbody> </table>	Assignments	Points	Due Dates	Thesis and Outline #2	4	Thursday, Dec. 12 by 11:59 pm	Peer Review	3	Thursday, Dec. 12 by 11:59 pm			
Assignments	Points	Due Dates											
Thesis and Outline #2	4	Thursday, Dec. 12 by 11:59 pm											
Peer Review	3	Thursday, Dec. 12 by 11:59 pm											

Finals Week	Assignments	Points	Due Dates
	Essay #2	10	Wednesday, Dec. 18 by 11:59 pm
	Complete ePortfolio Author Page (including podcast and resources)	12	Wednesday, Dec. 18 by 11:59 pm

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

New Course Proposal Form

Date Submitted: April 29, 2021

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

1. a. **Department(s) or program(s)** proposing this course: Latinx Literature Minor
- b. **Name** and contact information of proposer(s): Richard Perez & Belinda Linn Rincón

Name: Richard Perez & Belinda Linn Rincón

Email address(es) rperez@jjay.cuny.edu & brincon@jjay.cuny.edu

Phone number(s) 646-557-4408 & 212.237.8750

2. a. **Title of the course:** Criminal Justice in Latinx Literature
- b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Crim Justice in Latinx Lit

c. **Level** of this course X__100 Level 200 Level____300 Level____400 Level
Please provide a brief rationale for why the course is at the level:

This course will study different introductory elements of criminal justice through the lens of Latinx literature. Latinx texts present characters and communities who experience the criminal justice system. These criminal justice themes both run throughout the minor and address the mission of the college. This class will prove an effective 100-level course introducing students to important themes in criminal justice through Latinx Literature. Readings and assignments are designed for freshmen.

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

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.)

Criminal Justice is a significant theme in Latinx literature, serving as the narrative emphasis of many of its most important authors – from Jimmy Santiago Baca to Miguel Pinero, Ana Castillo

to Yxta Maya Murray. Latinx writers depict issues of criminal justice from different points of view while exploring the challenges of the criminal justice system as a retributive instrument of “deterrence and correction.” Latinx Literature, therefore, explores justice through a restorative model based on empathy, education, and rehabilitation, rather than as a retributive response to individual and social issues.

The course aims to expose students interested in criminal justice fields to a distinctly Latinx view on justice, crime, imprisonment, and detention from a humanities perspective that will complement students’ course of study in science and social science fields. In a broader sense, a course on Criminal Justice in Latinx Literature aligns with the curricular emphasis of the College and offers narratives on Latinx characters and populations that correspond to our designation as an HSI.

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

This course focuses on criminal justice in Latinx literature, where Latinx characters experience the different dimensions of the criminal justice system. In this course, Latinx authors approach, describe, experience and depict the criminal justice system from individual and societal viewpoints. Through these experiences, the individual in Latinx narratives confronts the disproportionate role race, gender and class play in the criminal justice system to reimagine our concept of justice in restorative, rather than punitive, terms.

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:

1. Identify and apply the fundamental concepts and methods of literary studies in order to explore the relationship between the individual and society.
2. Gather, interpret, and assess information from a variety of sources and points of view.
3. Articulate and assess ethical views and their underlying premises in Latinx literature with regard to how an individual's place in society affects experiences, values, or choices.
4. Articulate ethical uses of data and other information resources as connected to Latinx literature to respond to problems and questions focused on individuals and society.
5. Identify and engage with local, national, or global trends or ideologies explored in Latinx literature, and analyze their impact on individual or collective decision-making.
6. Evaluate evidence and arguments critically or analytically and produce well-reasoned written or oral arguments using evidence to support conclusions.

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

No Yes

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

This course will be part of the Latinx Literature Minor and serve as an elective in the English and Latin American and Latinx Studies majors.

- Latinx Literature Minor
 - Part 2: 100 and 200-level Electives
- Latin American and Latinx Studies Major
 - Elective in Track B: U.S. Latinxs
- Latin American and Latinx Studies Minor
 - Elective in Category B: Latinxs in the United States
- English Major
 - Part 4: Electives

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

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	X
E. Scientific World	

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

This course will add an important dimension to the Flexible Core “Individual and Society” as students, many of whom are of Latinx descent, and others who are interested in the topic, will learn how Latinx authors approach, describe, experience and depict the criminal justice system from individual and social points of view. Specifically, this course examines the impact of criminal justice on Latinx individuals and communities through the lens of Latinx literature. Criminal Justice in Latinx literature often becomes the story of Latinx characters negotiating the different dimensions of the criminal justice system where encounters with the legal and prison systems mark pivotal episodes in Latinx texts. From the perspectives of the individual and/in society, this course compels the reader to reflect on how criminal justice impacts and frames race, gender, and citizenship, and how characters not only question their place within the structures of criminal justice system, but learn to reconstruct notions of justice for society. It is through these difficult experiences endured by the characters of Latinx texts that Latinx literature comes to critique and reimagine justice in restorative terms, intent on changing and expanding how justice works for individuals in society. For these reasons, this course fits and will prove to be a productive additional to “Individual and Society” area.

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

We will assess student learning through class participation, which includes attendance and in-class discussions of the literature we read through a criminal justice lens. The class will build on the readings and discussions to include in-class presentations on different aspects of criminal justice found in the texts. This will lead to four formally crafted written assignments, which will be scaffolded through an incremental process, starting with outlines and drafts and culminating in fully formed interpretive papers.

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

No

Yes

If yes, please state the librarian’s name Marta Bladek

Did you check the existing **OER** (Open Educational Resources) to support teaching of this course? <https://johnjay.digication.com/2018-2019-course-conversion-project-oer-and-aer/home-1>

No _____

Yes X

Are there adequate resources in the library to support students' work in the course?
(Please check all that apply):

Yes: OneSearch (the library discovery tool)

Yes: eBooks

Subject specific library databases:

Academic Search Complete

_____ Gale Reference Sources

_____ NexisUni

Criminal Justice Abstracts

_____ PsycInfo

_____ Sociological Abstracts

Other (list them here) _____ JSTOR; Project Muse;

Are there existing library Research Guides to support your class?

<https://guides.lib.jjay.cuny.edu/>

No _____

Yes X _____

If you have any acquisitions suggestions (print/electronic/media) for the library list them here (or attach a separate compilation).

13. Syllabus

See Sample Syllabus Attached

14. Date of Department curriculum committee approval:

The LLS curriculum committee met on April 27, 2021, and approved of this new course proposal.

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

Richard Perez & Belinda Rincon

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 course will serve as a replacement and consolidation of two existing courses in the Latin American and Latinx Studies curriculum. The LLS department currently has LLS 107: Puerto Rican Literature: Criminal Justice Themes in Poetry and Drama and LLS 108: Puerto Rican Literature: Criminal Justice Themes in the Essay, Short Story and Novel. These courses have not been taught since 2013. The proposed LLS 1ZZ: Criminal Justice in Latinx Literature will address the same topics and genres in one class as opposed to two courses. It will also examine a range of literature from diverse Latinx ethnic authors as opposed to focusing on solely Puerto Rican literature in order to give students a broad understanding of the historical, political, economic, and social contexts that impact Latinx ethnic communities in different ways.

