

# **JOHN JAY**

**COLLEGE  
OF  
CRIMINAL  
JUSTICE**

**COLLEGE COUNCIL**

# **AGENDA & ATTACHMENTS**

**THURSDAY, FEBRUARY 24, 2022**

---

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**

February 24, 2022 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the December 7, 2021 College Council (Attachment A), **Pg. 4**
- III. Approval of Members of the College Council Committees (Attachment B), **Pg. 6**

College Council

Silvia Dapia has replaced Vicente Lecuna for the Department of Modern Languages and Literatures.

Lutful Mamun Shudin will serve as the fourth alternate student representative.

CORRECTION to December 7, 2021 agenda: The agenda from December 7, 2021 stated that Yolanda Jeanty “resigned as Alternative-At-Large student member.” That was in error. Yolanda Jeanty was never an Alternative-At-Large member.

Undergraduate Curriculum and Academic Standards Committee

Maat Lewis will replace Michele Tollinchi for the Department of Counseling and Human Services.

Committee on Student Interests

Vernetta Parkinson and Lutful Mamun Shudin will serve as fourth and fifth student representatives.

Faculty-Student Disciplinary Committee

Jordan Taylor Smith, Tisha Brahmhatt, and Hashaam Shahzad will serve as additional student representatives.

Committee on Faculty Personnel

Gregory Kirsopp and Jayvon Thomas will not serve as student representatives.

Strategic Planning Subcommittee

Tisha Brahmhatt will not serve as a student representative.

Committee on Student Evaluation of the Faculty

Nicole Melanie Franco Calderon will replace Gregory Kirsopp as a student representative.

Committee on Honors, Prizes, and Awards

CORRECTION to December 7, 2021 agenda: The agenda from December 7, 2021 stated that Yolanda Jeanty “resigned as the third student representative.” That was in error. Yolanda Jeanty was never elected as the third student representative.

- IV.** Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C22) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

**Programs**

- C1. Proposal for a New Accelerated Dual Admission Program in BS-MS in Forensic Science (this proposal was also approved by UCASC on Nov 12th & the Committee on Graduate Studies at its Dec 2021 meeting), **Pg. 23**
- C2. Revision of the BS in Human Services and Community Justice, **Pg. 37**
- C3. Revision of BS in Applied Mathematics, **Pg. 44**

**New Courses**

- C4. CSCI 172 Introduction to Data Analysis, **Pg. 51**
- C5. ECO 3XX Economic Inequality in the USA (CO: JCII), **Pg. 64**
- C6. ICJ 2XX UN Sustainable Development Goals & Global Justice (CO: JCI 200-lev), **Pg. 86**
- C7. LIT 1YY Science Fiction & Science Fact (FC: Sci Wld), **Pg. 111**
- C8. LIT 2YY Latinx Horror & Gothic in Literature & Film (FC: Ind & Soc), **Pg. 130**
- C9. LLS 1XX Race, Criminal Justice and Latinx Communities (FC: Ind & Soc), **Pg. 154**
- C10. LLS 2XX Latinx Film and Media (FC: US Exp), **Pg. 175**
- C11. SOC 2YY Social Movements, Equity & Activism (CO: JCI 200-lev), **Pg. 197**
- C12. SOC 3YY Abolition: From Slavery to Supermax (CO: JCII), **Pg. 227**

**Courses Being Mapped to Gen Ed Learning Outcomes**

- C13. SOC 213 Sociology of Race and Ethnic Relations (FC: U.S. Exp), **Pg. 245**

**Course Revisions**

- C14. AFR 377 Field Education in Community Organizing & Practice, **Pg. 264**
- C15. AFR 378 Field Education in Community Organizing & Practice II, **Pg. 267**
- C16. ANT 330 Cultural Pluralism and Law (JCII), **Pg. 270**
- C17. ANT 332 Class, Race, Ethnicity & Gender in Anthropological Perspective, **Pg. 281**
- C18. LLS 245 Dominican Identity & Society (WC), **Pg. 293**
- C19. PSY 242 Abnormal Psychology, **Pg. 309**
- C20. SPA 215 Spanish Conversation and Composition, **Pg. 311**
- C21. SPA 250 Spanish for Criminal Justice, **Pg. 313**
- C22. SPA 255 Professional Spanish, **Pg. 315**

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

**New Courses**

- D1. ICJ735 Gender Justice for Conflict-Related Sexual and Gender-Based Violence (SGBV) and Crimes, **Pg. 317**

**Course Revisions**

- D2. FOS 795, 796, 797 Thesis Prospectus Course Series (MS Forensic Science), **Pg. 345**

- VI.** New Business

- 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
- X.** Administrative Announcements – President Karol Mason

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

**The City University of New York**

MINUTES OF THE COLLEGE COUNCIL

December 7, 2021

The College Council held its fourth meeting of the 2021-2022 academic year on Tuesday, December 7, 2021. The meeting was called to order at 1:48 p.m. and the following members were present: Adam Wandt, Alex Alexandrou, Andrea Balis, Alexander Long, Charles Stone, Gregory Sheppard, David Brotherton, 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, Vicente Lecuna, Aiisha J. Qudusi, Andrew Berezhansky, Fatumata Tunkara, Yong Hao Zheng, Tisha Brahmabhatt, Cat Alves, Janet Winter, Rulisa Galloway-Perry, Brian Kerr, Dara Byrne, Elsa-Sofia Morote, Karol Mason, Mark Flower, Yi Li, Marta-Laura Suska, Brian Cortijo, Daniel Matos\*, Anthony Carpi\*, Helen Keier\*, Jennifer Lorenzo\*, Heath Grant\*, Maria (Maki) Haberfeld\*, Patrick Raftery\*, Hashaam Shahzad\*.

Absent: Fritz Umbach, Katelynn Seodarsan, Shaniece Ellison-Yong, Adam Ramirez, Poonam Latchman, Anru Lee\*, Jonathan Epstein\*, Marta Concheiro-Guisan\*, Yousof Abdelreheem\*.

Guests: Alexander Bolesta, Belinda Linn Rincon, Cary Sanchez-Leguinel, Kate Szur, Katherine Killoran, Malleidulid Arismendi, Anna Austenfeld, Jill Maxwell, Raymond Patton, Richard Perez, Robert Garot, Shavonne McKiever, Tony Balkissoon.

\* 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 November 11, 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:

College Council

- Heath Grant will replace Lissette Delgado-Cruzata in Spring semester.
- Mohammed Islam will serve as Alternate-at-Large Faculty Representative.
- Nicole Franco will serve as Alternate-at-Large Student Representative.

Executive Committee of the College Council

- Fritz Umbach will replace Lissette Delgado-Cruzata in Spring semester.

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**

A motion was made to adopt the program revision marked C1. Revision of the Health and Physical Education Minor. The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked C2. Revision of Latinx Literature Minor. The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked C3. Revision of the John Jay Honors Program. The motion was seconded and approved unanimously.

**Academic Standards**

A motion was made to approve the Proposal to Adjust Residency Requirement for CJA Programs (C4). The motion was seconded and approved unanimously.

**New Courses**

A motion was made to vote on the new courses marked C5-C8 as a slate:

C5. SOC 2XX (220) Health, Equity and Social Justice (CO: JCI – 200-level)

C6. LLS 1YY Introduction to Latinx Literature (US Exp)

C7. LLS 1ZZ Criminal Justice in Latinx Literature (Ind & Soc)

C8. LLS 2YY Afro-Latinx Literature (Ind & Soc)

The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked C5-C8. The motion was seconded and approved unanimously.

**Course Revisions**

A motion was made to vote on the new courses marked C9-C12 as a slate:

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

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

C11. HON 202 Intellectual Foundations II: Leadership and the Common Good

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

The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked C9-C12. The motion was seconded and approved unanimously.

V. New Business

The committee decided that the College Council (If Needed) meeting scheduled for December 9 will not be necessary and should be canceled.

The meeting was adjourned at 2:22p.m.



**College Council  
Membership**

**&**

**College Council  
Committees**

**2021-2022**

## Table of Contents

<b>College Council Membership .....</b>	<b>8</b>
<b>College Council Interim Executive Committee .....</b>	<b>10</b>
<b>Executive Committee of the College Council .....</b>	<b>10</b>
<b>Undergraduate Curriculum and Academic Standards Committee .....</b>	<b>11</b>
<b>Committee on Student Interests .....</b>	<b>12</b>
<b>Faculty-Student Disciplinary Committee .....</b>	<b>12</b>
<b>Committee on Faculty Personnel .....</b>	<b>14</b>
<b>Budget and Planning Committee.....</b>	<b>15</b>
Financial Planning Subcommittee .....	17
Strategic Planning Subcommittee .....	17
<b>Committee on Graduate Studies .....</b>	<b>18</b>
<b>Committee on Student Evaluation of the Faculty .....</b>	<b>19</b>
<b>Provost Advisory Council.....</b>	<b>19</b>
<b>Council of Undergraduate Program Coordinators .....</b>	<b>20</b>
<b>Committee on Honors, Prizes and Awards.....</b>	<b>21</b>
<b>College-Wide Grade Appeals Committee.....</b>	<b>21</b>
<b>College-Wide Assessment Committee .....</b>	<b>22</b>
<b>Committee on Faculty Elections.....</b>	<b>22</b>



## 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
------------------	-----------------

### 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           | Silvia Dapia            |
| 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	Heath Grant
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. Mohammed Islam
3. Marta Concheiro-Guisan	7. Vacant
4. Jonathan Epstein	8. Vacant

Higher Education Officers elected by the Higher Education Officers Council:

37. Brian Cortijo (ex officio)
38. Catherine Alves
39. Rulisa Galloway-Perry
40. 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
----------------	---------------------

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. Nicole Melanie Franco Calderon	3. Yousof Abdelreheem
2. Hashaam Shahzad	4. Lutful Mamun Shudin

### **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 Berezhansky  |
| • 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. Fritz Umbach
  6. Heath Grant
  7. Andrea Balis
- Two (2) higher education officers
  1. Brian Cortijo
  2. Catherine Alves
- Three (3) students
  1. Andrew Berezhansky
  2. Aiisha 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  | Maat Lewis         |
| 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	Jayne Mooney

- 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. Vernetta Parkinson
  3. Lutful Mamun Shudin
  4. Fatumata Tunkara
  5. Tisha Brahmhatt
  6. Vacant

### **Faculty-Student Disciplinary Committee**

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty Student Disciplinary Committee shall consist of two (2) members of the faculty, 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. Peggiee 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. Jordan Taylor Smith
  4. Hashaam Shahzad
  5. Tisha Brahmhatt
  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
- 23. Sociology

Monica Son  
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. Vacant
  2. Vacant

### **Budget and Planning Committee**

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or 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  | Anthony Carpi     |
| • Assistant Vice President for Finance  | Ajisa Dervisevic  |



- 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
- 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. Vacant

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

### Committee on Graduate Studies

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

- |  |                       |
|--|-----------------------|
| • 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. Nicole Melanie Franco Calderon

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 David Green
  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	Elizabeth Nisbet
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)
	Shu-Yuan (Demi) Cheng
	Marta Concheiro-Guisan
33. Toxicology	

\*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 Marneli
  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

**A Proposal for**  
**Forensic Science BS to MS**  
**Dual Admission Accelerated Program**  
**John Jay College of Criminal Justice**  
**The City University of New York**

(Last Updated November 9, 2021)

**Contact Persons:**

Mechthild Prinz, Ph.D.  
Director, MS Program  
in Forensic Science

Shu-Yuan Cheng, Ph.D.  
Chair of the Science Department

John Jay College of Criminal Justice, CUNY

Email: [mprinz@jjay.cuny.edu](mailto:mprinz@jjay.cuny.edu)  
Phone: (212)-621-3751

John Jay College of Criminal Justice,  
CUNY

Email: [shcheng@jjay.cuny.edu](mailto:shcheng@jjay.cuny.edu)  
Phone: (212) 237-8892



## **INTRODUCTION AND OVERVIEW**

This proposal is for creating a BS/MS dual admission, accelerated program based on two existing programs, the BS and the MS in Forensic Science, which will enable our Forensic Science majors to pursue undergraduate and graduate education concurrently within a five-year time frame. This dual admission program will provide an opportunity for outstanding and determined undergraduate forensic science majors not only to obtain advanced knowledge and skills but accelerate obtaining their master's degree and to advance their career goals.

John Jay College of Criminal Justice was one of the first colleges in the United States to offer a degree in forensic science. As stated in its mission statement the Master of Science in Forensic Science (MS-FOS) is designed to provide advanced educational opportunities for scientists, supervisors, administrators and other professionals currently employed in crime laboratories, medical examiners' offices and in such related areas as public safety, arson investigation and environmental protection. The program also prepares individuals who are interested in entering such careers. Drawing from the areas of chemistry, biology, physics and law, the program offers specializations in criminalistics, molecular biology and forensic toxicology and involves the mastery of advanced techniques for application both in the laboratory and presentation in the courts. The curriculum meets an urgent national need for broadly trained forensic scientists and research specialists. Both of our forensic science degrees contribute to a more diverse workforce and research community in the field of forensic science. John Jay College of Criminal Justice is a Minority and Hispanic Serving Institution and the forensic science student body at both the undergraduate and graduate level reflects the college's overall diversity.

The graduate program is accredited by the Forensic Science Education Programs Accreditation Commission (FEPAC). Students who have graduated from the MS-FOS program have gone on to work in crime labs across the country, private companies and academic and research institutes across the country. These qualified and highly motivated individuals are equipped with the knowledge to find employment in fields where they can put their considerable and desirable skills to good use.

At the same time John Jay also offers a highly regarded undergraduate degree chosen by hundreds of students each year. The undergraduate program teaches students to draw scientific conclusions from evidence and experimental data, acquire fundamental concepts in physical and biological science, and accrue hands-on laboratory and practical research skills. Almost all courses address scientific research ethics. Our forensic science major also includes components designed to teach critical analysis and reasoning. Classes like SCI 100 (a first semester Justice Core seminar) cover the critical evaluation of experimental data and information obtained from popular media and scientific literature. Students learn how to replace subjective biases with more objective reasoning and reject prejudices and false information.

Both programs adhere to the college's philosophy of Ethics across the curriculum.

The accelerated degree builds on the foundational natural science education provided by the Forensic Science major and adds comprehensive general instruction in specialized forensic disciplines and in-depth knowledge in the respective forensic specialties. Other core topics are professional and ethical issues in forensic science, e.g. criteria for court admissibility of scientific evidence, or the effect of contextual bias on data interpretation. This additional level of instruction is not only beneficial for students seeking a professional career in forensic science (see Background and Need), the added coursework and especially the thesis research component serve to enhance critical thinking and scientific reasoning skills. Students are thus more prepared to continue their own education or become educators themselves.

### **BACKGROUND AND NEED**

Employers from public crime and private toxicology laboratories require a minimum of a bachelor's degree in a natural science and hands-on training in relevant scientific and instrumental methods for entry level positions. The additional skills and knowledge obtained in graduate school qualify candidates for higher level positions, special projects and promotions. A graduate degree is mandatory for specific positions in management or as technical leader. We have asked our many contacts within the field if a graduate degree aids a candidate in the hiring process, informal feedback indicates that candidates with a graduate degree are more competitive and more likely to be granted an interview even for entry level positions. The BS/MS accelerated degree in Forensic Science program will offer John Jay undergraduates a quicker path to be more prepared for the job market.

John Jay's 2021 Fall enrollment data showed 145 upper and lower-level seniors in the Forensic Science major, of which 28% or 41 students had a 3.5 or above overall GPA. Currently each year three to four students admitted to the MS-FOS program received their BS from John Jay College. An accelerated program will be very attractive and allow our most academically talented and hardworking students to simultaneously pursue their baccalaureate and master's degrees. We have had inquiries about a dual degree option and expect this option will attract more incoming freshmen and increase the number of students starting and continuing their Forensic Science education at John Jay. With targeted recruitment efforts we expect approximately eight to ten students to apply to the program each year. These pre-selected internal John Jay's students already know the college, have early access to mentors, and are familiar with the academic rigors of our programs, which means they are likely to successfully complete the program. Overall, this will foster a higher level of education of our forensic science graduates and enable more students to pursue a career in the field.

## **EDUCATIONAL GOALS**

### **BS Forensic Science**

The major in Forensic Science is designed to provide academic and professional training for students seeking to work in forensic science laboratories, or who are planning to pursue careers as research scientists, teachers or medical professionals. The major draws primarily from chemistry (organic, analytical and physical) with courses in biology, physics and law. Students may specialize in one of three tracks: Criminalistics, Molecular Biology, or Toxicology.

#### **Learning outcomes. Students will be able to:**

- Draw appropriate scientific conclusions from evidence and experimental data.
- Understand the role of creativity in problem solving.
- Apply scientific principles in gathering and interpreting scientific data.
- Acquire broad fundamental concepts, theories, and principles in physical and biological sciences.
- Use the primary scientific literature effectively in their own research.
- Describe the scientific progress that has led to their research project.
- Accrue hands-on laboratory and practical research skills, including emphasizing the role of quality assurance and objectivity in scientific data collection and how these relate to the system of professional ethics in science.
- Develop competence in oral and written forms of scientific communication.

### **MS in Forensic Science Mission and Learning Outcomes**

The Master of Science in Forensic Science is designed to provide advanced educational opportunities for scientists, supervisors, administrators and other professionals currently employed in crime laboratories, medical examiners' offices and in such related areas as public safety, arson investigation and environmental protection. The program also prepares individuals who are interested in entering such careers. Drawing from the areas of chemistry, biology, physics and law, the program offers specializations in criminalistics, molecular biology and forensic toxicology and involves the mastery of advanced techniques for application both in the laboratory and presentation in the courts. The curriculum meets an urgent national need for broadly trained forensic scientists and research specialists.

Building on the four Science Department learning goals students in the MS FOS Program will develop a deep understanding of the physical laws that govern biology, chemistry and toxicology. The program focuses on teaching the fundamentals of science rather than on techniques that will change over time. In a profession that requires the mastering of constantly evolving techniques in the analysis of physical and biological evidence, this program gives them a unique professional advantage.