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 met with Professor Jose Luis Morin, Chair of LLS, on April 14, 2021, who said this class on criminal justice would supplement the courses LLS has developed on criminal justice. He pointed out that as a literature course which prioritized Latinx communities and subject matter, this class emphatically meets the curricular needs of the college. He also commented on the importance of having a criminal justice course in the Latinx literature minor and how it made sense to propose it as a 100-level course.
- The LLS Curriculum Committee approved of this course on April 27, 2021. LLS feels this course is a critical addition to other courses they are developing to ensure that the large number of CJ students at the college get some exposure to the Latinx experience with and perspective on the criminal justice system.
- On April 9, 2021, we met with the English department curriculum committee chair, Prof. Alexa Capeloto, the UCASC representative, Prof. Bettina Carbonell, and the Department Chair, Prof. Jay Gates. There was general support for the necessity of such a class and the value it would to the John Jay curriculum. Prof. Capeloto suggested that the English committee would review this proposal as part of the first phase of minor revisions.
- On April 26, 2021, the department and curriculum committee chairs of both departments as well as both UCASC representatives met to discuss the minor revisions. Prof. Morin noted that the LLS department was prepared to submit this course to the UCASC subcommittee by April 29th or 30th at the latest. There were no objections to that timeline. The LLS curriculum committee approved of the course on April 27th thus we are moving forward with the agreed upon submission deadline.
- We met with Professor Henry Smart, Interim Coordinator for the Criminal Justice Management Program, through Zoom on April 22, 2021. He commented on the timeliness of this course and the necessity of it both for Criminal Justice and the College. He described the strengths of the course as obvious and acknowledged that a literature course on criminal justice would be an especially interesting contribution to the curriculum at John Jay. Professor Smart made some suggestions for minor changes but was otherwise interested in the potential of the course to give students different ways of

seeing and approaching criminal justice.

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:



Prof. José Luis Morín, Chair, Dept. of Latin American and Latinx Studies

Chair, Proposer's Department

CUNY Common Core Course Submission Form

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

College	John Jay College	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LLS 1ZZ	
Course Title	Criminal Justice in Latinx Literature	
Department(s)	Latin American and Latinx Studies and English	
Discipline	Latin American and Latinx Studies and English	
Credits	3	
Contact Hours	3	
Pre-requisites (if none, enter N/A)	N/A	
Co-requisites (if none, enter N/A)	N/A	
Catalogue Description	<p>This course focuses on criminal justice in Latinx literature, where Latinx characters experience the different dimensions of the criminal justice system. In this course, Latinx authors approach, describe, experience and depict the criminal justice system from individual and societal viewpoints. Through these experiences, the individual in Latinx narratives confronts the disproportionate role race, gender and class play in the criminal justice system to reimagine our concept of justice in restorative, rather than punitive, terms.</p>	
Special Features (e.g., linked courses)		
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended	
<p>Indicate the status of this course being nominated:</p> <p><input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed</p>		
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>		
<p>Required</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>Flexible</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>	

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.	
D. Individual and Society A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
<p>This course will explore how Latinx literature depicts the experiences of Latinx characters or individuals and society in relation to the criminal justice system. Latinx authors offer multi-dimensional viewpoints on criminal justice and the ways justice, criminality, and the legal system can be altered to create restorative forms of justice. Along with the literature we will watch videos, look at visual arts that take into account diverse instances of the individual experiences of criminal justice and how it shapes their experience of society. We will assess student learning through class participation, which includes attendance and in- class discussions of the literature we read through a criminal justice lens. The class will build on the readings and discussions to include in-class presentations on different aspects of criminal justice found in the texts. This will lead to four formal written assignments, which will be scaffolded through an incremental process, starting with outlines and drafts and culminating in fully formed interpretive papers.</p>	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
<p>We will assess student learning through class participation where we will read passages and develop, through a wide-ranging conversation, layered interpretations of the text in relation to the individual and society from a criminal justice point of view. These discussions will model for the student how to interpret</p>	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.

<p>a narrative by using evidence (symbols, metaphors, tone, images, language) in the novel to address themes how criminal justice impacts individuals and society in Latinx literature. These discussions will lead to in-class presentations that allow students to generate their own interpretations and lead the class discussion. And ultimately, using the evaluative methods and skills they have developed into formally written assignments where they will analyze the novels through the lens of criminal justice. As stated above, writing will begin with outlines that give their papers a critical trajectory by gathering quotes from different scenes and producing a thesis statement that serves as the foundation of their arguments; drafts that allow them to put into narrative form their critical evaluations; and a final version that allows them to refine their writing and deepen their interpretive interpretations.</p>	
<p>Students will participate in class presentations where they will produce well-reasoned interpretations of a scene from the text and give an reading informed by criminal justice themes as experienced by individuals and/in society. The presentation will lead to a wider discussion where presenters will answer questions and expand on their conclusions by using evidence from the text. Students will also write short essays and other low stakes writing assignments to evaluate the experiences and travails of criminal justice system on literary characters. Here they will be asked to use evidence (systemic descriptions, images, symbols, shifts in tone, setting) to support their arguments. Through these presentations and assignments, students will critically analyze Latinx literature to produce their own analyses of the impact of criminal justice system on individuals and their experience of society.</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:</p>	

<p>This course will focus on Criminal Justice in Latinx literature, which often becomes the story of Latinx characters or individuals who experience the different dimensions of the criminal justice system. From these experiences, Latinx characters learn more about the society they reside in and develop a consciousness of race, gender, sexuality, and class. Therefore, students will learn how Latinx authors approach, describe, and depict the criminal justice system from individual and social points of view. Course readings and discussions will draw from a range of humanities disciplines, specifically ethnic studies, history, philosophy, and sociology, to introduce concepts such as the moral dimensions of punishment, sociological theories on gang violence, histories of racialized penalty, legal theories of immigration, and feminist critiques of state violence.</p>	<ul style="list-style-type: none"> • 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.
<p>Through the narrative experience of Latinx characters, students will examine through discussions, presentations, and written assignments, how different aspects – race, class, gender - of a character’s place in society informs their experiences, values, and choices. Through close analyses of the texts and the character’s actions, opinions, experiences, environment, relationship to others, and encounters with criminal justice, students will develop a multidimensional view of the individual’s place in society. Students will learn how Latinx writers depict issues of criminal justice from different points of view while exploring the challenges of the criminal justice system as a retributive instrument of “deterrence and correction.” Latinx literature compels students to think about justice, not as a retributive response to individual and social issues, but through a restorative model based on empathy, education, and rehabilitation.</p> <p>The course aims to expose students to the ways Latinx literature examines restorative</p>	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.

<p>forms of justice, crime, imprisonment, and detention from a humanities perspective that will complement students' course of study in science and social science fields.</p>	
<p>Students in this course will examine the impact of criminal justice on Latinx individuals and communities through an ethical the lens. Probing class discussions, student presentations, and a multi-tier paper writing process will assess the ethical dimensions of criminal justice as it impacts individuals and/in society. Through encounters with the legal and prison systems, students will analyze the underlying premises of Latinx characters who develop ethical critiques of the criminal justice system, of society, and of themselves. These analyses push the students to think, in more complex ways, about the individual and social justice and to contemplate forms of restorative justice.</p>	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
<p>In this course, students will engage with local and national ideologies that constitute criminal justice and that extends to different parts of Caribbean and Latin America. Students will track characters who are caught between the criminal justice system and the development of their own identities as racial subjects, as illegal migrants, and as political exiles. This tension serves as symbolic of a larger social crisis that often frames Latinx populations in relation to criminality and forces individuals to navigate the society through a series of charged decision-making predicaments. Students will think through the criminal justice system allows Latinx characters reflect on their own development and how society can reimagine justice.</p>	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

John Jay College of Criminal Justice, CUNY
899 Tenth Avenue
New York, New York 10019

SYLLABUS
Criminal Justice in Latinx Literature

Professor Richard Perez
LLS 1ZZ
Room: 1XX
Class Time: XXX
Office: 7.65.24 NB
Office Hours: XXX
Office Phone: 646-557-4408
rperez@jjay.cuny.edu

** This course fulfills the Flexible Core: Individual and Society general education requirements.

Course Description:

This course focuses on criminal justice in Latinx literature, where Latinx characters experience the different dimensions of the criminal justice system. In this course, Latinx authors approach, describe, experience and depict the criminal justice system from individual and societal viewpoints. Through these experiences, the individual in Latinx narratives confronts the disproportionate role race, gender and class play in the criminal justice system to reimagine our concept of justice in restorative, rather than punitive, terms.

Pathways Learning Outcomes:

Students will:

1. Identify and apply the fundamental concepts and methods of literary studies in order to explore the relationship between the individual and society.
2. Gather, interpret, and assess information from a variety of sources and points of view.
3. Articulate and assess ethical views and their underlying premises in Latinx literature with regard to how an individual's place in society affects experiences, values, or choices.
4. Articulate ethical uses of data and other information resources as connected to Latinx literature to respond to problems and questions focused on individuals and society.
5. Identify and engage with local, national, or global trends or ideologies explored in Latinx literature, and analyze their impact on individual or collective decision-making.
6. Evaluate evidence and arguments critically or analytically and produce well-reasoned written or oral arguments using evidence to support conclusions.

Required Texts:

1) *Down These Mean Streets* by Piri Thomas
 Vintage; 13th Anniversary ed. edition (November 25, 1997)
 ISBN-13 : 978-0679781424

2) *In Perfect Light* by Benjamin Alire Saenz
 Harper Perennial; Reprint edition (November 25, 2008)
 ISBN-13 : 978-0060779214

3) *From the Cables of Genocide* by Lorna Dee Cervantes
 Arte Publico Press; First Edition (May 1, 1991)
 ISBN-13 : 978-1558850330

4) *Postcolonial Love Poem* by Natalie Diaz
 Graywolf Press (March 3, 2020)
 ISBN-13 : 978-1644450147

5) *Locas* by Yxta Maya Murray
 Grove Press; 1st Pbk. Ed edition (April 1, 1998)
 ISBN-13 : 978-0802135643

6) *Short Eyes* by Miguel Pinero
 Hill and Wang; 1st edition (January 1, 1975)
 ISBN-13 : 978-0374521479

Grading and Requirements:

There are three basic requirements for this course – attendance, participation, and written assignments.

Consistent attendance and timely arrival to class is necessary in order to pass this course. Three absences will result in lowering of grade; and four or more in automatic failure. Three or more latenesses will also adversely affect your grade. Attendance will make up 10% of your final grade.

Participation includes the completion of course reading assignments and active involvement in class discussions including comments, opinions, responses, and questions. Because participation is so important to the success of individual learning and the atmosphere of the class it will consist of 15% of your final grade.

Written assignments must be completed by the end of the semester in order to pass this course. Any late papers will automatically drop a grade. The average marks of your four papers will make up 75% of your final grade.

NOTABLE DUE DATES:**Papers:**

Week V: Paper #1 Due – 3-5 pages.

Week VIII: Paper #2 – 3-5 pages.

Week XII: Paper #3 Due – 3-5 pages.

Week XV: Final Paper Due – 5-7 pages.

Expectations:

- You are expected to behave in a mature, respectful manner in class. This means that you are alert and engaged, your cell phone/ipod/blackberry/camera is turned off and put away, you are not eating (drinks are okay), and you treat all members of the class politely. If you do not behave in this manner, you will be asked to leave class (which will result in a lateness on your attendance), and your grade will be affected.
- You write four papers as described in the “Grading and Requirements” above.
- You will bring the appropriate texts to class.
- For reading ease, assignments should be typed and double-spaced, in 12 point font, and black ink.
- If you do not show up to class when a paper is due your grade will be dropped each class you fail to bring the paper in (for example, A to A-; B to B-, etc.).
- Your assignment is considered late if it is not turned in when I collect it in class. If you expect to be absent or late when an assignment is due, give it to me ahead of time or give it to a friend to turn in.

College Wide Policies for Undergraduate Courses:**A. Incomplete Grade Policy**

See John Jay College of Criminal Justice Undergraduate Bulletin,
<http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards p. 230.

B. Extra Work During the Semester

See John Jay College of Criminal Justice Undergraduate Bulletin,
<http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards p. 232.

C. Americans with Disabilities Act (ADA) Policies

See John Jay College of Criminal Justice Undergraduate Bulletin,
<http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards p. 258.

Statement of the College 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. (Undergraduate Bulletin p. 167).

See John Jay College of Criminal Justice Undergraduate Bulletin,

<http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards p. 227-229.

Reading Schedule

Part I: Prison, Masculinity, and Race

Week I:

Down These Mean Streets by Piri Thomas – pgs. 3-94.

Week II:

Down These Mean Streets by Piri Thomas - pgs. 95-194.

View Painting: “Red Warrior” (1982) by Jean Michel Basquiat

Week III:

Down These Mean Streets by Piri Thomas – pgs. 195-331.

OUTLINE DUE

Week IV:

In Perfect Light by Benjamin Alire Saenz - pgs. 3-104.

FIRST DRAFT DUE: 3 pgs.