**Students will enhance their skills in the following four categories:**

1. Reasoning  
Draw appropriate scientific conclusions from evidence and experimental data.
  - Critically evaluate current biological, chemical, and physical knowledge, recognize the significance of the scientific process in problem solving and develop a valid research approach.
  - Determine and compose appropriate conclusions based on scientific evidence.
2. Knowledge  
Acquire broad fundamental concepts, theories, and principles in physical and biological sciences.
  - Develop a good knowledge of basic science and current scientific discoveries relevant to their study and research.
  - Correctly apply information from popular media and primary scientific literature to support their perspectives and research findings.
3. Practical skills  
Accrue hands-on laboratory and practical research skills, including emphasizing the role of quality assurance and objectivity in scientific data collection and how these relate to the system of professional ethics in science.
  - Apply research protocols and advanced experimental techniques for the analysis of biological, chemical and physical processes including using quality assurance/quality control systems.
  - Design hypothesis-driven experiments and trouble-shoot or modify experimental protocols.
  - Use appropriate statistical analyses.
4. Communication
  - Develop competence in oral and written forms of scientific communication including testimony in an adversarial legal system and thesis writing.
  - Use sound scientific reporting techniques.

**CURRICULUM DESIGN AND PROGRAM ADMINISTRATION**

The dual admission, accelerated BS/MS Program in in Forensic Science will require the completion of between 145-147 credits. This includes: 62 credits in the Forensic Science major, 41-43 credits of Forensic Science MS degree requirements, and 42 general education credits. Exact credit counts may vary due to electives and overlap between General Education and Major requirements, e.g. at least nine Gen Ed credits can be met with MAT and STEM courses from the major. The required courses and associated credit details are listed below.

<b>Credits Required</b>	<b>145-147</b>
General Education	42 (there is 9-12 cr. of overlap with major)
Forensic Science BS	62

UG Electives	0-12
Forensic Science MS	41-43 (depending on choice of MS Specialization)

**General Education Requirements** Subtotal: 42

*General education info: Students in the Forensic Science Major are required to take BIO 103 for the Required Core: Life and Physical Science Gen Ed requirement. Three credits count toward general education; the two additional credits for the STEM variant are counted toward the major. Students are required to take BIO 104 OR CHE 103 for the Flexible Core: Scientific World Gen Ed requirement. Three credits count toward general education; the additional credits are counted toward the major. MAT 151 or MAT 241 Calculus I is required for the major if not taken for the Required Core: Math and Quantitative Reasoning Gen Ed requirement.*

**Forensic Science BS Requirements** Subtotal: 62

Freshman year - Required

BIO 103	Modern Biology I	5
BIO 104	Modern Biology II	4
CHE 103	General Chemistry I	5
CHE 104	General Chemistry II	4
MAT 151	Calculus I	4
MAT 152	Calculus II	4
Total Credit Hours:		26

Sophomore year - Required

CHE 201	Organic Chemistry I	4
CHE 202	Organic Chemistry II	4
CHE 220	Quantitative Analysis	4
LAW 202	Law and Evidence	3
MAT 301	Probability & Statistics I	3
PHY 203	General Physics I	4
PHY 204	General Physics II	4
Total Credit Hours:		26

Junior year – Required\*

CHE 302	Physical Chemistry II	3
CHE 315	Biochemistry	4
FOS 402	Research Internship	3
Total Credit Hours:		10

*\* Note: CHE 320 and CHE 321 Instrumental Analysis I and II normally required in the Junior year will be taken at the graduate level. The undergraduate specialization will also be taken at the graduate level. See Table 1 for the complete 5-year sample program of study.*

**Forensic Science MS Requirements**

Subtotal: 41-43

## Core - Required Courses for all Specialties

FOS 706	Physical and Biological Evidence	3
FOS 707	Fundamentals of Forensic Toxicology	3
FOS 710	Advanced Criminalistics I	5
FOS 721	Advanced Instrumental Analysis I	5
FOS 722	Advanced Instrumental Analysis II	5
FOS 795	Thesis Prospectus I	1
FOS 796	Thesis Prospectus II	1
FOS 797	Thesis Prospectus III	1
Total Credit Hours:		24

*Pick one of the following specializations:*

## Criminalistics - Required Courses

FOS 730	Forensic DNA Technology	3
FOS 711	Advanced Criminalistics II	5

*Select one of the following:*

FOS 717	Organic Compound Structure Determination	3
FOS 735	Advanced Topics in Physical Science	3
FOS 736	Forensic Exam. of Firearms and Toolmarks	3
Total Credit Hours:		11

OR

## Forensic Toxicology - Required Courses

FOS 730	Forensic DNA Technology	3
FOS 725	Forensic Toxicology I	5
FOS 726	Forensic Toxicology II	5
Total Credit Hours:		13

OR

## Molecular Biology - Required Courses

FOS 704	Advanced Genetics	3
FOS 732	Advanced Molecular Biology I	5
FOS 733	Advanced Molecular Biology II	5
Total Credit Hours:		13

## Electives for All Specialties

*Select two of the following:*

FOS 705	Mathematical Statistics for Forensic Scientists	3
FOS 717	Organic Compound Structure Determination	3
FOS 727	Case Analysis in Forensic Toxicology	

FOS 735	Advanced Topics in Physical Science	3
FOS 736	Forensic Examination of Firearms and Toolmarks	3
FOS 737	Microscopy, Spectrometry and Diffraction with Electrons in Forensic and Chemical Analysis	3
FOS 738	Crime Scene Investigation for Forensic Scientist	
FOS 760	Scientific Evidence, Expert Testimony, and Ethics for Research and Forensic Scientists	3
FOS 761	Forensic Anthropology: Osteological & Genetic Identification	3
FOS 762	Current Trends in Forensic Pathology and Entomology	3
CRJ 708	Law, Evidence and Ethics	3
Total Credit Hours:		6

### Thesis Requirement

The current MS-FOS program requires each student to complete a research thesis; this will also be the case for students admitted to the accelerated degree. The prospectus course series introduces students to forensic research topics pursued by individual science department faculty members and provides guidance on finding an advisor and generating a realistic timeline. The course also covers scientific writing, requires each student to complete a “responsible conduct of research” online training segment and submit a thesis prospectus. The mandatory research thesis is an important element of the MS-FOS program. No other curriculum component provides as much hands-on experience and requires the same amount of critical thinking and trouble shooting skills. Writing skills are much sought after by prospective employers and successful completion of a written thesis will have earned the student these writing credentials. Conducted thesis research should be relevant to forensic science and increase the knowledge in the field. Many graduate students have presented at scientific meetings and/or published their work.

For the accelerated degree admitted undergraduate students will be required to complete one semester of faculty mentored research (FOS 402) in their junior year. This will give this cohort early access to faculty research projects and an immediate start for a subsequent thesis project.

### Earning the BS degree

Students will be awarded the BS degree in Forensic Science after they have completed at least 120 credits and all of the year 1-3 undergraduate classes, and the graduate level classes taken in year 4: 10 credits in Advanced Instrumental Analysis, and 14 credits covering Toxicology, Criminalistics, Forensic Molecular Biology, professionalism and ethics in forensic science.

Class equivalencies will be as follows:

Undergraduate	Graduate
CHE 320 Instrumental Analysis I	FOS 721 Advanced Instrumental Analysis I
CHE321 Instrumental Analysis II	FOS 722 Advanced Instrumental Analysis II

Specialization courses: FOS 313 Intro to Criminalistics TOX 313 Toxicology of Environmental & Industrial Agents BIO 315 Genetics FOS 415 Forensic Sci Lab I TOX 415 Forensic Toxicology BIO 412 Molecular Biology  FOS 416 Forensic Sci Lab II TOX 416 Analytical Toxicology BIO 413 Forensic DNA Analysis & Interpretation	Specialization courses: FOS 706 Physical & Biological Evidence FOS 707 Fundamentals of Forensic Toxicology  FOS 706 Physical & Biological Evidence FOS 730 Forensic DNA Technology FOS 730 Forensic DNA Technology FOS 704 Advanced Genetics  MS Elective #1 taken in Spring 4 (likely to be: FOS 736 or 738 or 761 or 762) will sub for FOS 416 or TOX 416 or BIO 413
---	---

### **Program Assessment**

The primary mission of Forensic Science BS to MS Accelerated program is to facilitate student success. One way to measure student success is to conduct student-learning assessment. The assessment of student learning outcomes is able to provide the fundamental data for promoting program effectiveness and the improvement of programs and courses. Existing infrastructure and assessment plans created for the independent BS and MS degrees in forensic science will continue to cover individual classes in both programs. Assessment reporting will be expanded to individually analyze learning outcome data for the accelerated degree student cohort. As before, the program assessment is making use of surveys and interviews to collect data from all its constituents: current students, alumni, and employers.

Science department assessment is a faculty-led assessment to ensure a direct focus on learning. The data obtained from assessment is used exclusively to assess and improve teaching and learning, not for the evaluation of individual faculty members or students. Assessment reports are written with an emphasis on critical data analysis and a candid discussion of identified strengths and weaknesses. The relevant assessment and curriculum committees review each report and the listed action items and refers all recommendations concerning specific courses or the overall curriculum to the individual course instructors or either the BS or MS curriculum committee for follow-up. Assessment reports will contain a comparison to previous assessments in order to demonstrate continuous improvement.

### **Resources Required and Governance of the Program**

Since the proposed program combines two already existing programs within the Science Department at the college, no additional resources are required beyond administrative support (see below). Governance of the Accelerated program in Forensic Science, involving major policy



issues, will be provided by the MS Program in Forensic Science which is situated in the Science Department. Such faculty governance is subject to college policy regarding MA and MS programs, and policy oversight by respective college committees, including the Curriculum Committee, Graduate Studies Committee, and the College Council. Governance of the BS aspect of the program will be subject to all relevant college undergraduate committees.

Daily administration of the Forensic Science BS to MS Accelerated program including program advisement, admissions and retention decisions, will be handled by the Director of MS-FOS program. The new responsibilities for recruiting and advising undergraduate students slated for the program require the installation of a Deputy Director, who should be compensated with three credits of release time per academic year (1.5 per semester). Additional administrative support will be provided by the current MS-FOS program college assistant funded through the Office of Graduate Studies.

### **ADMISSIONS REQUIREMENTS**

The Accelerated Program in Forensic Science will seek successful undergraduates who have the academic background, ability, and motivation to be successful in the Forensic Science program. Admission to the program will be based upon the following criteria, which will be interpreted flexibly to take into account individual experiences and situations:

- Completion of approximately 60 undergraduate credits with a minimum Math and Science GPA of 3.0 including completion of the courses listed below.
- Completion of an Accelerated Program application form, including complete college transcript.
- 500-1000 word personal statement of the candidate's interest, qualifications and career goals, that supports the applicant's request for admission to the program.
- Two letters of recommendation from academic advisors or instructors, with at least one being from a science instructor.
- Interviews with candidates, as needed.

Students apply in the fourth semester after completing approximately 45 credits including BIO 102, CHE 201, PHY 203, and MAT 152. Upon review they will immediately be notified about "conditional acceptance" and advised to enroll in a modified undergraduate course flow for the first semester of their junior year.

Final admission decisions will be made after all fourth semester grades are recorded (approximately 60 credits including BIO 104, CHE 202, and PHY 204). Fully admitted students will keep the classes they were advised to take and start taking graduate classes with the incoming MS-FOS cohort in what would otherwise be their senior year. Conditionally admitted students, who were not confirmed will be redirected back to the forensic science major course

flow starting with CHE 320 Instrumental Analysis in the fifth semester. A portion of enrollment slots for CHE320 will be blocked for students under review. These students will still be on track to graduate in a timely manner.

The aforementioned two-step admission process was designed to minimize changes to the existing undergraduate and graduate curriculums. After completing the undergraduate course work, students will receive permission to take graduate classes. The graduate program is cohort-based; thus, all the admitted students will take their core classes together and then split up into their specialties. Students will be made aware that classes are offered only in the fall or spring and any deviation from the course flow outlined in table 1 causes graduation delays. The admission plan described above ensures that all undergraduates admitted to the accelerated program, meet FEPAC accreditation requirements, and can seamlessly join the externally admitted graduate students

Students must maintain a Science GPA of 3.0 in the undergraduate portion of the program (year 1-3) and a graduate course GPA of 3.0 for their graduate classes (year 4-5) to remain in the Accelerated Program. Failure to maintain these minimum GPAs after a semester of probation will result in students being withdrawn from the Accelerated Program, although they may continue to pursue their BS degree. Graduate courses taken may be used to satisfy some undergraduate requirements in this situatio

**Table 1 Accelerated Degree BS to MS in Forensic Science**

<b>Term: Fall 1</b>		Course classification(s)				
<b>Course Number &amp; Title</b>	Cr	GE	Maj	MS	Prerequisite(s)	
ENG 101 Composition I (RC)	3	3				
BIO 103 Modern Biology I (Life & Physical Sci - RC)	5	3	5			
CHE 103 General Chemistry I (Sci World – FC)	5	3	5			
MAT 151 Calculus I (Math/Reasoning (RC)	4	3	4			
<b>Term credit total:</b>	<b>17</b>	<b>12</b>	<b>14</b>			
<b>Term: Fall 2</b>		Course classification(s)				
<b>Course Number &amp; Title</b>	Cr	GE	Maj	MS	Prerequisite(s)	
Creative Expression (FC)	3	3				
CHE 201 Organic Chemistry I	4		4		CHE 104	
PHY 203 General Physics I	4		4		MAT 151, Pre- or Co-req MAT 152	
CHE 220 Quantitative Analysis	4		4		CHE 104	
<b>Term credit total:</b>	<b>15</b>	<b>3</b>	<b>12</b>			
<b>Term: Fall 3 (CONDITIONAL ADMISSION)</b>		Course classification(s)				
<b>Course Number &amp; Title</b>	Cr	GE	Maj	MS	Prerequisite(s)	
Communications (CO)	3	3				
World and Global Culture (FC)	3	3				
CHE 302 Physical Chemistry	3		3		CHE 104 & PHY 203	
CHE 315 Biochemistry	4		4		BIO 104, CHE 202, PHY 204, MAT 152	
UG Elective	3					
<b>Term credit total:</b>	<b>16</b>	<b>6</b>	<b>7</b>			
<b>Term: Spring 1</b>		Course classification(s)				
<b>Course Number &amp; Title</b>	Cr	GE	Maj	MS	Prerequisite(s)	
ENG 201 Composition II (RC)	3	3				
BIO 104 Modern Biology II (Sci World addtl option FC)	4	3	4		BIO 103	
CHE 104 General Chemistry II	4		4		CHE 103	
MAT 152 Calculus II	4		4		MAT 151	
SCI 100 (100 Level Justice Core - CO)	3	3				
<b>Term credit total:</b>	<b>18</b>	<b>9</b>	<b>12</b>			
<b>Term: Spring 2 (APPLY TO PROGRAM)</b>		Course classification(s)				
<b>Course Number &amp; Title</b>	Cr	GE	Maj	MS	Prerequisite(s)	
LAW 202 Law and Evidence	3		3			
CHE 202 Organic Chemistry II	4		4		CHE 201	
PHY 204 General Physics II	4		4		PHY 203, MAT 152	
MAT 301 Probability and Statistics	3		3		MAT 151 & ENG 201	
UG Elective	3					
<b>Term credit total:</b>	<b>17</b>		<b>14</b>			
<b>Term: Spring 3 (ADMIT TO PROGRAM)</b>		Check course classification(s)				
<b>Course Number &amp; Title</b>	Cr	GE	Maj	MS	Prerequisite(s)	
300 Justice Level Course (CO)	3	3				
Learning from the Past (CO)	3	3				
US Experience in its Diversity (FC)	3	3				
Individual and Society (FC)	3	3				
FOS 402 Faculty Mentored Research	3		3			
<b>Term credit total:</b>	<b>15</b>	<b>12</b>	<b>3</b>			

**Table 1 Sample Program of Study for Accelerated Degree BS to MS in Forensic Science continued**

Term: Fall 4		Check course classification(s)				Term: Spring 4		Check course classification(s)			
Course Number & Title	Cr	GE	Maj	MS	Prerequisite(s)	Course Number & Title	Cr	GE	Maj	MS	Prerequisite(s)
FOS 706 Principles of Physical Evidence	3			3		FOS 722 Advanced Instrumental Analysis II	5			5	FOS 721
FOS 707 Principles of Forensic Toxicology	3			3		FOS 796 Thesis Prospectus 2/ Grad seminar	1			1	FOS 795
FOS 721 Advanced Instrumental Analysis I	5			5		FOS 730 Forensic DNA Technology (CRIM & TOX Spec) <b>OR</b> FOS 704 Advanced Genetics (BIO Spec)	3			3	
FOS 795 Thesis Prospectus 1	1			1		MS Elective #1 (FOS 736 or 738 or 761 or 762)	3			3	
UG Elective	3					UG Elective (if needed)	1				
Term credit total:	15			12		Term credit total:	13			12	
Term: Fall 5		Check course classification(s)				Term: Spring 5		Check course classification(s)			
Course Number & Title	Cr	GE	Maj	MS	Prerequisite(s)	Course Number & Title	Cr	GE	Maj	MS	Prerequisite(s)
FOS 710 Advanced Criminalistics I	5			5	FOS 706, FOS 722	CRIM Specialization - FOS 711 Advanced Criminalistics 2 <b>OR</b> TOX Specialization - FOS 726 Forensic Toxicology II <b>OR</b> DNA Specialization – FOS 733 Advanced Mol Biology 2	5			5	FOS 710 or FOS 725 or FOS 732
Either TOX Specialization - FOS 725 Forensic Toxicology I <b>Or</b> DNA Specialization – FOS 732 Advanced Mol Biology I <b>Or</b> CRIM Specialization - one of the three Crim electives (FOS 717 or 735 or 736)	3-5			3-5	FOS 704 or FOS 796	MS Elective #2 (see list in MS Elective #1 above)	3			3	
FOS 797 Thesis Prospectus 3	1			1							
Term credit total:	9-11			9-11		Term credit total:	8			8	
<b>Program Totals:</b>	<b>Undergraduate credits including General Education: Approximately 104 credits (with MS credits fulfilling 16 credits for a total of 120 credits to earn the BS)</b>					<b>Masters = 41-43 Credits</b>		<b>BS/MS Program Total:143-145 credits</b>			

---

**Cr:** Credits      **GE:** General Education **Maj:** Major Requirement      **MS:** MS level course      EL=Elective      **Prerequisite(s):** list prerequisite(s) for the noted courses

---

**General Education Categories:** **Required Common Core (RC)**   **Flexible Common Core (FC)**   **College Option (CO)**

---

\*Students who are not exempt from Foreign Language must take FL101 to satisfy World and Global Cultures and FL102 to complete Communications. Though this sample program of study only shows Fall and Spring semester, typically science majors use Winter and Summer sessions to complete some of their Gen Ed requirements or undergraduate electives. Total credits specified above can vary since there can be at least 9-12 credits of overlap with the undergraduate FOS major courses. Students will take more electives to fulfill the 120 credits to earn the BS degree. In this sample program, students will have 120 or more credits at the conclusion of Spring 4 and be ready to apply to have their Bachelor of Science conferred.

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](mailto:kkilloran@jjay.cuny.edu).

1. **Date submitted:** Dec 3, 2021
2. **Department or program proposing these revisions:** Counseling and Human Services
  - a. Name and contact information of proposer(s): Prof. Jessica Gordon Nembhard and Prof. Katherine Stavrianopoulos
  - b. Email address of proposer: [jnembhard@jjay.cuny.edu](mailto:jnembhard@jjay.cuny.edu) and [stavros@jjay.cuny.edu](mailto:stavros@jjay.cuny.edu)
  - c. Phone number:
3. **Name of major, minor or certificate program being revised:**

**Human Services and Community Justice Major**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes: CHS Curriculum Committee
  - a. Please provide the meeting date for approval: Dec 1, 2021
  - b. Name of department chair or major/minor coordinators approving this proposal: Prof. Katherine Stavrianopoulos and Prof. Nancy Velazquez Torres
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)

Add the following course to the list of accepted electives under Category A electives:  
Diverse Human Systems and Interventions: AFR 237 Institutional Racism (3 credits, 45 hours, Prerequisite ENG 101).

6. **Please provide a rationale for the changes:**  
(narrative format to go to CUNY and NYSED reports)
  - A) We just realized it was inadvertently left off the list of electives when the major was first created, and recently the prerequisites were removed. So if that was the reason for not originally including it, that is now a moot point.
  - B) Spring and Summer 2020 will be historically marked as seasons of intersectional injustice, social protest, and confrontation of nationwide racial injustice. Our students are keenly tuned into these conversations and are politically active and seeking curriculum to develop their knowledge of these issues. Since Institutional Racism was one of the courses the John Jay Black Student Union requested become a college-wide required

course, and since one of the purposes of the HSCJ major is to develop students who are “culturally and critically conscious researchers and evaluators; and fierce advocates, policy makers, and administrators of community justice,” it makes sense to include this course among the list of electives. It is in response to strengthening our offerings to students that the “Institutional Racism” course be added to the major as an elective.

7. **How do these proposed changes affect other academic programs or departments?** No effect

- a. Which program(s) or department(s) will be affected? Africana Studies asked for the addition and is prepared for this addition.

8. **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>)

Africana Studies representatives to the HSCJ curriculum subcommittee proposed this change. The Chair of Africana Studies is on that committee and approved this proposal and helped to draft the rationale language.

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

See below

# Human Services and Community Justice, Bachelor of Science

The Human Services and Community Justice (HSCJ) major examines issues of social, racial, and economic injustice, and the challenges encountered by diverse and underserved populations in society. Through its multi-disciplinary course work and experiential learning opportunities, students become self-reflective, competent and compassionate counselors, human services professionals, advocates, community leaders, and change makers. The Major emphasizes cultivating strong interpersonal skills, ethical and cultural competencies, problem-solving analysis, and professional helping proficiencies essential for human services practice. Students will develop a rich appreciation for diverse human systems and interventions, community-based approaches to justice, as well as advocacy, policy, and administration. Students graduating with a BS in Human Services and Community Justice enter a wide variety of careers in private and nonprofit public human services and community-based organizations and are ideally prepared for graduate school in social work, psychology, counseling, and related fields.

**Learning Outcomes.** Students will:

- Demonstrate a working knowledge of key concepts in Human Services field and critically interpret, analyze and assess material using different methods of inquiry.
- Demonstrate the historical development of human services and major trends from its origins to the present.
- Critically analyze community-based approaches to justice and apply this critical thinking to advocacy, policy and social change on behalf of populations at risk.
- Critically analyze conditions that promote or inhibit human functioning, collect data, develop and implement effective interventions, and evaluate results.
- Organize and communicate information clearly and effectively to a variety of audiences through oral presentation, interpersonal communication, written documents, and reports.
- Display awareness of personal values, attitudes, beliefs, biases, emotions and past experiences including ability to reflect on how these affect one's thinking, behavior and relationships in all aspects of professional interactions.
- Demonstrate the ability to apply knowledge and skills in the recognition and understanding of differences including those related to race, ethnicity, class, gender, sexual orientation, ability, age, religion/spirituality and other expressions of culture and identity.



- Complete a research project that includes formulating and justifying a research question, collecting and analyzing data, and articulating conclusions.
- Demonstrate ability to integrate knowledge, skills, values, and ethics in Field Education experience as outlined by the Council for Standards in Human Service Education.

**Credits Required.**

Human Services and Community Justice Major	45-48
General Education	42
Electives	30-33
<b>Total Credits Required for B.S. Degree</b>	<b>120</b>

**Coordinator and advisor.** Professor Nancy Velazquez-Torres, Department of Counseling & Human Services (212.237.8135, ntorres@jjay.cuny.edu)

**Advisor.** Betty Taylor Leacock, Department of Counseling & Human Services (212.237.8140, bltaylor@jjay.cuny.edu)

**Advising information.** Major Advising Resources including a Sample Four Year Advising Plan.

## Foundation Courses

Subtotal: 3-6 CR.

**Choose one**

ANT 101 Introduction to Anthropology

PSY 101 Introduction to Psychology

SOC 101 Introduction to Sociology

\*Advisors recommendation: ANT 101 can fulfill the Flexible Core: World Cultures and Global Issues, PSY 101 and SOC 101 can fulfill the Flexible Core: Individual & Society areas of the General Education Program.

**May be required depending on Math placement**

MAT 108 Social Science Math

(OR STA 250 Principles and Methods of Statistics OR MAT 141 Pre-Calculus OR MAT 241 Calculus I OR MAT 242 Calculus II OR MAT 301 Probability & Mathematical Statistics I)

Please note: Students who place above MAT 108 or transfer in a higher level math course may not need to take MAT 108. Higher level courses that are commonly used to satisfy this requirement are: STA 250 Principles and Methods of Statistics, MAT 141 Pre-calculus, MAT 241

Calculus I, MAT 242 Calculus II, or MAT 301 Probability and Mathematical Statistics I. For questions, see the Major Coordinator or advisor.

\*Advisors recommendation: MAT 108 can fulfill the Required Core: Math & Quantitative Reasoning areas of the General Education Program.

## PART ONE. REQUIRED CORE

SUBTOTAL: 18

CHS 150	Foundations of Human Services Counseling
AFR 145	Introduction to Community Justice in Human Systems
AFR 227	Community-based Approaches to Justice
CHS 230	Culture, Direct Service and Community Practice
CHS 235	Theories of Assessment and Intervention in Human Services
CHS 310/CSL 210	Advanced Interpersonal Counseling Skills

Note: In Part One, 50 hours of field experience is included, 10 hrs. per course except AFR 227

## PART TWO. RESEARCH METHODS AND EVALUATION

SUBTOTAL: 6

### Required

AFR 325	Research Methods in Human Services and Community Justice
CHS 320	Program Planning and Development

## PART THREE. ELECTIVES

SUBTOTAL: 9

### Select three - one from each category

Category A. Human Systems and Interventions

### Select one

AFR 204	Religion, Terrorism and Violence in the Africana World
AFR 215	Police and Urban Communities
<b><u>AFR 237</u></b>	<b><u>Institutional Racism</u></b>
AFR 248	Men: Masculinities in the United States
AFR 250	Political Economy of Racism
AFR 347/PSY 347	Psychology of Oppression

ANT 332	Class, Race, Ethnicity and Gender in Anthropological Perspective
CSL 130	Effective Parenting
CSL 227	Families: Stress, Resiliency and Support Systems
CSL 233	Multicultural Issues in Human Services
CSL 280	Selected Topics in Counseling and Human Services
CSL 342/PSY 342	Introduction to Counseling Psychology
LLS 241	Latinx Populations and the City
PSY 231	Developmental Psychology
SOC 202	Sociology of Families
SOC 213	Sociology of Race and Ethnic Relations
SOC 227	Sociology of Mental Illness
CHS 261	Human Systems and Interventions Elective

Category B. Justice in Human Services

**Select one**

AFR 229	Restoring Justice: Making Peace and Resolving Conflict
AFR 255	Community Innovation and Social Entrepreneurship
AFR 317	Environmental Racism
AFR 319	Self, Identity & Justice: Global Perspectives
AFR 320	Perspectives on Justice in the Africana World
ANT 330	American Cultural Pluralism and the Law
CSL 363	Vocational Development and Social Justice in Human Services
LLS 322	Latinx Struggles for Civil Rights & Social Justice
LLS 325	Latinx Experience of Criminal Justice
SOC 216	Probation and Parole: Theoretical and Practical Approaches
SOC 314	Theories of Social Order
CHS 262	Justice in Human Services Elective

Category C. Advocacy, Policy and Administration

**Select one**

AFR 232/LLS 232	Comparative Perspectives on Crime in the Caribbean
AFR 315	Community-based Justice in the Africana World
AFR 322	Inequality and Wealth
ANT 208	Urban Anthropology
ANT 324	Anthropology of Work
CSL 220	Leadership Skills
CSL 260	Gender & Work Life
GEN 205	Gender and Justice

PAD 380	Selected Topics in Public Administration
SOC 201	Urban Sociology: The Study of City Life
SOC 209	Sociology of Work and Jobs
SOC 302	Social Problems
CHS 263	Advocacy, Policy and Administration Elective

Note: CHS 261, CHS 262, and CHS 263 are not offered at John Jay College. These course numbers are used to facilitate transfer credit between programs at other colleges with which John Jay College has formal articulation agreements.

## PART FOUR. FIELD EXPERIENCE

SUBTOTAL: 6

### Field Experience I

#### Select one

AFR 377	Field Education in Community Organizing and Practice
CHS 381	Field Education in Human Services I
CSL 311	Field Education in College Community Outreach
UGR 390	Practicum in Youth Justice (Pinkerton Fellowship) 6

Students who take UGR 390 the Pinkerton Fellowship (6 cr.) can satisfy their Part Four field experience in one semester. For other types of field experience courses please consult with the Major Coordinator.

### Field Experience II

#### Select one

AFR 378	Field Education in Community Organizing and Practice II
CHS 382	Field Education in Human Services II

Note: at least 300 hours of field experience is required for Part Four.

## PART FIVE. SENIOR SEMINAR/CAPSTONE

SUBTOTAL: 3

### Required

CHS 415	Senior Seminar in Human Services & Community Justice
---------	--

**TOTAL CREDIT HOURS: 45-48**

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](mailto:kkilloran@jjay.cuny.edu).

- **Date submitted:** October 18, 2021
- **Department or program proposing these revisions:**
  - a. Name and contact information of proposer(s): Samuel Graff
  - b. Email address of proposer: [sgraff@jjay.cuny.edu](mailto:sgraff@jjay.cuny.edu)
  - c. Phone number: 212-237-8767
- **Name of major, minor or certificate program being revised:**  
**BS in Applied Mathematics (AMM)**
- **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: October 13, 2021
  - b. Name of department chair or major/minor coordinators approving this proposal:  
Samuel Graff (Major Coordinator)
- **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)
  - (1) Two required Core courses are being replaced. The present C++ computer programming requirement of CSCI 271-CSCI 272 is being *replaced* by CSCI 171-CSCI 172 which is a year-long Python programming sequence.
  - (2) CSCI 373-Advanced Data Structures is being *deleted* from Part Two Mathematics Core courses and the major entirely.
  - (3) MAT 341-Advanced Calculus I is being moved from the Cryptography Concentration to Part Two. Mathematics Core courses.
  - (4) MAT 302-Probability & Mathematical Statistics II is being moved from the Data Science Concentration to Part Two. Mathematics Core courses.
  - (5) MAT 302-Probability & Mathematical Statistics II is being deleted from the list of Cryptography only Electives and MAT 341-Advanced Calculus I is being deleted from the list of Data Science only Electives.
  - (6) As a result of the changed described above, the credits for Part Two. Mathematics Core courses are being increased by three for a total of 22 credits.

And the credits for Part III. Concentrations are being reduced by 3. The total credits to earn the major remains unchanged.

(7) The list of electives in Part Four is being refreshed.

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

The Python programming language has become the language of choice for both practitioners and researchers in the disciplines of Cryptography and Data Science thereby eclipsing C++ in prominence. In order to keep the Applied Mathematics Major current and to give students the skill set that will enhance their employability, the change is a sine qua non.

CSCI 373 is being deleted from the Mathematics Core since both CSCI 271-CSCI 272 are course prerequisites. The three (3) credits gained from this change are being used to strengthen the mathematical foundations of both the Cryptography and the Data Science Cores. Both specializations will now require all students to take both MAT 302 and MAT 341. Formerly, only Cryptography Core majors were required to take MAT 341 and only Data Science majors were required to take MAT 302.

- **How do these proposed changes affect other academic programs or departments?**

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

Only the Applied Mathematics Major within the Mathematics & Computer Science Department will be affected.

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

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>)

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

See below.

\* \* \*

## Applied Mathematics: Data Science and Cryptography, Bachelor of Science (2021-22 w Changes)

The Applied Mathematics major has two concentrations, Data Science and Cryptography. The Data Science concentration presents the principles of data representation, big data management, and statistical modeling. Students learn to use modern computing techniques to reveal hidden causal and temporal relationships within large data sets. Hidden information is often benign but it might also be evidence of malevolent activities that have already occurred or are in progress. Cryptography is the science of both personal and institutional data security. Students learn to secure information, maintain data integrity, authenticity, and **non-repudability**. Cryptologists play a vital role in detecting events yet to unfold, especially when attempting to interdict and thwart incipient cyber intrusions and terrorist attacks.

The curriculum offers an integrated academic program with the depth and breadth necessary to make graduates truly competitive in the job market. Both concentrations provide the knowledge and the skills that are in demand in high tech entrepreneurship, finance, modern communications, medicine, security, transportation, and manufacturing. The New York City metropolitan region is being repositioned as a nexus of technological innovation and discovery as well as a haven for entrepreneurial leadership. Such a metamorphosis requires the availability of a renewable work force possessing skills in data analysis and data security. Consequently, employment opportunities are expected to be available for applied mathematics graduates for the foreseeable future.

Those individuals that opt to undertake graduate study will find that they are well prepared to enroll in a wide range of Masters and Doctoral programs such as Digital Forensics and Cyber Security, Financial Mathematics, Machine Learning, traditional Mathematics, and Mathematics Education. Indeed, the required mathematics core aligns well with the core requirements of other CUNY mathematics programs thereby affording graduates the widest possible choice of subsequent educational opportunities.

### Learning Outcomes. Students will:

- Apply the principles of mathematical proof and deductive logic to prove level appropriate mathematical statements or create counterexamples within the context of the real number axioms and the axioms defining various algebraic structures.
- Apply the mathematical modeling process to modern problems in data science and cryptography for the purpose of analyzing large data sets and encrypting plain text or decrypting cipher text.
- Function effectively in an interdisciplinary team environment and express quantitative information effectively to others.
- Identify and adhere to the ethical constraints of respecting personal data privacy and evaluate and assess ethical standards for the application of cryptographic algorithms in contemporary contexts.

**Credits Required.**

Applied Mathematics: Data Science & Cryptography Major	51-54
General Education	42
Electives	24-27
Total Credits Required for B.S. Degree	120

**Coordinator.** Professor Samuel Graff, Department of Mathematics and Computer Science (212-237-8767, [sgraff@jjay.cuny.edu](mailto:sgraff@jjay.cuny.edu))

**Advisors.** Professors Hunter Johnson (212.237.8846, [hujohnson@jjay.cuny.edu](mailto:hujohnson@jjay.cuny.edu)), Shaobai Kan (646.557.4866, [skan@jjay.cuny.edu](mailto:skan@jjay.cuny.edu)), Michael Puls (212.484.1178, [mpuls@jjay.cuny.edu](mailto:mpuls@jjay.cuny.edu)), Antoinette Trembinska (212.237.8838, [atrebinska@jjay.cuny.edu](mailto:atrebinska@jjay.cuny.edu)), Department of Mathematics and Computer Science

**Advising information.** Applied Mathematics Advising Resources Page (including a Sample Four Year Advising Plan)

**Additional information.** Students who enrolled for the first time at the College or changed to this major in September 2021 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2020-2021 Undergraduate Bulletin.

**FOUNDATIONAL COURSES**

SUBTOTAL: 0-3 CR.

May be required depending on mathematics placement

MAT 141      Pre-Calculus

Advisor recommendation: MAT 141 fulfills the Required Core: Mathematics and Quantitative Reasoning area of the Gen Ed Program.

**PART ONE. Core Courses**SUBTOTAL: 14 ~~12-14~~ CR.

Required

**CSCI 171      The Nature of Computers and Computing**

**CSCI 172      Introduction to Data Science**

CSCI 271      Introduction to Computer Science

CSCI 272      Object Oriented Programming

MAT 151\*      Calculus I

MAT 152\*      Calculus II

**\*(The new calculus sequence MAT 151, MAT 152, MAT 253 is equivalent to the former calculus sequence MAT 241-MAT 244. Please consult an advisor for proper placement if you have already completed any courses in the former calculus sequence.)**



**PART TWO. Mathematics Core Courses**SUBTOTAL: 22 ~~19~~ CR.

Required

MAT 253*	Calculus III (4 cr.)
MAT 265	Elements of Mathematical Proof
MAT 301	Probability & Mathematical Statistics I
<b>MAT 302</b>	<b>Probability &amp; Mathematical Statistics II</b> (moved from Part III)
MAT 310	Linear Algebra
<b>MAT 341</b>	<b>Advanced Calculus I</b> (moved from Part III)
MAT 351	Introduction to Ordinary Differential Equations
<del>CSCI 373</del>	<del>Advanced Data Structures</del>

**\*(The new calculus sequence MAT 151-MAT 152, MAT 253 is equivalent to the former calculus sequence MAT 241-MAT 244 incl. Please consult an advisor for proper placement if you have already completed any courses in the former calculus sequence.)**

**Part Three. Concentrations**SUBTOTAL: 9 ~~12~~ CR.Students must choose one concentration and complete **three** ~~four~~ courses**Concentration A. Data Science**

Data Science plays a critical role in analyzing large data sets which may have valuable information that is obscured by the sheer volume of the data itself. In the Data Science concentration, students will learn the principles of data representation, big data management, and statistical modeling. They will also be able to use computers to reveal hidden causal and temporal relationships in large data sets.

Learning outcomes for Data Science Concentration. Student will:

- Use mathematical methods to analyze and recognize the properties of large data sets as well as any anomalies.
- Use suitable models such as linear regression, logical regression, to analyze data and predict probability distributions.
- Recognize clustering in large data sets and explain its significance.