Week V:

In Perfect Light by Benjamin Alire Saenz - pgs. 107-212.

Paper#1 Due 3-5pgs.

Week VI:

In Perfect Light by Benjamin Alire Saenz - pgs. 215-326.

OUTLINE DUE:

Part II: History and Postcolonial Poetics

Week VII

From the Cables of Genocide by Lorna Dee Cervantes – pgs. 13-50.

DRAFT DUE: 3 pgs.

Week VIII

From the Cables of Genocide by Lorna Dee Cervantes – pgs. 51-78.

Paper #2 Due 3-5pgs.

Week IX

Postcolonial Love Poem by Natalie Diaz – pgs. 1-52.

Week X

Postcolonial Love Poem by Natalie Diaz – pgs. 55-100.

OUTLINE DUE

Part III: Criminal Justice, Gender, and the Streets

Week XI

Locas by Yxta Maya Murray – pgs. 1-124.

DRAFT DUE: 3 pgs.

Week XII

Locas by Yxta Maya Murray – pgs. 125-256.

Paper Due #3 3-5 pgs.

Week XIII

Short Eyes by Miguel Pinero – Act One

Week XIV

Short Eyes by Miguel Pinero – Act Two

DRAFT DUE: 3-5 pgs.

Week: XV

Concluding Remarks

Final Paper Due 5-7 pgs.

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

New Course Proposal Form

Date Submitted: April 29, 2021

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

1. a. **Department(s) or program(s)** proposing this course: Latinx Literature Minor

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

Richard Perez, English Department

Belinda Linn Rincón, Latin American and Latinx Studies and English
Departments

Email address(es) rperez@jjay.cuny.edu & brincon@jjay.cuny.edu

Phone number(s)

Richard Perez 646.557.4408

Belinda Linn Rincón 212.237.8750

2. a. **Title of the course** Afro-Latinx Literature

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Afro-Latinx Lit

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:

Writers of Afro-Latinx descent make up a significant strain of Latinx literature. At John Jay, a course on Afro-Latinx literature will speak, in significant ways, to the field as well as to the students. We will read important Afro-Latinx texts on race. The course will also assign 15-20 pages of written assignments and have detailed readings required to make it an effective 200-level class.

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

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.)

Race is a significant aspect of US Latinx experience and thus indispensable to Latinx literature. This course examines how Latinx writers of African descent negotiate identity in society. From

Tato Laviera to Nelly Rosario, Veronica Chambers to Elizabeth Acevedo, the contributions of Afro-Latinx writers have played an important part in the formation of the field. While other courses in the minor broach the topic of race, this class will consider blackness and Afro-Latinx identity as a constituent part of Latinx culture and history. Often caught between Latinx and African-American communities - included and marginalized from both - Afro-Latinx characters articulate their own set of individual and social traditions. Their self and social explorations become a commentary on the tensions between individuals and society and the way that blackness is routinely approached in homogenous terms. The individual in Afro-Latinx literature experiences this social erasure in the form of stereotypes, overt racism, and varying states of invisibility that are played out in communal, systemic, and historic ways. Yet, if the Afro-Latinx subject stands as a figure of difference within society, s/he also marks a powerful presence whose cultural sensibilities – food, music, poetry - have left a significant mark on Latinx imaginaries. This course then will explore Afro-Latinx literary and aesthetic practices while staying attuned to the specificities among and within Afro-Latinx populations who originate from various parts of the Americas. In short, this course will study Afro-Latinx literature not as a one-dimensional version of blackness, but in its social heterogeneity and complexity. This course, therefore, examines an important part of Latinx literature to better understand how individual experiences of race (and racially inflected gender, class and sexuality) inform the social life of Afro-Latinx subjects.

In addition, through the lens of the individual and society this course will explore how Afro-Latinx culture complicates, expands, and enriches our understanding of race in the United States. Indeed, this course is especially important at John Jay where more than half of our student body are Afro-descendants, whether of African, African-American, Afro-Caribbean, and/or Afro-Latinx origins. Therefore, this course will address African diasporic identity and culture and study the complex racial dynamics of black life and black imagination in Latinx literature.

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

This course examines Afro-Latinx writers in the United States. It explores how Afro-Latinx literature reimagines race and depicts the complexity of the Black experience within different social contexts. We will track the experience of Afro-Latinx characters who traverse race in society and who navigate encounters that warp, complicate, and broaden their sense of themselves. Discussions will also focus on an ethics of freedom by addressing the impact of racism on individuals and society.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): ENG 101

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

Students will:

1. Identify and apply the fundamental concepts and methods of literary studies in order to explore the relationship between Afro-Latinx individual and society.
 2. Gather, interpret, and assess information from a variety of Afro-Latinx sources and points of view.
 3. Articulate and assess ethical views regarding race and their underlying premises in Afro-Latinx literature with regard to how an individual's place in society affects experiences, values, or choices.
 4. Articulate ethical uses of data and other information resources as connected to Afro-Latinx literature to respond to racial problems and questions focused on individuals and society.
 5. Identify and engage with local, national, or global trends or ideologies explored in Afro-Latinx literature and analyze their impact on individual or collective decision-making.
 6. Evaluate evidence and arguments critically or analytically and produce well-reasoned written or oral arguments on Afro-Latinx literature using evidence to support conclusions.
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)

- Latinx Literature Minor
 - Part 2: Electives

- Latin American and Latinx Studies Major
 - Elective in Track B: U.S. Latinxs
- Latin American and Latinx Studies Minor
 - Elective in Category B: Latinxs in the United States
- English Major
 - Part 4: Electives

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

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

Flexible Core:

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

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

This course focuses on writers of African descent in Latinx literature. It adds an important curricular contribution to the flexible core “Individual & Society” as students, many of whom are of African descent or interested in African-American culture, will learn how Afro-Latinx authors express, experience and depict race from a Latinx perspective. By introducing students to texts by Piri Thomas, Loida Mariza Perez, Nelly Rosario, Veronica Chambers, among others, it will open conversations and analyses of Afro-Latinx characters and how they negotiate identity, language, community, institutional encounters, and the formation of an Afro-Latinx consciousness. Thus, this class will track how characters experience race in larger communal and national contexts and the way these racially inflected encounters shape their sense of themselves. This class will also revel in the variations and multiplicity of Afro-Latinx culture from literature to music to dance to food, all of which play important roles in the texts of the course and compel us to think about the individual and society through an Afro-Latinx lens.

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

Every semester _____	Number of sections: _____
Fall semesters only <u>X</u>	Number of sections: <u>1</u>
Spring semesters only _____	Number of sections: _____

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

We will assess student learning through class participation, which includes attendance and in-class discussions of the Afro-Latinx texts we read. The class will build on the readings and discussions to include in-class presentations on different scenes and aspects of Afro-Latinx literature. This will lead to four formally crafted written assignments, which will be scaffolded through an incremental process, starting with outlines and drafts and culminating in fully formed interpretive papers.