Required

CSCI 362	Databases and Data Mining
<del>MAT 302</del>	<del>Probability and Mathematical Statistics II</del> (moves to Part II)
MAT 367	Multivariate Analysis
MAT 455	Data Analysis

**Concentration B. Cryptography**

Cryptography is the science of data security, both personal and institutional, and as such is also an important component of justice. In the Cryptography concentration, students will learn to secure information which is achieved by assuring privacy as well as other properties of a communication channel, such as data integrity, authenticity, and non-reputability, depending upon the application. They will devise systems for companies to resist the unwarranted intrusions of hackers, to protect internal company and consumer data, and to act as consultants to research staff concerning the implementation of cryptographic and mathematical methods.

Learning outcomes for the Cryptography Concentration. Students will:

- Use the mathematics upon which specific cryptographic algorithms are based to analyze the strengths and weaknesses of cryptographic schemes.
- Guarantee authenticity and integrity of data and ensure that transactions are non-repudiable, when appropriate.
- Develop cryptographic algorithms.

Required

CSCI 360	Cryptography and Cryptanalysis
<del>MAT 341</del>	<del>Advanced Calculus I (moves to Part II)</del>
MAT 410	Abstract Algebra
MAT 460	Mathematical Cryptography

#### **PART Four. Electives**

SUBTOTAL: 6 CR.

Choose two

CSCI 358	Machine Learning
<b>CSCI 360</b>	<b>Cryptography and Cryptanalysis</b> (for Conc. A students only)
<b>CSCI 362</b>	<b>Databases and Data Mining</b> (for Conc. B students only)
<b>CSCI 376</b>	<b>Artificial Intelligence</b>
<b>CSCI 377</b>	<b>Computer Algorithms</b>
CSCI 385	Faculty Mentored Research Experience in Computer Science
CSCI 421	Quantum Computing
<del>MAT 302</del>	<del>Probability and Mathematical Statistics II (moves to Part II)</del>
<del>MAT 323</del>	<del>Operations Research Models I (no longer being offered)</del>
<del>MAT 324</del>	<del>Operations Research Models II (no longer being offered)</del>
<del>MAT 341</del>	<del>Advanced Calculus I (moves to Part II)</del>
MAT 352	Applied Differential Equations
MAT 354	Regression Analysis
<b>MAT 361</b>	<b>Functions of a Complex Variable</b>
MAT 365	The Mathematics of Signal Processing
<b>MAT 367</b>	<b>Multivariate Analysis</b> (for Conc. B students only)
MAT 371	Numerical Analysis
MAT 380	Selected Topics in Mathematics
MAT 385	Faculty Mentored Research Experience in Mathematics
<b>MAT 410</b>	<b>Abstract Algebra</b> (for Conc. A students only)
MAT 442	Advanced Calculus II

**MAT 455** ~~\_\_\_\_\_~~ **Data Analysis** (for Conc. B students only)

**MAT 460** ~~\_\_\_\_\_~~ **Mathematical Cryptography** (for Conc. A students only)

**ENG 253** ~~\_\_\_\_\_~~ **Technical Writing in Computer Science, Math and Science** (added in error last year)

Total Credit Hours: 51-54

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

## New Course Proposal Form

Date Submitted: Nov 1, 2021

1. a. **Department(s) or program(s)** proposing this course: Mathematics & Computer Science

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

Name: Hunter Johnson

Email address(es) hujohnson@jjay.cuny.edu

Phone number(s) 212.237.8846

2. a. **Title of the course: Introduction to Data Analysis**

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

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

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

This course is intended to be taken in the second semester of the freshman year. It requires only basic knowledge of Python as covered in the prequel course CSCI 171 The Nature of Computers and Computing. Much of the course is about mastering certain Python libraries that are all presented at an introductory level.

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

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.)

Data science is becoming increasingly important across many disciplines. While the theoretical content of data science is mathematical, to accomplish practical tasks and develop a hands-on understanding, students must be exposed to certain programming languages, software libraries, and database concepts. This course will train students in the use of core APIs used in machine learning, AI, and data science. The same libraries are useful for a myriad of other applications, such as prototyping cryptographic protocols, scientific computation, visualization, financial applications, bioinformatics and general statistical analysis.

This course will use APIs (Application Programming Interfaces) from Python that are an industry standard. To emphasize this, in September Python became the most popular programming language on Earth according to the TIOBE index, and it is ubiquitous in data science, scientific computing, and many other subdomains of computer programming. Students will also learn some language agnostic skills such as basic data structures and object-oriented programming. Many of the concepts students learn will transfer easily to other technologies and APIs, such as MATLAB, R, and Julia, and the course can be adjusted to map to evolving technological trends.

Currently the Applied Math Major at John Jay requires students to take a year of programming in the C++ language. But this choice is not ideal for students on either of our major tracks (Data Science or Cryptography). Students need a background in scientific computing so that they can implement ideas presented later in classes such as CSCI 360, MAT 455 and MAT 460. Additionally, students in other majors that want exposure to data analysis techniques can acquire a sound foundation by taking the sequence CSCI 171 followed by the course under consideration (intended to become CSCI 172).

Many colleges and programs in the U.S. that have some data analysis component offer a course much like the one being proposed.

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 completes student mastery of Python as begun in CSCI 171. It then covers topics such as data wrangling, data visualization and numerical computation. Students will learn about some computational theory and data structure ideas relating to the efficient manipulation of data.

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): **CSCI 171 The Nature of Computers and Computing**

6. Number of:
- a. Class hours      3
  - b. Lab hours        0
  - c. Credits           3

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

  X   No              Yes. If yes, then please provide:

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

8. **Learning Outcomes** (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?

Please find the course learning outcomes listed below, together with the learning objectives from the Applied Mathematics Major. The learning objectives for the course plainly support those from the major. In particular, class learning objectives 1-3 support Major objective 2, and class learning objective 4 serves Major objective 3.

*Course Learning Objectives: Students will:*

- 1) Become proficient in Python and the libraries necessary for data manipulation and visualization.
- 2) Know and explain data structures and algorithms and their relation to feasibility of computation.
- 3) Manipulate multidimensional data using broadcasting and slicing.
- 4) Use the basic methods of data visualization.

*Applied Math Major Learning Objectives:*

- 1) Apply the principles of mathematical proof and deductive logic to prove level appropriate mathematical statements or create counterexamples within the context of the real number axioms and the axioms defining various algebraic structures.
- 2) Apply the mathematical modeling process to modern problems in data science and cryptography for the purpose of analyzing large data sets and encrypting plain text or decrypting cipher text.
- 3) Function effectively in an interdisciplinary team environment and express quantitative information effectively to others.
- 4) Identify and adhere to the ethical constraints of respecting personal data privacy and evaluate and assess ethical standards for the application of cryptographic algorithms in contemporary contexts.

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 (together with CSCI 171) will replace the current Introduction to Programming sequence in the Applied Mathematics Major. The current sequence is CSCI 271 and 272, which is a year-long course in C++. While CS majors need to learn the information in 271 and 272, much of it is tangential to Applied Mathematics majors. Conversely there is a

strong need in the AMM for early and intensive exposure to programming in the context of data science, which is well served by the proposed course.

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

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

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

The main method of assessment in this course will be writing in the form of computer code and some supporting prose. The course will feature weekly programming exercises and one or two larger "project" level assignments. In Projects students will synthesize the skills learned in the exercises to accomplish some larger tasks. There will be a writing component integrated into the Projects such that code is supported with technical prose, introductory material, and bibliographic material. Each proposal and project will require at least one page of prose writing, for a minimum of four pages of writing across the course. Depending on instructor preference there may also be a traditional midterm and/or final consisting of short answer questions and brief programming challenges.

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

No X Yes \_\_\_\_\_

If yes, please state the librarian's name \_\_\_\_\_

Did you check the existing **OER** (Open Educational Resources) to support teaching of this course?

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

<https://johnjayoer.commons.gc.cuny.edu/oer-faculty/>

No \_\_\_\_\_ Yes X

Are there adequate resources in the library to support students' work in the course?

Yes

(Please check all that apply):

\_\_\_\_\_ OneSearch (the library discovery tool)

\_\_\_\_\_ eBooks

**Subject specific library databases:**

\_\_\_\_\_ Academic Search Complete

\_\_\_\_\_ Gale Reference Sources

\_\_\_\_ NexisUni  
\_\_\_\_ Criminal Justice Abstracts

\_\_\_\_ PsycInfo  
\_\_\_\_ Sociological Abstracts

Other (list them here) \_\_\_\_\_  
\_\_\_\_\_

Are there existing library Research Guides to support your class?

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

No \_\_\_\_\_

Yes  \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 10/11/21

15. **Faculty - Who** will be assigned to teach this course? Holst, Chandrakantha, Johnson, Ramansenthil, and others.

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

No

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

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

Not applicable

\_\_\_\_ No

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

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

No

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

19. Approvals: Aftab Ahmad, Acting Chair, Math and Computer Science Dept.



John Jay College  
524 W 59th St, New York, NY 10019

Semester: Fall 2022

## CSCI 172 Introduction to Data Analysis

Section: 00  
Instructor: W. W.  
Office: 2.708 NB  
Office Hours: 1-2pm, T/Th  
Email: [ww@bb.edu](mailto:ww@bb.edu)  
Phone: 917.777.7777  
Classroom: 99.999 NB

### Course Description:

This course completes student mastery of Python as begun in CSCI 171. It then covers topics such as data wrangling, data visualization and numerical computation. Students will learn some computational theory and data structure ideas relating to the efficient manipulation of data.

### Course Prerequisite: CSCI 171

### Learning Objectives:

- 1) Become proficient in Python and the libraries necessary for data manipulation and visualization
- 2) Know data structures and algorithms and their relation to feasibility of computation
- 3) Manipulate multidimensional data using broadcasting and slicing
- 4) Cover the basic methods of data visualization

### Textbooks and Resources:

Below you will find information on accessing a range of resources on python and data analysis. Many of the resources have open licenses, but the authors would welcome any contributions you might like to make. If you want to contribute to any OER project and don't see how, please contact me and I will help you make a contribution.

#### *Python programming (OER):*

1. An open textbook covering Python 3:

Think Python, 2<sup>nd</sup> Ed. By Allen B. Downey, Green Tea Press.  
<https://greenteapress.com/wp/think-python-2e/>

2. Numpy (numerical python) documentation produced by nymPy.org. The following sections are recommended: *What is Numpy?*, *The Absolute Basics for Beginners*, and *Fundamentals*

The docs are at this URL:

<https://numpy.org/devdocs/user/whatisnumpy.html>

3. A pay-optional book on numpy and scipy:

Elegant SciPy by Nunez-Iglesias, van der Walt & Dashnow, O'Reilly Press, 2017 (<https://github.com/elegant-scipy/elegant-scipy>)

4. A pay-optional book on pandas and other data analysis tools:

Python Data Science Handbook, by Jake VanderPlas, O'Reilly Press, 2016  
<https://jakevdp.github.io/PythonDataScienceHandbook/index.html>

5. A free book on data structures

Open Data Structures, by Pat Morin  
<https://opendatastructures.org/ods-python.pdf>

*Python programming (non-free and optional):*

1. SciPy and NumPy by Eli Bressert, O'Reilly Press, 2013  
([http://geofaculty.uwyo.edu/neil/teaching/Numerical\\_web/SciPyNumPy.pdf](http://geofaculty.uwyo.edu/neil/teaching/Numerical_web/SciPyNumPy.pdf))

2. Python for Data Analysis: Data wrangling with pandas, numpy and ipython 2<sup>nd</sup> Ed, by Wes McKinney. O'Reilly Press, 2018.

*Library resources:*

The Lloyd-Sealy Library provides online access to a wide range of books relating to the material covered in this course. In most cases the books are published by Packt. Please try visiting <https://www.lib.jjay.cuny.edu/> and trying a search term in OneSearch (eg. "numpy" or "matplotlib"). Please be aware of the following three useful titles (among many others):

- 1) Mastering Numerical Computing with NumPy, by Cakmak and Cuhadaroglu
- 2) Matplotlib for Python Developers, by Yim, Chung and Yu
- 3) Python Web Scraping Cookbook, by Hevdt

**Grading:**

There will eight problem sets assigned at uniformly spaced times throughout the semester. Only the best six of these will count toward your final grade. Most problems will be in the form of short answer questions and coding challenges relating to the material covered at the time. These are designed to deepen your understanding of the material by implementing some of the ideas yourself.

We may use some form of peer grading for these assignments. In this case you will be expected to grade the anonymized work of up to two of your peers, for each assignment. Your grade will be determined by the grades assigned to you by at least two of your peers. You can appeal your grade to the instructor if desired. Additionally, 10% of your final grade will be determined by your work as a peer grader. (Note to instructor: Cocalc.com supports anonymized peer to peer grading.)

Two projects will be assigned during the course. Projects are of a more complex nature than the problem sets. You will be expected to solve a data analysis problem through code, and frame and explain your work with accompanying prose. The proposals and projects each require a minimum of one page of writing in prose. Guidance and scaffolding for these assignments will be provided in the specific project descriptions. If there is a project of particular interest to you please discuss it with your instructor.

Your final grade will be determined as follows:

<i>Assessment</i>	<i>Percentage of final grade</i>
Peer Grading of Problem Sets	10 %
Problem Sets (best 6 of 8)	6x8% = 48 %
Project 1 Proposal	5 %
Project 1	15 %
Project 2 Proposal	5 %
Project 2	15 %
Contributions to Class	2 %

### **Attendance and Lateness Policy:**

*(determined by instructor)*

**Reading:** On the daily schedule given below you will see reading assignments given for each lecture. Doing the assigned reading is a crucial part of the course.

### **College wide policies for undergraduate courses**

**Incomplete Grade Policy:** An Incomplete Grade may be given only to those students who would pass the course if they were able to satisfactorily complete the course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

**Extra Work During the Semester:** Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to 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 the student 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.

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

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

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

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

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, <http://www.jjay.cuny.edu/academics/654.php>)

### **Schedule of Topics:**

First Module, Advanced Python 3.

Day 1:

Review of Python: lists, sets, etc

enumerate and zip  
lambdas and comprehensions  
mutable vs immutable types

Reading: Think Python 2e

<https://greenteapress.com/thinkpython2/html/thinkpython2011.html>

<https://greenteapress.com/thinkpython2/html/thinkpython2020.html>

Day 2:

hashable types: how dictionaries work  
default and non-default parameters  
slicing, splitting and joining

map, filter, reduce (connect with distributed systems)  
generators

Reading: Think Python 2e

<https://greenteapress.com/thinkpython2/html/thinkpython2012.html>

Day 3:

object oriented python: classes, operator overloads

Reading: Think Python 2e

<https://greenteapress.com/thinkpython2/html/thinkpython2016.html>

Day 4:

object oriented python: functions and methods

Reading: Think Python 2e

<https://greenteapress.com/thinkpython2/html/thinkpython2017.html>

<https://greenteapress.com/thinkpython2/html/thinkpython2018.html>

Day 5:

object oriented python: inheritance

Reading: Think Python 2e

<https://greenteapress.com/thinkpython2/html/thinkpython2019.html>

Day 6:

Analysis of algorithms, big Oh, computing the complexity of simple programs

Reading: Think Python 2e

<https://greenteapress.com/thinkpython2/html/thinkpython2022.html>

Day 7:

Binary search trees pt 1

Reading: Open Data Structures, Chapter 6.1

<https://opendatastructures.org/ods-python.pdf>

Day 8:

Binary search trees pt 2

Reading: Open Data Structures, Chapter 6.2

<https://opendatastructures.org/ods-python.pdf>

Day 9:

Hash tables with chaining

Reading: Open Data Structures, Chapter 5.1  
<https://opendatastructures.org/ods-python.pdf>

Day 11:

Selection sort and merge sort

Reading: Open Data Structures, Ch 11.1  
<https://opendatastructures.org/ods-python.pdf>

## Module 2: Numerical python, pandas and matplotlib

Day 12:

Introduction to numpy, arrays and universal functions

Reading: Python Data Science Handbook, 2.1-2.3  
<https://jakevdp.github.io/PythonDataScienceHandbook/>

Day 13:

Aggregations and broadcasting in numpy

Reading: Python Data Science Handbook, 2.4 and 2.5  
<https://jakevdp.github.io/PythonDataScienceHandbook/>

Day 14:

Boolean logic and fancy indexing

Reading: Python Data Science Handbook, 2.6 and 2.7  
<https://jakevdp.github.io/PythonDataScienceHandbook/>

Day 15:

Linear Algebra using Numpy I

Reading: Mastering Numerical Computing with Numpy  
Introduction to Vectors and Matrices (p. 11-13)  
Vector and Matrix Mathematics (p. 32-39)

Day 16:

Linear Algebra using Numpy II

Reading: Mastering Numerical Computing with Numpy  
What is an Eigenvalue and How to Compute It? (p. 39-45)

Day 17:

Unscheduled day (class presentations or catch-up)

Day 18:

Application: Networks of Image Regions with ndimage I

Reading: Elegant SciPy, Ch. 3 p. 49-65

Day 19:

Application: Networks of Image Regions with ndimage II

Reading: Elegant SciPy Ch. 3 p. 65-79

Day 20:

Introducing pandas  
Data indexing and selection

Reading: Python Data Science Handbook 3.1 and 3.2  
<https://jakevdp.github.io/PythonDataScienceHandbook/>

Day 21:

Operating on Data in pandas  
Dealing with Missing Values

Reading: Python Data Science Handbook 3.3 and 3.4  
<https://jakevdp.github.io/PythonDataScienceHandbook/>

Day 22:

Introduction to Visualization: Matplotlib  
Line plots, scatter plots, visualizing errors

Reading: Python Data Science Handbook 4.1-4.3  
<https://jakevdp.github.io/PythonDataScienceHandbook/>

Day 23:

Density and Contour Plots  
Histograms, Binning and Density

Reading: Python Data Science Handbook 4.4 and 4.5  
<https://jakevdp.github.io/PythonDataScienceHandbook/>

Day 24:

Legends, Colorbars, Subplots, Text

Reading: Python Data Science Handbook 4.6-4.9  
<https://jakevdp.github.io/PythonDataScienceHandbook/>

(Note to instructor: We could do interactive plots with bokeh here for a couple of days, replacing Days 27 and 28.)

Day 25:

What is Machine Learning?

Reading: Python Data Science Handbook 5.1  
<https://jakevdp.github.io/PythonDataScienceHandbook/>

Day 26:

Introducing Scikit-Learn

Reading: Python Data Science Handbook 5.2  
<https://jakevdp.github.io/PythonDataScienceHandbook/>

Day 27:

(Note to instructor: The following topics are suggested in the case that time permits. It may be that this time is needed for catch-up, review, presentations, etc. Depending on instructor preference, it might alternatively be useful to spend this time working on large integer manipulation, perhaps leading to the implementation of RSA by students. The class could empirically verify the prime number theorem, and/or implement the sieve of Eratosthenes.)

Introduction to Web-scraping: urllib3, beautiful soup, selenium

Reading: Python Web-Scraping Cookbook, Ch 1 (p. 1-29).

Day 28:

Working with JSON and CSV data

Reading: Python Web-Scraping Cookbook, Ch 3

Day 29:

Unscheduled (catch-up, presentations, etc.)



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 5, 2021

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

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

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

Name: Jay Hamilton, Geert Dhondt and Sara Bernardo

Email address(es) jhamilton@jjay.cuny.edu, gdhondt@jjay.cuny.edu & sbernardo@jjay.cuny.edu

Phone number(s) \_\_\_\_\_

2. a. **Title of the course:** *Economic Inequality in the USA*

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

c. **Level** of this course    \_\_\_ 100 Level    \_\_\_ 200 Level    XX 300 Level    \_\_\_ 400 Level

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

***Economic Inequality in the USA* will fulfill the 300-level College Option for the “Struggle for Justice & Equality in U.S.” Students will experience more challenging material than 200 level courses including materials from multiple perspectives. Students will be expected to focus on narrowly defined topics within Economics and produce advanced written work and communications based on independent research.**

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

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

**This course is a “deep dive” into the movements for equality and justice in the United States of America from the perspectives of different schools of thought within the economics discipline. Equality movements discussed include several labor movements and racial rights campaigns. Economic perspectives include neoclassical, Institutional, and Marian schools of**

thought. The course emphasizes the need for guided, but independent, research into controversial issues.

The John Jay College of Criminal Justice's College Option *Justice Core II: Struggle for Justice & Equality* is currently served by departments offering excellent examinations of inequality. Economics is a key discipline in the study of inequality and should be an option for students in this category of general education.

The topics and case studies will vary by instructor so the course can remain contemporaneous and individual instructors can draw upon their specialized knowledge. Instructors will be required to cover movements from the perspective of different economic schools of thought ranging from the mainstream "neoclassical" school to heterodox approaches including Institutional and Marxist schools. There are many social movements for equity and justice that can be studied from an economic perspective including: the movement for an eight-hour workday, the 1963 March on Washington for Jobs and Freedom, and current movements to save the planet from global warming, Occupy Wall Street, Menstruation Equity, Free Silver Movement of the 1890s, Movement for Marriage Equality, Anti-globalization movement, Movement for Student Debt Forgiveness, bail reform movements, Women's suffrage, Earth Day Movement (1960-70s), Consumer Protection Movements, Abolition Movements, Religious based economic justice movements, Farm Workers Movements

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.)

**Struggles for justice and equality often center around economic issues. These injustices are investigated, debated, and remedies are crafted using economic data and ideologies. This course gives students to opportunity to research inequality and injustice issues by carefully examining past and present movements for equality and justice in the United States. The course introduces students to multiple economic perspectives including neoclassical and heterodox schools of thought.**

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 201**

6. Number of:
- |                |              |
|----------------|--------------|
| a. Class hours | <u>  3  </u> |
| b. Lab hours   | <u>  0  </u> |
| c. Credits     | <u>  3  </u> |

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?

**Learning Outcomes for 300 level Justice Core II: Struggle for Justice and Equality in the U.S.**

**#1) Contextualize and analyze struggles for justice**

In *Economic Inequality in the USA* students will take original texts and break them down into their component arguments and review those arguments with the hindsight of history.

**#2) Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches**

In *Economic Inequality in the USA* students will produce a research project requiring information from diverse sources.

**#3) Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline**

In *Economic Inequality in the USA* students will use economic methodologies (plural) in their research projects and class discussions.

**#4) Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form**

In *Economic Inequality in the USA* students produce research papers and presentations that demonstrate organization while using evidenced-based arguments to support their thesis.

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

  X   No                             Yes

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

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

No             Yes   XXX   If yes, please indicate the area:

**College Option:**

Justice core:	
Justice & the Individual (100-level)	
Struggle for Justice & Equality in U.S. (300-level)	<b>XX</b>
Justice in Global Perspective (300-level)	
Learning from the Past	
Communication	

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

**This course was developed specifically for the College Option Justice Core II: “Struggle for Justice & Equality in U.S.” This course examines past and current economic movements to improve economic, racial, gender identity sexual preference, and social equality using the methodologies of various economic schools of thought.**

11 . How will you assess student learning?

**Student learning will be assessed through classroom discussion, short essays throughout the semester and a final research project.**

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

Yes **XX** No \_\_\_

- If yes, please state the librarian’s name Vee Herrington & Karen Okamoto  
**The department worked with Vee Herrington to develop a Libguide for student access to the readings. Draft:**  
**<https://guides.lib.jjay.cuny.edu/c.php?g=1128922&p=8238439>**
- Are there adequate resources in the library to support students’ work in the course  
Yes **XX** No \_\_\_\_\_
- Will your students be expected to use any of the following library resources? Check all that apply.
 

<ul style="list-style-type: none"> <li>➤ The library catalog, CUNY+ <b>X</b></li> <li>➤ EBSCOhost Academic Search Complete <b>X</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <b>X</b></li> <li>➤ LexisNexis Universe _____</li> <li>➤ Criminal Justice Abstracts _____</li> </ul>
--	--

- PsycINFO \_\_\_\_\_
  - Sociological Abstracts **X**\_\_\_\_\_
  - JSTOR \_\_\_\_\_
  - SCOPUS \_\_\_\_\_
  - Other (please name) Optional:  
databases listed on the following \_\_\_\_\_
- pages:  
[lib.jjay.cuny.edu/databases/environment-sustainability and](http://lib.jjay.cuny.edu/databases/environment-sustainability-and)  
[lib.jjay.cuny.edu/databases/sociology](http://lib.jjay.cuny.edu/databases/sociology) \_\_\_\_\_

13. **Syllabus – see attached**

Attach a sample syllabus for this course, based on the College’s model syllabus, found at <http://www.jjay.cuny.edu/ModelSyllabus.pdf> - See syllabus template available in the Faculty eHandbook at: <http://resources.jjay.cuny.edu/e handbook/planning.php>

14. Date of **Department curriculum committee** approval: **April 2, 2021**

15. **Faculty** - Who will be assigned to teach this course? **Geert Dhondt, Jay Hamilton**

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

**X** No

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

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

\_\_\_\_ Not applicable

**X** No

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

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

**X** No

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

19. Approvals: Geert Dhondt, Chairperson, Economics Department

---

## John Jay General Education College Option Course Submission Form

<b>Course Prefix &amp; Number</b>	ECO 3XX
<b>Course Title</b>	Economic Inequality in the USA
<b>Department or Program</b>	Economics
<b>Discipline</b>	Economics
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Prerequisites</b> (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 201
<b>Co-requisites</b>	
<b>Course Description</b>	<b>Struggles for justice and equality often center around economic issues. These injustices are investigated, debated, and remedies are crafted using economic data and ideologies. This course gives students to opportunity to research inequality and injustice issues by carefully examining past and present movements for equality and justice in the United States. The course introduces students to multiple economic perspectives including neoclassical and heterodox schools of thought.</b>
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

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

current course     revision of current course     a new course being proposed

**John Jay College Option Location**

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

<p><b>Justice Core</b></p> <p><input type="checkbox"/> Justice &amp; the Individual (100-level)</p> <p><input type="checkbox"/> Justice &amp; the Individual (200-level transfer seminar)</p> <p><input checked="" type="checkbox"/> Struggle for Justice &amp; Inequality in U.S. (300-level)</p> <p><input type="checkbox"/> Justice in Global Perspective (300-level)</p>	<p><input type="checkbox"/> Learning from the Past</p>	<p><input type="checkbox"/> Communication</p>
--	--	---

<b>Learning Outcomes</b>	
<b>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</b>	
<p>I. <b>Justice Core II: Struggle for Justice and Equality in the U.S. (300 Level)</b> - Please explain how your course meets these learning outcomes</p> <p>Students will:</p>	
<p>In <i>Economic Inequality in the USA</i> students will take original texts and break them down into their component parts and view those parts with the hindsight of history.</p> <p>Every week students will discuss texts in class. Students will be preassigned certain readings to “introduce” in class with a short summary and by posing two or three questions.</p> <p>The mid-point exam will assess student’s ability to analyze issues of justice and equality.</p>	<ul style="list-style-type: none"> <li>• Contextualize and analyze struggles for justice</li> </ul>
<p>In <i>Economic Inequality in the USA</i> students will produce research requiring information from diverse sources.</p> <p>The required readings provide a directed discovery of different intellectual perspectives. One text, “The Worldly Philosophers” is often cited as the best introduction to the various economic ideologies because it embeds them in the lives and times of the progenitors of these ideas. Because they are all white men, the course attempts to balance this circumstance with readings from prominent black scholars ranging from W.E.B. Dubois to William Darity.</p>	<ul style="list-style-type: none"> <li>• Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches</li> </ul>

<p>Students will be required to have sufficient diversity of media outlets and perspectives in their sources An annotated bibliography is due as part of stage 2 of the research assignment. Faculty will monitor for this as part of their grading.</p>	
<p>In <b><i>Economic Inequality in the USA</i></b> students will use economic methodologies (plural) in their research and class discussions.</p> <p>The class discussions will focus on developing student’s ability to lead discussion by requiring them to give introductions to the readings and pose several questions for peers to respond to. Their ability to analyze issues of justice will be assessed in the Mid-point exam and in their research project.</p>	<ul style="list-style-type: none"> <li>Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline</li> </ul>
<p>In <b><i>Economic Inequality in the USA</i></b> students produce research papers and presentations that demonstrate organization while using evidenced-based arguments to support their thesis.</p> <p>The research project has several stages to ensure consistent work and to provide multiple points to give feedback to students.</p> <p>Stage 1 asks students to provide preliminary research into four alternative subjects, this ensures students are looking at a broad array of possibilities before the decide on a final project. Students will receive feedback at each stage to help improve the quality of their work. The research project has</p>	<ul style="list-style-type: none"> <li>Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form</li> </ul>



<p>both a 10-page written component and a 10-minute oral presentation. Students also will have to organize their information by preparing a visual aid with their presentations.</p>	
--	--

**John Jay College of Criminal Justice**  
**524 West 59<sup>th</sup> Street, New York**  
**ECO 3XX.00**  
**Economic Inequality in the USA**  
**Semester**  
**Instructor Name**

**Room location and meeting times**

**Contact Information & Student Consultation Hours**

**Economic Department:** 646-557-4835      <https://www.jjay.cuny.edu/departments/economics>

**Course Description**

Struggles for justice and equality often center around economic issues. These injustices are investigated, debated, and remedies are crafted using economic data and ideologies. This course gives students the opportunity to research inequality and injustice issues by carefully examining past and present movements for equality and justice in the United States. The course introduces students to multiple economic perspectives including neoclassical and heterodox schools of thought.

**Prerequisites**

ENG 201

Note: Students who have taken ECO 2XX Movements for Economic Justice must notify the instructor. ECO 2XX and this course may have significant content overlap, however this course uses more primary reading sources. Students are not permitted to reuse their own research from prior classes; however, they are encouraged to build upon their prior research while working with the instructor.

**Learning Outcomes for 300 level Justice Core II: Struggle for Justice and Equality in the U.S.**

**1. Contextualize and analyze struggles for justice (“Contextualize”)**

In *Economic Inequality in the USA* students will take original texts and break them down into their component arguments and review those arguments with the hindsight of history.

**2. Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches (“Discovery”)**

In *Economic Inequality in the USA* students will produce a research project requiring information from diverse sources.

**3. Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline (“Analyze”)**

In *Economic Inequality in the USA* students will use economic methodologies (plural) in their research project and class discussions.

**4. Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form (“Argument”)**

In *Economic Inequality in the USA* students produce research papers and presentations that demonstrate organization while using evidenced-based arguments to support their thesis.

**Texts**

*Strike! 50<sup>th</sup> Anniversary Edition* by Jeremy Brecher, PM Press 2020 978-1-62963-800-3

*The Worldly Philosophers 7<sup>th</sup> Edition* by Robert Heilbroner, Simon and Schuster 0-684-86214-X

Additional Reading and alternative media available in the course’s Blackboard site and The Lloyd Sealy Library LibGuide: <https://guides.lib.jjay.cuny.edu/oer/ECO3xx> (draft)

**Note: Students should consider purchasing a physical copy of *The Worldly Philosophers*. This is the kind of book best used by writing in the margins, highlighting passages marking up in all sorts of ways. IT is also an excellent book to “appear” on the bookcase behind you in Zoom conferences.**

**Grading**

**Mid-point Exam**

The Mid-point Exam will test students ability to identify and explain the different economic perspectives of specific struggles for economic justice and equality. Exam details to be announced.

This exam counts toward 25% of the final grade.

This exam assesses student achievement for Learning Outcomes 1 and 3: Contextualize & Analyze.

**Classroom Discussions**

Students will be assigned to “present” weekly reading assignments with a five-minute introduction to the material and to pose two or three questions to the class to begin discussion. Students are expected to participate in all discussions and will be recorded as having participated or not for every discussion. Failure to participate in 80% of all discussion will result in loss of points.

Classroom discussions count toward 10% of the final grade.

## **Research Project**

Students will research several movements for justice and equity before deciding on a final subject.

## **Paper**

The paper counts toward 45% of the final grade broken down by the following stages:

Stage 1: Annotated list of four potential subjects due week 3 (5% of class total)

Stage 2: Declaration of subject and annotated bibliography due week 6 (5% of class total)

Stage 3: Outline due week 9 (5% of class total)

Stage 4: Draft due week 12 (5% of class total)

Stage 5: Final Paper due week 15 (25% of class total) Final papers should be around 10-pages.

## **Oral Presentation** (last four weeks of the course)

Oral presentations can be live or prerecorded but will be presented to the class.

Creativity is encouraged. Formats can range from min-lectures, to mockumentaries, to skits, to extended poetry readings.

Students must demonstrate their ability to use their own voice to communicate their ideas and supporting arguments including data and historical fact.

The oral presentation counts toward 15% of the final grade.

## **Visual Presentation**

Visual presentations can be combined with the oral presentation or stand alone.

Creativity is encouraged. Formats can range from PowerPoint slide shows to graphics supporting oral presentations of all kinds (set designs, video collage, etc.).

Students must demonstrate their ability to use visual presentation skills to communicate their ideas and supporting arguments including data and historical fact.

The visual presentation counts toward 15% of the final grade.

## **Sample of Movements for Research Projects**

**Religious Based Economic Justice Movements:** Poor People's Campaign

<https://www.breachrepairers.org/>

**Movements to Save the Planet from Global Warming:** Sunrise Movement

<https://www.sunrisemovement.org/> & People's Climate Movement <https://peoplesclimate.org/>

**Movement for Marriage Equality**

**Movements for *Local* Environmental Equality**

**Consumer Protection Movements** see Ralph Nadar (before he ran for President)

**Movement for Menstrual Equity:** Period Equity <https://www.periodequity.org/>

**Occupy Wall Street**

**Bail Reform**

**Free Silver Movement of the 1890s**

**Student Debt Forgiveness** (Careful here – there are lots of “organizations” that seem like popular movement but are really in the business of loan consolidation – which is not always a good thing for the borrower.)

**Women’s Suffrage**

**Cooperative Farms**

**Earth Day 1960-70s**

**Anti-Globalization Movements**

Another good place to look for specific labor movements is *Rebel Voices an IWW Anthology* Edited by JoyceL. Kornbluh – available online through the library.

## **Policies**

**Academic Integrity** (copied from the 2020-2021 Undergraduate Bulletin)

*The following information is excerpted from the CUNY Policy on Academic Integrity. The complete text of the CUNY Policy on Academic Integrity can be accessed at [http://www.cuny.edu/about/administration/offices/la/Academic\\_Integrity\\_Policy.pdf](http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf).*

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.

### **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:

- 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
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- 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.

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

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

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

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

Falsification of records and official documents. The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization
- Falsifying information on an official academic record
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document

**Attendance** (copied from the 2020-2021 Undergraduate Bulletin)

Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may result in the loss of financial aid. The number of absences that constitute excessive absence is determined by the individual instructor, who announces attendance guidelines at the beginning of the semester in the course syllabus. Students who register during the Change of Program period after classes have begun are responsible for the individual course attendance policy, effective from the first day of the semester.

**Extra Work During the Semester** (copied from the 2020-2021 Undergraduate Bulletin)

Instructors are not obligated to offer extra-credit work in any course. Any extra-credit coursework opportunities offered during the semester for a student to improve his or her grade must be made available to all students at the same time. 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.

**Americans with Disabilities Act (ADA)**

Students who believe that they may need an accommodation due to a disability are encouraged to immediately contact the Office of Accessibility Services (OAS) in room L.66 NB (212-237-8031 or [accessibilityservices@jjay.cuny.edu](mailto:accessibilityservices@jjay.cuny.edu)). Students are welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else.

**Writing Center**

The Alan Siegel Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) provides free tutoring to students of John Jay College; its online services are described here: <http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

**Wellness and Student Resources**

Sample language: Students experiencing any personal, medical, financial or familial distress, which may impede their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and emergency funding support. See <http://www.jjay.cuny.edu/wellness-resources>

Visit the Students' Academic Resources & Services website for a full list of student support resources: <http://www.jjay.cuny.edu/students>. They include:

- Academic Advisement Center, <http://www.jjay.cuny.edu/academic-advisement-center>
- Center for Career & Professional Development: <http://www.jjay.cuny.edu/Career-services>
- JJ Children's Center: <http://www.jjay.cuny.edu/Childrens-center>
- Housing: <http://www.jjay.cuny.edu/housing>
- Military and veteran services: <http://www.jjay.cuny.edu/military-and-veteran-services>
- Women's Center for Gender Justice: <http://www.jjay.cuny.edu/womens-center/gender-justice>
- LGBTQ+ Resource Center (<https://www.jjay.cuny.edu/lgbtq-resource-center>)
- Jay Express Services: <http://www.jjay.cuny.edu/jay-express-services>
- The Immigrant Student Success Center: <https://www.jjay.cuny.edu/immigrant-student-center>

### **Resources for Reporting Sexual Harassment, Sexual Assault, Stalking, or Domestic and Dating/Intimate Partner Violence**

The individuals below are available to discuss your rights and the resources available to you as well as help you explore your options for reporting sexual misconduct, harassment or discrimination of any kind:

1. Gabriela Leal, Title IX Coordinator, 646-557-4674, [galeal@jjay.cuny.edu](mailto:galeal@jjay.cuny.edu)
2. Diego Redondo, Director of Public Safety & Risk Management, 212-237-8524, [dredondo@jjay.cuny.edu](mailto:dredondo@jjay.cuny.edu)
3. Michael Martinez-Sachs, Dean of Students, 212-237-8211, [msachs@jjay.cuny.edu](mailto:msachs@jjay.cuny.edu)

To speak confidentially, you may contact Women's Center Counselor and Gender-Based Violence Prevention and Response Advocate, Jessica Greenfield, [jgreenfield@jjay.cuny.edu](mailto:jgreenfield@jjay.cuny.edu). For more information, please see CUNY's Policy on Sexual Misconduct ([PSM](#)), or refer to this [Q & A document](#)

## **Course Schedule**

Selected Readings, Activities and Assignments are identified as helping us achieve a specific Learning Outcomes for the course. They will be identified below in square brackets.