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

Yes No

- If yes, please state the librarian's name Marta Bladek
- 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.

<ul style="list-style-type: none"> ➤ The library catalog, CUNY+ <input type="checkbox"/> ➤ EBSCOhost Academic Search Complete <input checked="" type="checkbox"/> ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <input type="checkbox"/> ➤ LexisNexis Universe <input type="checkbox"/> 	<ul style="list-style-type: none"> ➤ Criminal Justice Abstracts <input type="checkbox"/> ➤ PsycINFO <input type="checkbox"/> ➤ Sociological Abstracts <input type="checkbox"/> ➤ JSTOR <input checked="" type="checkbox"/> ➤ SCOPUS <input type="checkbox"/> ➤ Other (please name) Project Muse
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13. **Syllabus** - See below.14. Date of **Department curriculum committee** approval:

The LLS curriculum committee met on April 27, 2021, and approved of this new course proposal.

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

- Belinda Linn Rincón, Assoc. Professor of Latin American and Latinx Studies and English
- Richard Perez, Assoc. Professor of English

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.

- The LLS Curriculum Committee approved of this course on April 27, 2021. It views this course as a vital part of its response to the campus- and student demand for diversity and racial justice.
- During meetings held on April 9th and April 26th with the English department Chair, Curriculum Committee Chair, and UCASC representative, there was no expressed concern or hesitancy about this course.
- We also sought the feedback and consultation of Africana Studies. On April 22, 2021, Teresa Booker, Chair of the Africana Studies Department, shared the proposal with the curriculum committee of Africana Studies. While she did not report the details of the conversation, she did say it was very positive and the proposals received enthusiastic support. One suggestion made was that we make sure to address Afro-masculinities and the broader struggles for justice that Latinx men of African descent experience. She wrote the following: “Good news! Our department’s curriculum committee has NO objections to the proposed Afro-Latinx course.” The Africana Studies department believes that this course is long overdue at the College and makes an important contribution to the curriculum of John Jay.
- We spoke to Jonathan Gray, Associate Professor in the English department, via email on April 5, 2021. Professor Gray teaches African American literature in the department. He expressed his excitement about having this course as it adds a missing dimension in the curriculum of the college and to the study of African-American literature and culture. It gives the study of African-American literature a hemispheric range and teaches students that writers of African descent are part of a larger tradition of African culture throughout the Americas.

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

_X_No

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

19. Approvals:



Prof. José Luis Morín, Chair, Dept. of Latin American and Latinx Studies

Name of Chair giving approval, Proposer's Department

CUNY Common Core Course Submission Form

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

College	John Jay College	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LLS 2yy	
Course Title	Afro-Latinx Literature	
Department(s)	Latin American and Latinx Studies and English	
Discipline	Latin American and Latinx Studies and English	
Credits	3	
Contact Hours	3	
Pre-requisites (if none, enter N/A)	ENG 101	
Co-requisites (if none, enter N/A)		
Catalogue Description	<p>This course examines Afro-Latinx writers in the United States. It explores how Afro-Latinx literature reimagines race and depicts the complexity of the Black experience within different social contexts. We will track the experience of Afro-Latinx characters who traverse race in society and who navigate encounters that warp, complicate, and broaden their sense of themselves. Discussions will also focus on an ethics of freedom by addressing the impact of racism on individuals and society.</p>	
Special Features (e.g., linked courses)		
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended	
<p>Indicate the status of this course being nominated:</p> <p><input type="checkbox"/> current course <input type="checkbox"/> revision of current course XX <input checked="" type="checkbox"/> a new course being proposed</p>		
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>		
<p>Required</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>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p>	<p>XX <input checked="" type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> Scientific World</p>

Learning Outcomes

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

<p>D. Individual and Society</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p>Students will write interpretative essays on Afro-Latinx fiction, drama, and/or poetry. Through the literature, they will reflect on race in its different dimensions in order to support their analyses of Afro-Latinx authors. They will explore how Afro-Latinx literature depicts the experiences of Afro-Latinx characters or individuals and/in society. Students will analyze how Afro-Latinx authors offer multi-dimensional viewpoints on blackness and how the social nuances of race are depicted in novels, poems, essays and drama. Along with the literature we will listen to music, watch videos, and look at visual arts such as graffiti to think through individual experiences of race and how it shapes and is shaped by society. Specifically, we will assess student learning through class participation, which includes attendance and in- class discussions of the Afro-Latinx literature we read. The class will build on these readings and discussions to develop in-class presentations on different aspects of blackness found in the texts. Finally, our prior work will lead to four 5-page written assignments, which will be scaffolded through an incremental process, which starts with outlines and drafts and will culminate in fully formed interpretive papers.</p>	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
<p>We will assess student learning through class participation where we will read passages and develop, through wide-ranging conversations, layered interpretations of the text in relation to the individual and society from an Afro-Latinx point of view. These discussions will model for the student how to interpret a narrative by using evidence (symbols,</p>	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.

<p>metaphors, tone, images, language) in the novel to address themes related to race and how race impacts individuals and society in Afro-Latinx literature. These discussions will lead to in-class presentations that allow students to generate their own interpretations and lead the class discussion. And ultimately, using the evaluative methods and skills they have developed, students will undertake formal written assignments where they will analyze the novels through the lens of criminal justice. As stated above, writing will begin with outlines that give their papers a critical trajectory by gathering quotes from different scenes and producing a thesis statement that serves as the foundation of their arguments; drafts that allow them to put into narrative form their critical evaluations; and a final version that allows them to refine their writing and deepen their interpretive interpretations.</p>	
<p>Students will participate in class presentations where they will produce well-reasoned interpretations of a scene from the text and give a reading informed by race as experienced by individuals and/in society. The presentation will lead to a wider discussion where presenters will answer questions and expand on their conclusions by using evidence from the text. Students will also write 4 short essays to evaluate the experiences and travails of race on Afro-Latinx characters. Here they will be asked to use evidence (systemic descriptions, images, symbols, shifts in tone, and setting) to support their arguments. Through these presentations and written assignments, students will critically analyze Latinx literature to produce their own analyses of the nuances of blackness and the impact of race on individuals and their experience of society.</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>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:</p>	
<p>Afro-Latinx literature requires an inter- and multidisciplinary approach that this course will provide through a wide array of readings, including historical, philosophical, psychoanalytic, literary criticism and literary genre studies. These texts will allow</p>	<ul style="list-style-type: none"> • 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.