### **Week 1: Introductions**

#### **Readings:**

*Strike!* Preface, Foreword, & Introduction. [Discover]

*The Worldly Philosophers* I "Introduction" [Discover]

"Introduction: The Economic Dimensions of the Black Freedom Struggle" by Michael Ezra in *The Economic Civil Rights Movement : African Americans and the Struggle for Economic Power* edited by Michael Ezra, Taylor & Francis Group 2013. [Discover]

<https://cuny->

[jj.primo.exlibrisgroup.com/permalink/01CUNY\\_JJ/152na4r/cdi\\_askewsholts\\_vlebooks\\_9781136274756](https://cuny-jj.primo.exlibrisgroup.com/permalink/01CUNY_JJ/152na4r/cdi_askewsholts_vlebooks_9781136274756)



**In-Class Activities:**

Introductions [Discover]  
Readings Discussion [Discover]

**Assignments Due:**

None!

**Week 2: Economic Basics & Exploration of Current Social Movements****Readings:**

*The Worldly Philosophers* II “The Economic Revolution” [Discover]  
News Media outlets such as the *New York Times*, *Mother Jones*, *The Atlantic*, *Wall Street Journal*, *Washington Post*, etc. You are looking for articles about social movements. [Discover]

**In-Class Activities:**

Readings Discussion [Discover & Argument]

**Assignments Due:**

None! But it is a good idea to get working on the research project.

**Week 3: Abolition Movements****Readings:**

*The Worldly Philosophers* III “The Wonderful World of Adam Smith” [Discover]

Chapters 1 and 7 from *The Economic Aspect of the Abolition of the West Indian Slave Trade and Slavery* by Eric Williams, Dale W. Tomich, and William, Jr. Darity [Discovery & Contextualize]  
[https://cuny-ji.primo.exlibrisgroup.com/permalink/01CUNY\\_JJ/152na4r/cdi\\_askewsholts\\_vlebooks\\_9781442231405](https://cuny-ji.primo.exlibrisgroup.com/permalink/01CUNY_JJ/152na4r/cdi_askewsholts_vlebooks_9781442231405)

**In-Class Activities:**

Readings Discussion [Discovery & Argument]

**Assignments Due:**

Paper Stage 1: Annotated list of four potential subjects. Your submission must demonstrate that you have researched four different potential subjects for your paper. Citations should be in APA format. Each subject should have a paragraph where you describe the pros and cons of choosing that subject. [Analyze]

**Week 4: Labor Movements in America****Readings:**

*Strike!* “Prologue” & Chapter 1 “The Great Upheaval” [Discovery & Contextualize]

*The Worldly Philosophers* IV “The Gloomy Presentiments of Parson Malthus and David Ricardo” [Discover]

**In-Class Activities:**

Readings Discussion [Discovery & Argument]

**Assignments Due:**

None! But keep working on that research project!

**Week 5: Movement for an Eight-Hour Workday**

**Readings:**

Strike! Chapter 2 “May Day” and Chapter 3 “The Ragged Edge of Anarchy” [Discovery & Contextualize]

*The Worldly Philosophers* V “The Dreams of the Utopian Socialists” [Discover]

*History Lesson - How the 8-Hour Day Was Won* By Kelly Whalen from PBS

<https://www.pbs.org/livelyhood/workday/weekend/8hourday.html> [Discovery & Contextualize ]

**In-Class Activities:**

Readings Discussion [Discovery & Argument]

**Assignments Due:**

None! Stage 2 is due next week.

**Week 6: Race & Class before World War I**

**Readings:**

*The Worldly Philosophers* VI “Inexorable System of Karl Marx” [Discover]

Dubois, W. (1906). The Economic Future of the Negro. *Publications of the American Economic Association*, 7(1), 3rd series, 219-242. [Inquiry] <http://www.jstor.org/stable/2999974> [Discovery & Contextualize]

**In-Class Activities:**

Readings Discussion [Discovery & Argument]

**Assignments Due:**

Stage 2: Declaration of subject and annotated bibliography. One good paragraph explain why you chose your subject for your research paper. The annotated bibliography should be in APA format and include at least 10 sources with at least three from academic journals. Annotations for each entry should work to help you write the paper.

**Week 7: Early 20<sup>th</sup> Century Labor Movements**

**Readings:**

*Strike!* Chapter 4 “Nineteen Nineteen” & Chapter 5 “Depression Decade” [Discovery]

*The Worldly Philosophers* VII “The Victorian World and the Underworld of Economics” [Discover]

**In-Class Activities:**

Readings Discussion [Discovery & Argument]

**Assignments Due:**

None!

**Week 8: Race Between the World Wars****Readings:**

*The Worldly Philosophers* VIII “The Savage Society of Thorstein Veblen” [Discover]

Davis, J. (1935). *Let Us Build a National Negro Congress* by John P. Davis, 1935, National sponsoring committee, National Negro congress. [Discovery & Contextualize]  
<https://babel.hathitrust.org/cgi/pt?id=uiug.30112063345828&view=1up&seq=1>

“Mary McLeod Bethune, the National Council of Negro Women, and the Prewar Push for Equal Opportunity in Defense Projects” by gloria-yvonne in *The Economic Civil Rights Movement : African Americans and the Struggle for Economic Power* edited by Michael Ezra, Taylor & Francis Group 2013. [Discovery & Contextualize]

[https://cuny-jj.primo.exlibrisgroup.com/permalink/01CUNY\\_JJ/152na4r/cdi\\_askewsholts\\_vlebooks\\_9781136274756](https://cuny-jj.primo.exlibrisgroup.com/permalink/01CUNY_JJ/152na4r/cdi_askewsholts_vlebooks_9781136274756)

*Let freedom ring! : a manual adapting to use in classroom and assembly, and in the local broadcasting station, the radio series, Let freedom ring, presenting dramatically our civil rights under the Constitution, as broadcast from coast to coast under the auspices of the Office of Education* by Harry A Jager, U.S. govt. print. off., 1938. [Discovery & Contextualize]

[https://cuny-jj.primo.exlibrisgroup.com/permalink/01CUNY\\_JJ/152na4r/cdi\\_hathitrust\\_hathifiles\\_osu\\_32435063123343](https://cuny-jj.primo.exlibrisgroup.com/permalink/01CUNY_JJ/152na4r/cdi_hathitrust_hathifiles_osu_32435063123343)

**In-Class Activities:**

Readings Discussion [Discovery & Argument]

Mid-Point Exam {Analyze & Contextualize}

**Assignments Due:**

None! Beware: Stage 3 is due next week.

## **Week 9: Mid-20<sup>th</sup> Century Labor Action**

### **Readings:**

Strike! Chapter 6 “The War and Post-war Strike Wave” [Discovery & Contextualize]

*The Worldly Philosophers* III “The Heresies of John Maynard Keynes” [Discover]

### **In-Class Activities:**

Readings Discussion [Discovery & Argument]

### **Assignments Due:**

Paper stage 3: Outline. Your outline should be complete and detailed.

## **Week 10: 1963 March on Washington for Jobs and Freedom**

### **Readings:**

Dante James, & WETA, P. (Producers), & James, D. (Director). (1996). A. Philip Randolph: For Jobs and Freedom. [Video/DVD] California Newsreel. [Discovery & Contextualize]

<https://cuny->

<https://cuny->  
[jj.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=1329272840006128&institutionId=6128&customerId=6120](https://cuny-)

<https://video.alexanderstreet.com/watch/a-philip-randolph-for-jobs-and-freedom>.

Goals of the 1963 March on Washington for Jobs and Freedom. (2013, August 29). *Jackson Advocate*, 75(47), 15A. [Discovery]

### **In-Class Activities:**

Readings Discussion [Discovery & Argument]

### **Assignments Due:**

## **Week 11: Labor’s Role in Other Activism**

### **Readings:**

Strike! Chapter 7 “The Unknown Labor Dimension of the Vietnam War-Era Revolt” [Discovery & Contextualize]

*The Worldly Philosophers* III “The Contradictions of Joseph Schumpeter” [Discover]

### **In-Class Activities:**

Readings Discussion [Discovery & Argument]

### **Assignments Due:**

None!

## **Week 12: Labor Diminished**

### **Readings:**

*Strike!* Chapter 8 “American Labor on the Eve of the Millennium” & Chapter 9 “The Significance of Mass Strikes” [Discovery& Contextualize ]

*The Worldly Philosophers* III “The End of the Worldly Philosophy” [Discover]

### **In-Class Activities:**

Readings Discussion [Discovery & Argument]

Research Presentations [Analyze & Argument]

### **Assignments Due:**

Paper stage 4: draft. Your draft should be as complete as possible. Incomplete sections should contain outlines for partial credit. [Argument]

## **Week 13: Mini-Revolts of the Twenty-First Century**

### **Readings:**

*Strike!* Chapter 10 “Beyond One-Sided Class War” & Chapter 11 Striking for the Common Good” [Discovery& Contextualize ]

“Acquiring “A Piece of the Action”: The Rise and Fall of the Black Capitalism Movement by Ibram H. Rogers in *The Economic Civil Rights Movement : African Americans and the Struggle for Economic Power* edited by Michael Ezra, Taylor & Francis Group 2013. [Discovery]

<https://cuny->

[jj.primo.exlibrisgroup.com/permalink/01CUNY\\_JJ/152na4r/cdi\\_askewsholts\\_vlebooks\\_9781136274756](https://cuny-jj.primo.exlibrisgroup.com/permalink/01CUNY_JJ/152na4r/cdi_askewsholts_vlebooks_9781136274756)

### **In-Class Activities:**

Readings Discussion [Discovery & Argument]

Research Presentations [Analyze & Argument]

### **Assignments Due:**

None!

## **Week 14: Reparations**

### **Readings:**

*Black Reparations and the Racial Wealth Gap* by William “Sandy” Darity and Kirsten Mullen Monday, June 15, 2020. Brookings [Discovery& Contextualize ]

<https://www.brookings.edu/blog/up-front/2020/06/15/black-reparations-and-the-racial-wealth-gap/>

*'From Here to Equality' Author Makes A Case, And A Plan, For Reparations* by Noel King Heard on Morning Edition, National Public Radio, June 17, 2020 5:33 PM ET. [Discovery & Contextualize]

<https://www.npr.org/2020/06/17/879041052/william-darity-jr-discusses-reparations-racial-equality-in-his-new-book>

**In-Class Activities:**

Readings Discussion [Discovery & Argument]

Research Presentations [Analyze & Argument]

**Assignments Due:**

None!

**Week 15: Future Movements for Economic Justice: Sustainability**

**Readings:**

*Strike!* Chapter 12 “Harbingers” & “Afterword: Mass Strikes for Common Preservation?”  
[Discovery & Contextualize ]

**In-Class Activities:**

Readings Discussion [Inquiry]

Research Presentations [Analyze & Argument]

**Assignments Due:**

Final Research Paper [Analyze & Argument]

Final Visual Presentation [Analyze & Argument]

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

**The City University of New York**

**Undergraduate Curriculum and Academic Standards Committee**

**New Course Proposal Form**

Date Submitted: November 11, 2021

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

1. a. **Department(s) or program(s)** proposing this course: International Criminal Justice major, Environmental Justice Minor and Human Rights Minor

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

Name: Rosemary Barberet

Email address(es) \_\_\_\_\_rbarberet@jjay.cuny.edu\_\_\_\_

Phone number(s) \_\_\_\_\_(212) 237-8676\_\_\_\_\_

2. a. **Title of the course: The UN Sustainable Development Goals and Global Justice**

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

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 addresses the goals of the new 200 level Justice and the Individual general education category by creating opportunities for students to develop inquiry skills, explore current issues of justice as means to connect to the College's mission to Educate for Justice

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

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

John Jay College of Criminal Justice is a member of the UN Academic Impact (UNAI) (<https://www.un.org/en/academicimpact>), an initiative that aligns higher education institutions with the United Nations in supporting and contributing to the realization of United Nations goals, including the promotion and protection of human rights, access to education, sustainability and conflict resolution. As a member of UNAI, our sole responsibility is to actively

demonstrate support of at least one of the 10 UNAI principles<sup>1</sup> or Sustainable Development Goals (SDGs) each year.

Every subject and discipline can have a UN imprint. To date, the work of the United Nations, is present at our college in mainly three programs: the International Criminal Justice major, the Human Rights minor, and the Sustainability Minor. However, there is very little about the United Nations in our general education coursework, even though global citizenship is clearly part of our college's mission statement.

Although there are entire handbooks on the United Nations, and the subject can be approached a variety of ways, this course focuses on the United Nations Sustainable Development Goals. These goals were adopted in 2015 by broad multisectoral consensus for achievement by 2030. The SDGs are an ideal topic for a general education course for students transferring to John Jay College of Criminal Justice. They cover a wide variety of global challenges, but in a concise framework that is digestible for a one semester undergraduate introductory course. They embody a series of principles that transcend international politics and foster discussion of global citizenship. The explicit ones are sustainability, human rights, development, and justice. The implicit ones are universality, consensus and cooperation, "leave no one behind", goal-setting, measurement and evaluation. These principles all link to a variety of majors at our college, but also to the project transfer seminar outcomes of inquiry, habits of mind, collaboration, and community awareness.

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.)

The UN Sustainable Development Goals (SDGs) encompass environmental sustainability, poverty and hunger reduction, health, economic development, gender equality, and peace and inclusion. The SDGs encourage and empower young people's engagement, positioning them as active participants in achieving these goals. This course will examine the background of these goals and the methods and challenges to achieving them. Students will explore global citizenship by relating these global justice goals and their underlying principles to their individual values and circumstances, and to their experiences and aspirations as students at John Jay College of Criminal Justice.

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

6. Number of:

- a. Class hours      3    
 b. Lab hours        0    
 c. Credits           3

---

<sup>1</sup> <https://www.un.org/en/academic-impact/page/principles>



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?

1. Analyze issues of justice using methodologies appropriate to international criminal justice, international human rights and environmental justice:
  - i. Understand the basic concepts, issues, and debates surrounding sustainability, sustainable development, and environmental justice in the UN SDGs.
  - ii. Use human rights concepts, principles and norms to critically examine the UN SDGs
  - iii. Understand the relationship between sustainable development, crime and justice.
2. Understand one's own role in the creation of knowledge as it relates to academic and professional goals.
3. Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.
4. Develop understanding of opportunities, resources, and services available in the campus community.

8. 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)

International Criminal Justice major – Part IV Category A Elective  
 Human Rights minor – Elective, Theme III  
 Environmental Justice minor – Elective

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)	<b>X</b>
Struggle for Justice & Equality in U.S. (300-level)	
Justice in Global Perspective (300-level)	
Learning from the Past	
Communication	

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

The development of this course has taken place in consultation with Wynne Ferdinand as part of a small working group on sophomore transfer seminars and received funding from Undergraduate Studies for its development.

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

- Class participation

Class participation includes attendance and students' contribution to class activities, including any lectures, films, field trips or discussions. Class participation is worth 20% of the student's grade. Class participation assesses student achievement for Learning Outcome 1, Inquiry, and Learning Outcome 2, Habits of Mind.

- Individual assignments

There will be weekly individual assignments such as responses to the readings (approximately 40-50 pages per week), reflection papers on the readings or the films, a voicethread, and a neighborhood safety audit. Individual assignments are worth 30% of the final grade. They include assess student achievement for Learning Outcome 1: Inquiry and Learning Outcome 3, Community Awareness.

- Team assignment

Students will be assigned into teams of 4. Each team will plan a hypothetical event for a UN World Remembrance Day. The team project counts toward 30% of the final grade and will be assessed via a rubric. The team project assesses student achievement for Learning Outcome 3: Collaboration.

- Final E-Portfolio

The Final E-Portfolio is a compilation of student work throughout the course. It is worth 20% of the final grade. It assesses student achievement for Learning Outcome 2: Habits of Mind.

- Meeting with Transfer Peer Success Coach

Students are required to meet with the Transfer Peer Success Coach for 5% of their grade. This meeting is worth 5% of the student's grade, and related to Learning Outcome Habit of Mind and Community Awareness.

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

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

If yes, please state the librarian's name \_\_\_\_\_ Maria Kiriakova \_\_\_\_\_

Did you check the existing **OER** (Open Educational Resources) to support teaching of this course? <https://johnjavoer.commons.gc.cuny.edu/>

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     Gale Reference Sources

NexisUni                                     PsycInfo

Criminal Justice Abstracts             Sociological Abstracts

Other (list them here)  Worldwide Political Science Abstracts \_\_\_\_\_

Are there existing library Research Guides to support your class?

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

No \_\_\_\_\_

Yes  \_\_\_\_\_

Globalization, Human Rights, International Criminal Justice, Sustainability and Environmental Justice, Climate Change and Global Warming

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

Two of the films require a one-year subscription in Kanopy which the Library is willing to obtain.

13. **Syllabus – see attached**

14. Date of **Program/Department curriculum committee** approval: 11/11/2021

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

Dr. Barberet will teach this course subject to her availability. We anticipate that primarily adjunct faculty will teach this course. The ICJ MA program has several alumni who work at the United Nations who are interested and exceptionally qualified to teach this course. For spring, 2022, Yousif Almasri, a native of Syria who currently works at UNICEF, has expressed interest and availability in teaching this course.

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 course has been a collaborative effort among the International Criminal Justice Major (Rosemary Barberet), the Environmental Justice minor (Sandra Swenson) and the Human Rights minor (Charlotte Walker-Said). It has been explicitly designed to link to the learning objectives of these programs and to their introductory courses (ICJ 101, EJS 200, POL 320).