<p>students to produce nuanced views and analyses of race. We will discuss philosophic debates about the nature and history of race and reflect on questions of ontology, consciousness, identity, and community.</p>	
<p>Much of the Afro-Latinx literature we will read explores the experience of violence and exclusion based on racism, nationalism, patriarchy, and other forms of social and institutional oppression. For example, we will read early Afro-Latinx narratives of different time periods in which authors depict social violence and micro/macro forms of discrimination. Afro-Latinx authors provide ingenious ways for Afro-Latinx subjects to navigate an antiblack existence and reimagine identity outside the constraints of white supremacist ideologies. These texts insist on a regard for blackness that expands ideas about individual freedom and social justice.</p>	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
<p>Through a layered approach of discussions, oral presentations and essays, students will analyze how Afro-Latinx texts provide social commentary and critiques about oppressive values, practices, and ideologies within the United States. The course's focus on blackness will emphasize how race sits at the center of larger questions about identity, community, and freedom. This class will explore an ethics of freedom by addressing the impact of racism on individuals and society. Students will also examine how Afro-Latinx populations are often positioned in relation to the legal system, compelling deeper analyses of criminality and justice.</p>	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
<p>In our readings of Latinx literature, we will think comparatively across African traditions in the Americas. Students may compare and contrast different ways of approaching race in literature, music, visual</p>	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

<p>arts, film, to create a wide-ranging conversation about race in the United States and in the Americas. We will then see how multi-dimensional depictions of blackness across cultures produce, in Afro-Latinx narratives, reflections on individual subjectivity and community, freedom and national belonging. These texts expand and enrich how individuals diversify and complicate collective identity in the U.S.</p>	
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John Jay College of Criminal Justice, CUNY
899 Tenth Avenue
New York, New York 10019

SYLLABUS
Afro-Latinx Literature

Professor Richard Perez
LLS 2YY
Room: XXX
Class Time: XXX
Office: 7.65.24 NB
Office Hours: XXX
Office Phone: 646-557-4408
rperez@jjay.cuny.edu

** This course fulfills the Flexible Core: Individual and Society general education requirements.

Course Description:

This course examines Afro-Latinx writers in the United States. It explores how Afro-Latinx literature reimagines race and depicts the complexity of the Black experience within different social contexts. We will track the experience of Afro-Latinx characters who traverse race in society and who navigate encounters that warp, complicate, and broaden their sense of themselves. Discussions will also focus on an ethics of freedom by addressing the impact of racism on individuals and society.

Pathways Learning Outcomes:

Students will:

1. Identify and apply the fundamental concepts and methods of literary studies in order to explore the relationship between Afro-Latinx individual and society.
2. Gather, interpret, and assess information from a variety of Afro-Latinx sources and points of view.
3. Articulate and assess ethical views regarding race and their underlying premises in Afro-Latinx literature with regard to how an individual's place in society affects experiences, values, or choices.
4. Articulate ethical uses of data and other information resources as connected to Afro-Latinx literature to respond to racial problems and questions focused on individuals and society.
5. Identify and engage with local, national, or global trends or ideologies explored in Afro-Latinx literature and analyze their impact on individual or collective decision-making.

6. Evaluate evidence and arguments critically or analytically and produce well-reasoned written or oral arguments on Afro-Latinx literature using evidence to support conclusions.

Required Texts:

- 1) *The Daughters of the Stone* by Dalma Llanos Figueroa
- 2) *Song of the Water Saints* by Nelly Rosario
- 3) *Mama's Girl* by Veronica Chambers
- 4) *Now We Will Be Happy* by Amina Gautier
- 5) *Black Cuban, Black American: A Memoir* by Evelio Grillo
- 6) *Poet X* by Elizabeth Acevedo
- 7) *AmeRican* by Tato Laviera
- 8) *Where a Nickel Costs a Dime* by Willie Perdomo

Grading and Requirements:

There are three basic requirements for this course – attendance, participation, and written assignments.

Consistent attendance and timely arrival to class is necessary in order to pass this course. Three absences will result in lowering of grade: and four or more in automatic failure. Three or more latenesses will also adversely affect your grade. Attendance will make up 10% of your final grade.

Participation includes the completion of course reading assignments and active involvement in class discussions including comments, opinions, responses, and questions. Because participation is so important to the success of individual learning and the atmosphere of the class it will consist of 15% of your final grade.

Written assignments must be completed by the end of the semester in order to pass this course. Any late papers will automatically drop a grade. The average marks of your four papers will make up 75% of your final grade.

NOTABLE DUE DATES:

Papers:

Week V: **Paper#1 Due 3pgs.**

Week IX: **Paper #2 Due 3pgs.**

Week XIII: **Paper Due #3 3pgs.**

Week XV: **Final Paper Due 5 pgs.**

Expectations:

- You are expected to behave in a mature, respectful manner in class. This means that you are alert and engaged, your cell phone/ipod/blackberry/camera is turned off and put away, you are not eating (drinks are okay), and you treat all members of the class

politely. If you do not behave in this manner, you will be asked to leave class (which will result in a lateness on your attendance), and your grade will be affected.

- You will write four papers as described in the “Grading and Requirements” above.
- You will bring the appropriate texts to class.
- For reading ease, assignments should be typed and double-spaced, in 12 point font, and black ink.
- If you do not show up to class when a paper is due your grade will be dropped each class you fail to bring the paper in (for example, A to A-; B to B-, etc.).
- Your assignment is considered late if it is not turned in when I collect it in class. If you expect to be absent or late when an assignment is due, give it to me ahead of time or give it to a friend to turn in.

College Wide Policies for Undergraduate Courses:

A. Incomplete Grade Policy

See John Jay College of Criminal Justice Undergraduate Bulletin,
<http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards p. 230.

B. Extra Work During the Semester

See John Jay College of Criminal Justice Undergraduate Bulletin,
<http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards p. 232.

C. Americans with Disabilities Act (ADA) Policies

See John Jay College of Criminal Justice Undergraduate Bulletin,
<http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards p. 258.

Statement of the College 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. (Undergraduate Bulletin p. 167). See John Jay College of Criminal Justice Undergraduate Bulletin, <http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards p. 227-229.

Reading Schedule

Part I: Afro-Latinx Histories and Migrations

Week I:

The Daughters of the Stone by Dalma Llanos Figueroa – Ch. 1-14

Handout: Excerpt from *Scenes of Subjection* by Saidiya Hartman

Week II:

The Daughters of the Stone by Dalma Llanos Figueroa – Ch. 15-28

Handout: “Spirited Identities: Creole Religions, Creole/U.S. Latina Literature, and the Initiated Reader” by Margarite Fernandez Olmos`

Week III:

Song of the Water Saints by Nelly Rosario

Handout: “Alternative Visions and the Souvenir Collectible in Nelly Rosario’s *Song of the Water Saints*” by Victoria Chevalier

OUTLINE DUE

Week IV:

Song of the Water Saints by Nelly Rosario

FIRST DRAFT DUE: 3-5 pgs.

Part II: Afro-Latinx Affiliations: Family and Community

Week V:

Mama’s Girl by Veronica Chambers - pgs. 1-104.

Paper#1 Due 5pgs.

Week VI:

Mama’s Girl by Veronica Chambers - pgs. 105-208.

Handout: Excerpt from “Ain’t I a Woman: Black Women and Feminism” by bell hooks

Week VII

Now We Will Be Happy by Amina Gautier - pgs. 1-52.

Handout: “The Transformation from Silence into Language and Action” by Audre Lorde

OUTLINE DUE

Week VIII

Now We Will Be Happy by Amina Gautier - pgs. 53-128.

FIRST DRAFT DUE: 3-5 pgs.

Part III: Afro-Latinx Identity: Voice, Consciousness, and Gender

Week IX

Black Cuban, Black American: A Memoir by Evelio Grillo - pgs. 1-60.

Paper #2 Due 5pgs.

Week X

Black Cuban, Black American: A Memoir by Evelio Grillo - pgs. 61-134.

Handout: “Decolonizing Latinx Masculinities” Fredrick Luis Aldama and Arturo J. Aldama

Week XI

Poet X by Elizabeth Acevedo pgs. 1-199.

OUTLINE DUE

Week XII

Poet X by Elizabeth Acevedo - pgs. 200-384.

Handout: Excerpt from *LatinX* by Claudia Milian

DRAFT DUE: 3-5 pgs.

Part IV: Afro-Latinx Poetics

Week XIII

AmeRican by Tato Laviera – pgs. 1-95.

Handout: “The Poet as Earwitness: Reading Sound, Voice and Music in Tato Laviera’s Poetry” by Frances Aparicio

Paper Due #3 5 pgs.

Week XIV

Where a Nickel Costs a Dime by Willie Perdomo - pgs. 1-80.

Handout: “The Wild Beyond: With and For the Undercommons” by Stefano Harney and Fred Moten

Draft Due

Week: XV

Final Paper Due 7-10 pgs.

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) via email in the Office of Undergraduate Studies.

Date Submitted: October 6, 2021

1. Name of Department or Program: Counseling and Human Services

2. Contact information of proposer(s):

Name(s): Katherine Stavrianopoulos, Ph.D.

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

Phone number(s): 212-237-8146

3. Current number and title of course: CSL 227 – Families: Stress, Resiliency and Social Supports

4. Current course description:

This course will examine internal (e.g. separation, intimate partner violence, illness etc.), and external (e.g. immigration, economic distress, military deployment etc.) stressors that impact western world families. Students will learn to apply family stress theory, explore how families process stressors and examine the array of strategies employed to enhance family resilience and stability in the face of adversity. Additionally, students will survey various community support systems designed to assist families in need.

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 CHS 150

5. Describe the nature of the revision (what are you changing?): Change to the course prerequisites

6. Rationale for the proposed change(s): Removal of CHS 150 as a pre-requisite for CSL 227 will allow for students across other minors to enroll in the course (eg. HPED minor). The revision

requires only English as the pre-requisite.

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 101, only

8. Enrollment in past semesters: 60

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

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: September 14, 2021

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Katherine Stavrianopoulos, Ph.D.

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) via email in the Office of Undergraduate Studies.

Date Submitted: 10/27/21

1. Name of Department or Program: Honors Program

2. Contact information of proposer(s):

Name(s): Raymond Patton and Sergio Gallegos Ordorica
 Email(s): rpatton@jjay.cuny.edu and sgallegos@jjay.cuny.edu
 Phone number(s):

3. Current number and title of course: **HON 201 Intellectual Foundations I: What is the Common Good?**

4. Current course description:

“This course emphasizes how different disciplines frame seminal questions about the historical, religious, scientific, and philosophical contexts that have shaped and continue to shape questions of the common good. The course addresses themes such as global-local relations; power and hegemony; culture and diversity; individualism and collectivism; and ethics.”

a. Number of credits: 3 credits

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

c. Current prerequisites: N/A

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

We are changing the description of the course in response to student feedback in order to make it more responsive to the specific needs of the diverse student body that the Honors program serves while also taking into account the status of John Jay College as an Hispanic

Service Institution.

6. Rationale for the proposed change(s):

In the Spring 2021 semester, Prof. Ray Patton taught a section of HON 385 (Honors at a Hispanic Institution). Since this provided an excellent opportunity to receive student feedback to make the descriptions of Honors courses more inclusive and accessible to the diverse student body that the Honors Program serves, Prof. Patton invited a group of Honors students to collectively analyze the course descriptions and to offers suggestions to make them more accessible and responsive to student needs. In particular, regarding the course description of HON 201 (What is the Common Good?), two of the main concerns that students voiced in their feedback were that the original course description of HON 201 made no reference to contemporary application of the topics discussed and that the course description was silent about the perspectives from which questions about the common good were raised.

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

a. Revised course description:

This course addresses the common good from across the humanities and social sciences, and from perspectives across cultures, genders, as well as social and economic classes. The idea of a common good has been used in the construction of just social orders, the moral improvement of human beings, the liberation of oppressed groups, as well as, at times, as an excuse or justification in projects of oppression. Students in this course will learn to critically explore not only how central questions about the common good have been shaped by various different institutions and social practices across the world (e.g., religion, race, colonialism, patriarchy, capitalism, anthropocentrism, etc.) but also how diverse conceptions of the common good that emanate from diverse societies in Europe, Africa, Asia, and the Americas can be used to address contemporary issues that impinge upon the common good of what is now a global society.

b. Revised course title: **Critical Perspectives on the Common Good**

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

d. Revised learning outcomes: N/A

e. Revised assignments and activities related to revised outcomes: N/A

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: 50

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

This course is already approved for the Flexible Core: Individual and Society 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: 10/26/2021

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

Raymond Patton

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) via email in the Office of Undergraduate Studies.

Date Submitted: 10/27/21

1. Name of Department or Program: Honors Program

2. Contact information of proposer(s):

Name(s): Raymond Patton

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

Phone number(s):

3. Current number and title of course: **HON 201 Intellectual Foundations II: Leadership & Common Good**

4. Current course description:

This course will examine models and ideas of leadership across cultures and over time, keeping in mind how questions of the common good shape such models and ideas. The course will enable students to consider the relation between collective goals, individual needs, and the challenges that leaders and communities face in promoting the common good. The final project for this course offers students the opportunity to practice a core set of practical skills relevant to collaborative leadership.

a. Number of credits: 3 credits

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

c. Current prerequisites: N/A

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

6. Rationale for the proposed change(s):

We are changing the course title and the description for the first part of the sequence, HON 201.

While HON 201 and HON 202 are connected, the second part of the title, “Leadership and the Common Good” is more substantive and useful for describing the course than “Intellectual Foundations. We anticipate submitting a more substantive update for HON 202 in the near future that will update the course description along similar lines as HON 201. That language is still being worked on.