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: Major Coordinator, International Criminal Justice

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

<b>Course Prefix &amp; Number</b>	ICJ 2XX
<b>Course Title</b>	The UN Sustainable Development Goals and Global Justice
<b>Department or Program</b>	International Criminal Justice, Human Rights Minor and Environmental Justice Minor
<b>Discipline</b>	ICJ
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Prerequisites</b>  (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101
<b>Co-requisites</b>	None
<b>Course Description</b>	The UN Sustainable Development Goals encompass environmental sustainability, poverty and hunger reduction, health, economic development, gender equality, and peace and inclusion. The SDGs encourage and empower young people's engagement, positioning them as active participants in achieving these goals. This course will examine the background of these goals and the methods and challenges to achieving them. Students will explore global citizenship by relating these global justice goals and their underlying principles to their individual values and circumstances, and to their experiences and aspirations as students at John Jay College of Criminal Justice.
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended
<b>Indicate the status of this course being nominated:</b>  <input type="checkbox"/> current course <input type="checkbox"/> revision of current course    XX <input checked="" type="checkbox"/> a new course being proposed	
<b>John Jay College Option Location</b>	

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

<p><b>Justice Core</b></p> <p><input type="checkbox"/> Justice &amp; the Individual (100-level)</p> <p>X <input checked="" type="checkbox"/> Justice &amp; the Individual (200-level transfer seminar)</p> <p><input type="checkbox"/> Struggle for Justice &amp; Inequality in U.S. (300-level)</p> <p><input type="checkbox"/> Justice in Global Perspective (300-level)</p>	<p><input type="checkbox"/> Learning from the Past</p>	<p><input type="checkbox"/> Communication</p>
--	--	---

### Learning Outcomes

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

I. **Justice Core I: Justice and The Individual (200 level transfer seminar)** Please explain how your course meets these learning outcomes. Students will:

**In *UN SDGs and Global Justice*, students will demonstrate an understanding of global justice by examining the content and principles of the Sustainable Development Goals and the methods and challenges to achieving them. Students will read both primary source material from the United Nations as well as supplemental sources (approximately 40-50 pages/week). They will complete reading homework assignments and also apply their understanding of the SDGs in their group project.**

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

<p><b>In <i>UN SDGs and Global Justice</i>, students will use e-portfolio to create and reflect on their coursework and its relation to their academic and professional goals. Each weekly assignment will be posted to eportfolio. The reading and film reflection prompts will ask the students to relate the SDGs to their own lived experiences. Selected lecture topics will cover this as well: for example, Week 6 features a lecture on goal-setting, targets and measurement and relates it to an exercise on planning one’s college trajectory, with a Guest workshop from Academic Success Support</b></p>	<ul style="list-style-type: none"> <li>• <b>Habits of Mind: Understand one’s own role in the creation of knowledge as it relates to academic and professional goals.</b></li> </ul>
<p><b>In <i>UN SDGs and Global Justice</i>, students will work in teams throughout the semester on a course assignment as well as shorter-term class assignments. Time is spent at the beginning of the course orienting students to the teamwork assignment. There will be in class and out of class collaborations and course activities will require students to reflect on the process of collaboration. The team assignment is a semester-long assignment. It is explained at the end of the syllabus and includes guidelines and flexibility for student collaborations.</b></p>	<ul style="list-style-type: none"> <li>• <b>Collaboration: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.</b></li> </ul>
<p><b>In <i>UN SDGs and Global Justice</i>, students will conduct a scavenger hunt at the college, to gauge how our college, our curriculum and campus community reflects and responds to the challenges of the SDGs.</b></p>	<ul style="list-style-type: none"> <li>• <b>Community Awareness: Develop understanding of opportunities, resources, and services available in the campus community.</b></li> </ul>

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE The City University of New York**  
524 W. 59th Street, New York, NY 10019

Syllabus

**Course title and section: ICJ2XX The UN Sustainable Development Goals and Global Justice**

**Professor's name: Rosemary Barberet**

**Office location 520.10 Haaren Hall**

**Contact hours: 3**

**Phone (212) 237-8676**

**E-mail address [rbarberet@jjay.cuny.edu](mailto:rbarberet@jjay.cuny.edu)**

**Course description from Undergraduate Bulletin**

The UN Sustainable Development Goals encompass environmental sustainability, poverty and hunger reduction, health, economic development, gender equality, and peace and inclusion. The SDGs encourage and empower young people's engagement, positioning them as active participants in achieving these goals. This course will examine the background of these goals and the methods and challenges to achieving them. Students will explore global citizenship by relating these global justice goals and their underlying principles to their individual values and circumstances, and to their experiences and aspirations as students at John Jay College of Criminal Justice.

**Learning outcomes**

1. Analyze issues of justice using methodologies appropriate to international criminal justice, international human rights and environmental justice:
  - i. Understand the basic concepts, issues, and debates surrounding sustainability, sustainable development, and environmental justice in the UN SDGs.
  - ii. Use human rights concepts, principles and norms to critically examine the UN SDGs
  - iii. Understand the relationship between sustainable development, crime and justice.
2. Understand one's own role in the creation of knowledge as it relates to academic and professional goals.
3. Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.
4. Develop understanding of opportunities, resources, and services available in the campus community.

**Course pre-requisites (or co-requisites) ENG101**

**COURSE POLICIES**

**CITATION STYLE**



The American Psychological Association (APA) citation style must be used for all written assignments. Further details about this citation style can be found in the APA Style Manual (7th edition) available here: <https://guides.lib.jjay.cuny.edu/c.php?g=288322&p=7472824>

## WRITING QUALITY

This course requires that students to pay close attention to their writing skills. The Alan Siegel Writing Center (<http://jcwweb.jjay.cuny.edu/writing/homepage.htm>) is a service that provides free tutoring to students of John Jay College; its online services are described here: <http://jcwweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

## CLASSROOM GUIDELINES

1. Arrive on time. Late arrival is disruptive to the students and the professor.
  2. Remain in the classroom for the entire period. Once you have entered the classroom you may only leave to use the restroom or for an emergency.
  3. Pay attention to the lecture or discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
  4. No cell phone calls, text messaging or email checking, but you may set your ringer to vibrate if you anticipate any emergencies.
  5. Eating and drinking in the classroom is not allowed as per campus policy, except for water.
- Violating any of the above listed rules may result in a reduced grade

## REQUIRED TEXTS

This course does not require the purchase of any materials. We will use materials freely available online or in our library.

Course Text: Blaustein,, J., Fitz-Gibbon, K., Pino, N.W. & White, R. (Eds.) (2021). *The Emerald handbook of crime, justice and sustainable development*. Emerald Publishing. ISBN 978-1-78769-356-2. Ebook in John Jay library.

## GRADING

Course Element	Grade
Class participation	20%
Individual assignments	25%
Team assignment	30%
Final E-Portfolio	20%

Meeting with Transfer Peer Success Coach	5%
Total	100%

### **Class Participation**

Class participation includes attendance and students' contribution to class activities, including any lectures, films, field trips or discussions.

Regular attendance is important for a good course grade. Hence, any absence will be likely to affect grades. Attendance is only waived for documented excuses – those appointments that are validated in writing by a professional (doctor, lawyer, psychologist, etc.) or deaths of family members with proof of same (obituary or death certificate). Work obligations are generally not considered excuses to miss class. Missing more than two weeks' classes (2 absences) without a documented excuse will result in a reduced grade. Students must attend and participate in all of their team presentations. Any absence on these dates will result in a reduced grade. Students who register during the Change of Program period after classes have begun are responsible for the individual course attendance policy, effective from the first day of the semester.

### **Individual Assignments**

There will be weekly individual assignments such as responses to the readings, reflection papers on the readings or the films, a voicethread, and a neighborhood safety audit.

### **Team Assignment**

In teams of 4, students will act as a planning committee and plan a hypothetical event (in-person or online) commemorating a UN International Day of Observance as related to the UN SDGs. They will pick a day from this list, with approval from the professor: <https://www.un.org/en/observances/list-days-weeks>. See the end of the syllabus for more details.

### **Final Course ePortfolio**

By the completion of the course, you will have an ePortfolio of writing and other assignments that documents your growth throughout the course. You will revise your work into polished products and organize them in a purposeful way and write an introduction to your audience that will analyze your progress as a writer and thinker throughout the course. Where possible, the instructor will connect your achievements to the Youth for SDGs Action Network, which offers competitions and networking opportunities: <https://sustainabledevelopment.un.org/index.php?menu=2857>

### **Transfer Peer Success Coach**

Your coach is a well-accomplished John Jay student dedicated to supporting your success this semester (and beyond). They will keep you informed about upcoming events and opportunities,

college policies and deadlines, and is knowledgeable about the services and resources available at the college. They can assist you in following through on a plan to reach your academic and postgraduate goals, including recommending action items, and help you deal with challenges.

You should schedule a half hour meeting for some time in the first half of the semester. This is worth 5% of your grade.

The professor uses the Blackboard grade center for posting of all grades and follows the college's grading criteria below.

Grade	Percentage Equivalent
A	93-100
A-	90-92.9
B+	87.1-89.9
B	83-87
B-	80-82.9
C+	77.1-79.9
C	73-77
C-	70-72.9
D+	67.1-69.9
D	63-67
D-	60-62.9
F	Below 60

### **EXTRA CREDIT**

You will be given extra credit points for webinars or CUNY campus events you attend outside of class time. Each webinar is worth up to 1 point towards your final grade and you can accumulate 5 points maximum = 5 events/webinars. To obtain the credit, you must consult me first on the event and if approved, fill out and turn in the form at the end of this syllabus afterwards.

These points will be added to the final grade earned for the course. There will be no other way of earning extra credit in this course.

### **POLICY ON 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 professor as to whether or not to give the grade of INC. The INC grade will only be given in consultation with the student and the student must provide written documentation to justify a lack of progress in the course.

### **AMERICANS WITH DISABILITIES ACT (ADA) CUNY ACCOMMODATIONS POLICY**

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

**WELLNESS AND STUDENT RESOURCES** (<http://www.ijay.cuny.edu/wellness-resources>)

Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.68 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.

**CUNY POLICY ON ACADEMIC INTEGRITY**

The following information is excerpted from the CUNY Policy on Academic Integrity. The complete text of the CUNY Policy on Academic Integrity can be accessed at <http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

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.

**Plagiarism:**

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

**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.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation at: [http://guides.lib.ijay.cuny.edu/citing\\_sources](http://guides.lib.ijay.cuny.edu/citing_sources)

The College subscribes SafeAssign within Blackboard. The professor will be using SafeAssign for all assignments as one way to detect plagiarism.

## Course calendar

Week & Topic	Readings	Class Activity	Assignment due
Week 1: Introduction to the course. Global Citizenship	None	Overview of syllabus Introductions and ice-breaker Global Citizenship Activity: <i>The Danger of a Single Story</i> <a href="https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story#t-82450">https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story#t-82450</a> Discussion of students' personal "single story", meaning an experience that shaped their opinion, consciously or unconsciously, on someone or something without them searching for information about the reality. Team Assignment overview and assignment to teams Teambuilding activity	None
Week 2: What is sustainable development?	Selected Chapters of the Primer on the SDGs : <a href="https://unsdg.un.org/sites/default/files/2019-11/UNSDG-SDG-Primer-Report.pdf">https://unsdg.un.org/sites/default/files/2019-11/UNSDG-SDG-Primer-Report.pdf</a>	Film: Nations United <a href="https://www.youtube.com/watch?v=xVWHUjOmaEk">https://www.youtube.com/watch?v=xVWHUjOmaEk</a> Teamwork time	Reflection assignment on a NPR "This I believe" podcast <a href="https://www.npr.org/series/4538138/this-i-believe">https://www.npr.org/series/4538138/this-i-believe</a> or an Agents for Change Reflection <a href="https://www.pbs.org/newshour/world/agents-for-change">https://www.pbs.org/newshour/world/agents-for-change</a>
Week 3: The	Donnelly & Whelan, <i>International Human Rights</i> , Part 1 (pp. 1-24).	Lecture on international human rights. Universal Declaration of Human Rights	From the SDG Primer Report, explain and critique

Week & Topic	Readings	Class Activity	Assignment due
universality of international human rights	<p>Samarasinghe, N. Human rights: Norms and Machinery. Chapter 30 in Weiss &amp; Daws (Eds.) <i>Oxford Handbook of the United Nations</i></p> <p>Summary table on the linkages between the SDGs and relevant international human rights instruments</p> <p><a href="https://www.ohchr.org/Documents/Issues/MDGs/Post2015/SDG_HR_Table.pdf">https://www.ohchr.org/Documents/Issues/MDGs/Post2015/SDG_HR_Table.pdf</a></p>	<p><a href="https://www.youtube.com/watch?v=5RR4VXNX3jA">https://www.youtube.com/watch?v=5RR4VXNX3jA</a></p> <p>Teamwork time</p>	<p>the concept of sustainable development.</p>
Week 4 What is international cooperation? How does the UN work?	<p>Selected chapters from Fasulo, L. (2021) <i>An insider's guide to the UN</i>. Yale University Press.</p>	<p>Tour of the United Nations (Field Trip) with funding from Faculty-Student Engagement Fund, OR</p> <p>Virtual tour of the United Nations: <a href="https://www.youtube.com/watch?v=WKd6ISFvI7s">https://www.youtube.com/watch?v=WKd6ISFvI7s</a> and presentation from Model United Nations Club</p> <p>Teamwork time</p>	<p>Choose a core human rights instrument and explain its importance to the class in a five minute voicethread. We will view these in class.</p>
Week 5: The 17 SDGs	<p>Selected chapters of the Primer on the SDGs:</p> <p><a href="https://unsdg.un.org/sites/default/files/2019-11/UNSDG-SDG-Primer-Report.pdf">https://unsdg.un.org/sites/default/files/2019-11/UNSDG-SDG-Primer-Report.pdf</a></p>	<p>Team Activity:</p> <p>Scavenger Hunt – the SDGs at John Jay College of Criminal Justice (see last page of syllabus). Half the team works online in the classroom, the other half scavenges the campus, and the team communicates during the activity.</p> <p>Teamwork time</p>	<p>Read this article on the “New Yorkness” of the UN <a href="https://www1.nyc.gov/site/international/programs/the-new-yorkness-of-the-un.page">https://www1.nyc.gov/site/international/programs/the-new-yorkness-of-the-un.page</a> and comment on other ways New York City can engage with the UN</p>

Week & Topic	Readings	Class Activity	Assignment due
Week 6: Goal-setting, targets and measurement	<a href="https://sdg-tracker.org/">https://sdg-tracker.org/</a> (browse) Information from Academic Success Support	Lecture on goal-setting, targets and measurement (monitoring and evaluation research method skills)  Exercise on planning one's college trajectory Guest workshop from Academic Success Support  Teamwork time	Completed worksheet from your scavenger hunt.
Week 7: Environmental Justice	Selected chapters from Part 5 of Blaustein et al, <i>The Emerald Handbook of Crime, Justice and Sustainable Development</i> : <ul style="list-style-type: none"> <li>• Access to Safe and Affordable Drinking Water as a Fundamental Human Right: The Case of the Republic of Slovenia</li> <li>• A Review of Responses to IUU Fishing around the World through the Lens of Situational Crime</li> <li>• The Sustainable Development Goals Link to Human Security: An Exploration of Illegal Logging in Vietnam</li> <li>• Air Pollution, Climate Change and International (in) Action</li> <li>• Taking Urgent Action to Combat Climate Change and Its Impacts: A Criminological Perspective</li> </ul>	Documentary: <i>The Story of Plastic</i>  Teamwork time	Relate The Lazy Person's Guide <a href="https://www.un.org/sustainabledevelopment/takeaction">https://www.un.org/sustainabledevelopment/takeaction</a> to the SDGs and reflect on what you can do

Week & Topic	Readings	Class Activity	Assignment due
Week 8: Poverty, Hunger, Health		Documentary: <i>Living in Emergency: Stories of Doctors Without Borders</i> <a href="https://www.doctorswithoutborders.org/who-we-are/films-about-msf/living-emergency-stories-doctors-without-borders">https://www.doctorswithoutborders.org/who-we-are/films-about-msf/living-emergency-stories-doctors-without-borders</a> Possible visit to Whole Foods at Columbus Circle for a discussion of food production, or to a community garden in NYC. Teamwork time	
Week 9: Gender Inequality	Selections from UN Women (2018) <i>Turning promises into action: Gender equality in the 2030 Agenda for Sustainable Development</i> <a href="https://www.unwomen.org/en/digital-library/sdg-report">https://www.unwomen.org/en/digital-library/sdg-report</a>	Documentary: <i>I am a girl</i> <a href="https://www.wmm.com/catalog/film/i-am-a-girl/">https://www.wmm.com/catalog/film/i-am-a-girl/</a> Curriculum Guide here: <a href="http://assemble.me/uploads/websites/1754/files/5797aa3d7468f.pdf">http://assemble.me/uploads/websites/1754/files/5797aa3d7468f.pdf</a> Teamwork time	
Week 10: Education, economic growth	Selections from UNESCO Global Education Monitoring Report <a href="https://en.unesco.org/news/global-education-monitoring-gem-report-2020">https://en.unesco.org/news/global-education-monitoring-gem-report-2020</a>	Lecture on educational inequality Documentary: <i>On the Way to School</i> <a href="https://www.windsfilms.com/en/films/on-the-way-to-school/">https://www.windsfilms.com/en/films/on-the-way-to-school/</a> Teamwork time	From last week's reading, summarize the problems for achieving the SDGs in one of the world regions and relate them to the girls in the film.
Week 11: Infrastructure, Industry	Rodriguez-Spahia, D. & Barberet, R. (2021) Inclusive and safe cities for the future: A criminological analysis. In Blaustein et al. <i>The Emerald Handbook of Crime, Justice and Sustainable Development</i>	Students will conduct a Campus Safety Audit to examine to what extent our urban "vertical" college campus is inclusive and safe. <a href="https://unhabitat.org/womens-safety-audit-what-works-and-where">https://unhabitat.org/womens-safety-audit-what-works-and-where</a>	Reflection on the film viewed last week and your own commute to campus.