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

- a. Revised course description: N/A
- b. Revised course title: **Leadership and Common Good**
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Leadership & Common Good**
- d. Revised learning outcomes: N/A
- e. Revised assignments and activities related to revised outcomes: N/A
- f. Revised number of credits: N/A
- g. Revised number of hours: N/A
- h. Revised prerequisites: N/A

8. Enrollment in past semesters: 50

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

This course is already approved for the Flexible Core: World Cultures 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: 10/26/2021

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

Raymond Patton

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) via email in the Office of Undergraduate Studies.

Date Submitted: 10/6/2021

1. Name of Department or Program: Honors Program

2. Contact information of proposer(s):

Name(s): Raymond Patton
 Email(s): rpatton@jjay.cuny.edu
 Phone number(s):

3. Current number and title of course:

MHC 125 Macaulay Honors Seminar 1: The Arts of NYC
MHC 126 Macaulay Honors Seminar 2: The Peopling of NYC
MHC 225 Macaulay Seminar 3: Science & Technology in NYC
MHC 226 Macaulay Seminar 4: The Future of NYC

4. Current course description:

MHC 125 Macaulay Honors Seminar 1: The Arts of NYC (FC: Creative Expression)

This course introduces you to performances and exhibitions in the arts, using New York City's cultural institutions as resources for aesthetic experiences and opportunities for research, interpretation, and creative work. This course examines intersections among cultural events in the city and academic readings and writings. We will look at the nature of narrative as it is expressed in literature as well as in various other media: opera, popular music, dance, theater, and pictorial art; high as well as folk art, classical as well as contemporary forms. This class is the first of the interdisciplinary New York City-based seminars that make up the curriculum of the Macaulay Honors College.

MHC 126 Macaulay Honors Seminar 2: The Peopling of NYC (FC: U.S. Experience)

In this seminar students investigate the role of immigration and migration in shaping the New York City's identity, past, present, and future. Seminar topics include: the factors that have driven and drawn people to New York since the 17th century; the different ways that religion, race, gender, and ethnicity have shaped immigrant encounters with and within the city; the formation and social organization of immigrant communities in such neighborhoods as the Lower East Side, Harlem, Little Italy, Chinatown, Astoria, Flushing, and Stapleton; the impact of successive waves of newcomers on urban culture and politics; and the continuing debates over assimilation and Americanization. Extensive reading and writing assignments are enriched by visits to the Lower East Side Tenement Museum, Ellis Island, and other important sites. The culminating project of this seminar is the collaborative construction of

websites that deal with immigrant communities, exhibited at a final common event.

MHC 225 Macaulay Seminar 3: Science & Technology in NYC (FC: Sci World)

This course introduces students to scientific and technological topics that have had an impact on contemporary New York. These may include technology and the computer, urban health issues, the environment, and energy. Students read scientific literature related to their topic and learn the fundamentals of science necessary to understand their readings. The seminar also engages students in the process of scientific inquiry, while giving attention to the historical, ethical, legal, social, and economic ramifications of the topic. Class work is enriched by visits to New York scientific institutions, such as the Museum of Natural History, the Rose Planetarium, the Mt. Sinai Medical Center, and other important research sites. The culminating event of this seminar is the exhibit of collaborative scientific posters.

MHC 226 Macaulay Seminar 4: The Future of NYC (FC: Ind & Society)

This course focuses on the ongoing interplay of social, economic, and political forces that shape the physical form and social dynamics of New York City. Students will develop an understanding of the economic, political, and social forces that shaped New York. By studying the historical processes of urban change, students will gain a greater understanding of contemporary challenges, and of the strategies and prospects for future improvements.

- a. Number of credits: 3
- b. Number of class hours (please specify if the course has lab hours): 3
- c. Current prerequisites: MHC 225, 226: ENG 201

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

Course Description and Titles

6. Rationale for the proposed change(s):

The Macaulay Honors College curriculum committee, in consultation with faculty, staff, and students, reviewed the Macaulay seminars to ensure that the course descriptions were attentive to diversity, equity, and inclusivity. As a result of that process, the following course descriptions were proposed for adoption at all campuses with Macaulay programs. In addition, some of the John Jay Macaulay seminar titles differ slightly from the titles on other campuses. This proposal adopts the title in use at other Macaulay institutions.

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

- a. Revised course description:

MHC 125 Macaulay Honors Seminar 1: The Arts in NYC

This seminar introduces Macaulay students to a diverse range of the arts and their roles in the life, history and expression of New York City. Students will attend theatrical, operatic, and musical performances, exhibitions of visual art, and other highlights of the current cultural season. Students are encouraged to examine performances and exhibitions from the multiple perspectives of scholarship, creativity, and production. The seminar will include examples and discussions of artistic endeavors from diverse racial and ethnic groups, specifically including the creations of Black, Indigenous, and other people of color (BIPOC) artists.

MHC 126 Macaulay Honors Seminar 2: The Peopling of NYC

In this seminar, students use tools from the social sciences, from oral history to mapping and participant observation and beyond, to investigate how the diverse people of New York City shape its identity, past, present, and future. Extensive reading and writing assignments are enriched by visits to neighborhoods, museums and historical and cultural sites across the city.

MHC 225 Macaulay Seminar 3: Science & Technology in NYC

Science Forward is a skills-based course that focuses on scientific thinking in the context of a variety of different fields of science. We will concentrate on the specific skills that allow one to have good Science Sense: Number Sense, Data Sense, and Knowledge Sense. The course will address important current issues in science that are relevant to policy and public participation and will include active and experiential learning opportunities to allow students to engage in the work of scientists in the field.

MHC 226 Macaulay Seminar 4: The Future of NYC

In this seminar, students analyze the interplay of social, economic, and political forces that shape the physical form and social dynamics of New York City. Students will research, investigate, propose, and defend projects to address contemporary issues facing the city and its residents.

b. Revised course title:

MHC 125 Macaulay ~~Honors~~ Seminar 1: ~~The Arts of NYC~~ The Arts in New York City
 MHC 126 Macaulay ~~Honors~~ Seminar 2: ~~The Peopling of NYC~~ The People of New York City
 MHC 225 Macaulay Seminar 3: ~~Science & Technology in NYC~~ Science Forward
 MHC 226 Macaulay Seminar 4: ~~The Future of NYC~~ Shaping the Future of New York City

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

Sem 1: Arts in NYC
 Sem 2: People of NYC
 Sem 3: Science Forward
 Sem 4: Shaping Future NYC

d. Revised learning outcomes: No change

e. Revised assignments and activities related to revised outcomes : No change

f. Revised number of credits: No Change

g. Revised number of hours: No change

h. Revised prerequisites: No change

8. Enrollment in past semesters: typically 20-25 students per class offering

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

These courses are already approved for the Gen Ed Program.

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: 10/26/2021

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

Raymond Patton, Faculty Director, John Jay College and Macaulay Honors Programs