Week & Topic	Readings	Class Activity	Assignment due
alization, Cities		Teamwork time	
Week 12: Peace and Inclusion	<p>Selected chapters from Part 4 of Blaustein et al, <i>The Emerald Handbook of Crime, Justice and Sustainable Development</i></p> <ul style="list-style-type: none"> <li>Examining the Promise and Delivery of Sustainable Development Goals in Addressing Human Trafficking and Modern Slavery</li> <li>Following the Money: Illicit Financial Flows and Sustainable Development Goal 16.4</li> <li>Global Drug Policy and Sustainable Development: An Uneasy Relationship</li> <li>'Sustainable Development', Counter-terrorism and the Prevention of Violent Extremism: Right-wing Nationalism and Neojihadism in Context</li> <li>Global Trade in Stolen Culture and Nature as Neocolonial Hegemony</li> </ul>	<p>Lecture on transnational crime as it relates to the SDGs</p> <p>Audiovisuals from selected Modules from UNODC E4J Crime Prevention and Criminal Justice Module Series  <a href="https://www.unodc.org/e4j/en/tertiary/criminal-justice.html">https://www.unodc.org/e4j/en/tertiary/criminal-justice.html</a></p> <p>Teamwork time</p>	Replication of Safety Audit in students' home neighborhoods.
Week 13	<p>20 years to better protect children affected by armed conflict  <a href="https://childrenandarmedconflict.un.org/wp-content/uploads/2017/06/Twenty-">https://childrenandarmedconflict.un.org/wp-content/uploads/2017/06/Twenty-</a></p>	<p>Clouds over Sidra (Syrian children in refugee camps)  <a href="https://www.youtube.com/watch?v=mUosdCQsMkM">https://www.youtube.com/watch?v=mUosdCQsMkM</a></p> <p>Teamwork time</p>	<p>Listen to a UNODC Education for Justice Global Podcast and write a reflection on it.  <a href="https://www.unodc.org/e4j/">https://www.unodc.org/e4j/</a></p>

## C6

Week & Topic	Readings	Class Activity	Assignment due
	<a href="#">Years-of-Work-Updated-Booklet_web.pdf</a>		en/tertiary/global-podcast-series/index.html
Week 14	Handouts on oral presentation skills	Workshop on oral presentation skills Teamwork time	Reflection on reading and film from last week
Week 15	None	Team Presentations	Final Team Assignment due

Team Course Assignment:

In teams of 4, students will act as a planning committee and plan a hypothetical event (in-person or online) commemorating a UN International Day of Observance. They will pick a day from this list, with approval from the professor:

<https://www.un.org/en/observances/list-days-weeks>

Their plan will include:

1. How the theme and event relate to the SDGs (which ones, and how)
2. A justification of why the day of observance they have chosen is important, timely and personally relevant to the team members.
3. A place on the globe where the event will be held or hosted from (if online) (city, country), detailing why it was selected. If online, multiple locations may be included but they must all be justified.
4. Background information on the theme, as it relates to the city and country chosen.
5. A target audience for the event
6. A list of goals for the event as related to the SDGs selected in (1) (e.g. awareness raising, education, advocacy, skill building, etc.)
7. A list of speakers and topics they will address, and any other activities that will occur (films, workshops, exhibits), with justification
8. A plan for assessment of whether the event met its goals
9. Finally, a social media campaign.

## Scavenger Hunt: UN Sustainable Development Goals and JJC Campus Resources/Offices/Clubs/Events

SDG	College Resource (Students will search for these, physically and online – below are what they will possibly find)
GOAL 1: End poverty in all its forms everywhere	Student Emergency Funds; Financial Aid; Work Study; Annual Day of Giving; Educating Fierce Advocates for Justice Gala; Financial Aid Emergency Loan; Student Emergency Wellness (SEW) Grant; Melquain Jatelle Anderson Student Emergency Assistance Fund; Scholarships
GOAL 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture	JJ Food Pantry; Food Security Advocates Club; Swipe Out Hunger (CUNY); College SNAP Project (initiative with NY State)
GOAL 3: Ensure healthy lives and promote well-being for all at all ages	Nurse; Athletics; Counseling Center; Wellness Center; Active Minds Club; Jay Fit
GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	Tutoring Services; Writing Center; OSRC; library; textbook stipends; MSRC; Modern Language Center; PRISM; LEAP; Spectra (LGBTQ+ Club); Senior Auditor opportunity
GOAL 5: Achieve gender equality and empower all women and girls	Gender Studies Program; Women’s Center for Gender Justice; LGBTQ+ Resource Center; Title IX Legal Office; Leading Womxn of Tomorrow
GOAL 6: Ensure availability and sustainable management of water and sanitation for all	Dept of Environmental Health and Safety (through Public Safety); Facilities Management
GOAL 7: Ensure access to affordable, reliable, sustainable and modern energy for all	Environmental Justice minor; Environmental Club

C6

SDG	College Resource (Students will search for these, physically and online – below are what they will possibly find)
GOAL 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	Center for Career and Professional Development; Federal Work Study
GOAL 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	JJ Campus as designated shelter during floods; OAR; Research and Evaluation Center; Moelis Social Entrepreneurship Program
GOAL 10: Reduce inequality within and among countries	Immigrant student success center; Urban Male Initiative; accessibility services; Human Rights minor; Center for International Human Rights; International Criminal Justice Major; International Criminal Justice Club; International Students Association; International Admissions; Study Abroad; Students Without Borders
GOAL 11: Make cities and human settlements inclusive, safe, resilient and sustainable	<a href="http://www.jjay.cuny.edu/community-outreach-and-service-learning">http://www.jjay.cuny.edu/community-outreach-and-service-learning</a> ; Habitat for Humanity Club; Environmental Club; Sustainability Council; Environmental Justice minor; National Network for Safe Communities
GOAL 12: Ensure sustainable consumption and production patterns	Sustainability Council; Environmental Justice Minor
GOAL 13: Take urgent action to combat climate change and its impacts	Environmental Club; Climate Ambassador Program; Teaching Climate Change, Environmental Justice & Sustainability Across the Curriculum event
GOAL 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development	Prof. Gohar Petrossian, <a href="https://www.jjay.cuny.edu/faculty/gohar-petrossian">https://www.jjay.cuny.edu/faculty/gohar-petrossian</a>

C6

SDG	College Resource (Students will search for these, physically and online – below are what they will possibly find)
GOAL 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	Prof. Paul Bartlett <a href="https://www.jjay.cuny.edu/faculty/paul-bartlett">https://www.jjay.cuny.edu/faculty/paul-bartlett</a>
GOAL 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	International Criminal Justice Major; Human Rights Minor; Dispute Resolution Program; most of our majors; some of our research centers; legal assistance for students; student disciplinary committee
GOAL 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development	JJ Foundation; External Relations; Model UN Club; Sustainability Council



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

## New Course Proposal Form

Date Submitted: May 3, 2021

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

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

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

Name: Al Coppola

Email address(es)      acoppola@jjay.cuny.edu

Phone number(s)      646-577-4600

2. a. **Title of the course:** **Science Fiction & Science Fact**

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

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

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

This course introduces students to a genre of literature, science fiction, in order to lead them to develop a deeper understanding of scientific and technological matters of concern in society. Students will read science fiction stories addressing a range of contemporary issues relating to technology and justice alongside science journalism written on those topics. The emphasis will be on how to engage with primary sources, not secondary scholarship, which is appropriate for an introductory level class. By acquainting students with fundamental scientific concepts and introducing them to the basics of literary study, this class will focus students on reading closely and writing evidence-based arguments. As such, this class is designed for the 100 level and is intended to complement the fundamental work in research-based academic writing that first-year students will undertake in ENG 101.

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



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

This course investigates the relationship between science fiction and science fact. Students study science fiction literature side by side with non-fiction scientific writing to explore how even the most fantastic stories grapple with real-world issues of technology and justice. We will analyze how science fiction storytelling often predicts scientific achievements, critiques unethical science, popularizes cutting-edge discoveries, illuminates facts in the face of pseudoscience, and helps us imagine radical solutions to social problems

From the energy that enables us to travel around the earth and beyond, to the weapons of our worst nightmares, to the advances in biotechnology that promise to save us from plagues and feed the world, to the artificial intelligence and proprietary algorithms that drive social media and increasingly structure public life, the scientific advancements of the past century have fundamentally changed the way that we live and communicate. By reimagining these advancements in alien planets or speculative futures, science fiction literature explores our wildest dreams and deepest fears about where technology is leading us.

As a 100-level course eligible for the Pathways Scientific World Flexible Core requirement, this class is designed to strengthen John Jay students’ scientific literacy. Students will analyze how the political, economic and social impacts of contemporary science and technology are mediated in science fiction literature, a field whose concepts and methods students will use to explore the “Scientific World.” Through a sustained regimen of informal and formal writing assignments, students will also develop the skills of close reading, critical thinking and analytic writing that they need to build up from the very start of their undergraduate careers.

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 investigates the relationship between science fiction and science fact. We’ll study science fiction literature side by side with nonfiction science writing to explore how even the most fantastic stories grapple with real-world issues of science and justice. By depicting our wildest dreams and deepest fears about where technology is leading us, sci-fi often predicts scientific achievements, critiques unethical science, explores the implications of new discoveries, and imagines radical solutions to social problems.

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?

This course is designed to satisfy the three Flexible Core Learning Objectives as well as a required three of the Scientific World Learning Objectives

*Flexible Core*

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

*Scientific World*

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world. (Specifically, this class will have students apply the methods of the cultural study of science fiction literature, along with the scientific concepts communicated in nonfiction science writing, in order to explore the scientific world.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

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): N/A

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

No                       Yes                       If yes, please indicate the area:

**Flexible Core:**

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

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

By reading science fiction side by side with nonfiction science writing that illuminates the scientific principles and practices explored in the stories, students in this course will identify how the field of science fiction mediates actual scientific principles and practices, and then apply this understanding in written analyses. In so doing, students will evaluate how speculative fiction portrays the impact of technologies and discoveries in our contemporary world, as well as reflect on how these stories frame the political implications of the real-world scientific practices they reimagine in fiction. As a flexible core offering in the Scientific World category, this course will not only develop students' scientific literacy, but also their critical thinking, close reading and analytical writing skills through weekly low stakes writing assignments and four formal essays.

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

Each week of the course centers on a controversial scientific or technological discovery or practice, and students are asked to evaluate the ways in which the literary texts mediate real-world science. Students will demonstrate their grasp of this in discussions and weekly low-stakes writing assignments, which will ask students to situate their own experience and beliefs in relation to the readings. Students will build on those response papers to produce short formal essays, where they will articulate and evaluate the economic, political and ethical impact of scientific practices as reflected in the fictional stories. This can be seen particularly in the essay prompts

included on the syllabus, such as the paper assignments for Unit 1 (“How do science fiction writers explore the relationship of science and racism in the stories we have read?”); or Unit 3 (“In Pierre Tourigny’s article on ‘wearables,’ analyze the ways in which we use the cameras on our smart phones to record our own stories. How do these visual narratives extend our lives? In what ways does Le Guin’s account of immortality agree with or clash with the scientific advancements described by Tourigny?”) or Unit 4 (“Elon Musk’s view of the potential of science and biotechnology as represented by Davis and Stevenson seems positively utopian. Based on your reading of Gibson and McAllister, is there anything that Musk should be mindful of as he plays around with monkey brains and moves us toward transhumanism?”). The class will culminate in a final exam that will assess the students’ grasp of both the literary texts and the scientific topics covered in the class.

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 \_\_\_\_\_ 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):

\_\_\_\_\_ OneSearch (the library discovery tool)  
 X \_\_\_\_\_ eBooks

**Subject specific library databases:**

X \_\_\_\_\_ Academic Search Complete       X \_\_\_\_\_ Gale Reference Sources  
 \_\_\_\_\_ NexisUni       \_\_\_\_\_ PsycInfo  
 \_\_\_\_\_ Criminal Justice Abstracts       \_\_\_\_\_ Sociological Abstracts

Other (list them here) \_\_\_\_\_  
\_\_\_\_\_

Are there existing library Research Guides to support your class?  
<https://guides.lib.jjay.cuny.edu/>

No  X \_\_\_\_\_ This is a 100-level class that will not require research

Yes \_\_\_\_\_

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

---



---



---

13. **Syllabus - See attached**

14. Date of **Department curriculum committee** approval: April 30, 2021

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

Al Coppola  
Devin Harner  
Jean Mills

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

No

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

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

Not applicable

No

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

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

No

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

19. Approvals:

Jay Paul Gates

---

Chair, English 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 of Criminal Justice	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LIT 1yy	
Course Title	Science Fiction & Science Fact	
Department(s)	English	
Discipline	Literature	
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 investigates the relationship between science fiction and science fact. We'll study science fiction literature side by side with nonfiction science writing to explore how even the most fantastic stories grapple with real-world issues of science and justice. By depicting our wildest dreams and deepest fears about where technology is leading us, sci-fi often predicts scientific achievements, critiques unethical science, explores the implications of new discoveries, and imagines radical solutions to social problems.</p>	
Special Features (e.g., linked courses)	N/A	
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</p> <p><input 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 checked="" 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.

**II. Flexible Core (18 credits)**

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

**E. Scientific World**

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

<p>Students will read non-fiction texts explaining important scientific discoveries, which will involve critical reading and thinking skills. They will then have to assess literary responses to those scientific discoveries in the science fiction stories assigned that week. Weekly writing prompts and class discussions will require students to gather, interpret and assess information from both fictional and factual accounts in order to compose a series of low-stake writing assignments, where students will be asked to distinguish between the viewpoints of the various authors of fictional and non-fictional texts and then situate their own experience and beliefs in relation to the readings. Students will then further demonstrate their grasp of multiple and contending perspectives on given scientific issues in their formal essays. This is particularly in evidence in the prompt for the formal essay for Unit 4 (“Consider your own relationship to social media and to the internet more generally. Whose representation of the technology is most in keeping with your lived experience? McAllister’s, Heffernan’s or LaFrance’s?”)</p>	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<ul style="list-style-type: none"> <li>● Each week of the course centers on a controversial scientific or technological discovery or practice, and students are asked to evaluate the ways in which the literary texts mediate real-world science and either celebrate or critique it. This activity is at the core of this course, but it is particularly in evidence in Week 3 (Tuskegee Syphilis Study and Octavia Butler’s story of forced alien surrogacy), Week 5 (Hiroshima reportage and Cold War nuclear apocalypse stories), and Week 6 (COVID-19 reportage and Tiptree’s story about a man-made plague). Students are expected to meet this learning objective in the four formal essays, which is particularly in evidence in the prompt for Essay 2</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>

<p>(“Chinelo Onwualu’s speculative work of fiction on climate change is not quite as bleak as Hine’s and Kingsnorth’s polemical Dark Mountain Manifesto, which seems nihilistic in comparison. Which text do you think is more apt to sway reader’s opinions and to get them thinking about climate change, and science, generally? What kind of scientific writing—speculative or polemic—seems to offer a more productive response to the challenges of our scientific world? Why do you think that is so?”)</p>	
<p>Students will construct arguments and support them with textual evidence by producing low stakes writing assignments each week which prepare students to write four formal essays. As outlined in the syllabus, the essay required for each of the four units must be 600-750 words apiece, and they require students to develop their argument in response to the prompt by citing and evaluating textual evidence from both the fictional and nonfictional texts that were assigned for the week they choose to write on.</p>	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>This course will require students to identify scientific concepts from their reading of the nonfiction science writing on the syllabus and then apply those concepts their analytical writing assignments. They will also be asked to identify and apply concepts and methods from the cultural study of literature in those same writing assignments. In this class students will develop a critical “toolkit” of scientific concepts from the non-fictional texts as well as critical terms and methods appropriate to literary study. The work of identifying and applying these fundamental concepts and methods can be seen particularly in the essay prompt for Unit 1 (“Analyze the ethics of the surrogacy relationship in “Bloodchild” or the medical practices described in Turnbull’s story. Discuss how this compares with an example of actual scientific practice that is described in the articles by Harrison (on the cross-racial surrogacy) and Brandt (on the Tuskegee Syphilis Survey). Applying the concepts from the non-fictional study, what can the fictional story you selected tell us about consent and coercion in science and medicine?); and in Unit 2 (“Consider the science fiction and the nonfiction reporting in this unit as a whole. Which writer’s representation of disaster-- real or imagined-- do</p>	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul>



<p>you find most horrifying and why? What conclusions can you draw about the methods used by science journalists vs. science fiction writers?")</p>	
	<ul style="list-style-type: none"> <li>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>
<p>Articulating and evaluating the economic, political and ethical impact of science is at the heart of each week's discussions and low-stakes writing assignments, but this learning objective is particularly addressed in the four formal essays, such as Unit 1 Paper Assignment ("How do science fiction writers explore the relationship of science and racism in the stories we have read?") or Unit 4 Paper Assignment ("Elon Musk's view of the potential of science and biotechnology as represented by Davis and Stevenson seems positively utopian.... Based on your reading of Gibson, McAllister and/or Fuller and Lipinska, is there anything that Musk should be mindful of as he plays around with monkey brains and moves us toward transhumanism?").</p>	<ul style="list-style-type: none"> <li>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>
<p>Each week, students will engage with a new scientific or technological controversy through the reading of non-fiction science writing. These scientific discoveries, ideas and practices, which are urgent matters of public concern in contemporary society, are explored and critiqued in the science fiction stories on the syllabus. Students will demonstrate their grasp of the salient scientific and technological principles in weekly low-stakes written discussion responses, which require students to articulate an understanding of the scientific principles at the heart of that week's discussion and then situate their own experience and beliefs in relation to that scientific principle or technology. In week 2, for example, students will explore the ethics of DNA ancestry testing. In week 5 they will study the biological and ecological impacts of the Hiroshima nuclear bombing, while in week 9 students will study the AIDS crisis in the 1980s and learn about the disease vectors and risk factors for HIV transmission. This acquisition of a solid foundation in relevant scientific principles will culminate in the final exam, which will assess students' scientific literacy in the topics covered in the course.</p>	<ul style="list-style-type: none"> <li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>

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

Science Fiction & Science Fact

Prof. Al Coppola  
Department of English  
Office: 7.65.23 NB  
Office Hours: TBA  
Email: [acoppola@jjay.cuny.edu](mailto:acoppola@jjay.cuny.edu)

**LIT 1XX**

Course Description:

This course investigates the relationship between science fiction and science fact. We'll study science fiction literature side-by-side with nonfiction science writing to explore how even the most fantastic stories grapple with real-world issues of science and justice. By imagining our wildest dreams and deepest fears about where technology is leading us, science fiction storytelling often predicts scientific achievements, critiques unethical science, popularizes cutting-edge discoveries, illuminates facts in the face of pseudoscience, and helps us imagine radical solutions to social problems.

In this section of Science Fiction & Science Fact, we will explore topics as diverse as time travel, space exploration, cyberspace and the internet, robotics, quantum computing, virtual living experimentation, and genetic engineering. Throughout the semester, students will improve reading, writing, and critical thinking skills, strengthen information literacy skills, and build up their verbal communication skills, while our shared investigation establishes an on-going sense of community in this 100-level classroom.

Learning Objectives:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world. Specifically, this class will ask you to apply the methods of the cultural study of science fiction literature, along with the scientific concepts communicated in nonfiction science writing, in order to explore the scientific world.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Texts:

In this course, we will read a wide range of science fiction stories and science writing. All selections except one will be available for free and posted to Blackboard. You will be responsible for purchasing one text, which costs approximately \$9.50 at the John Jay Bookstore:

Nnedi Okorafor, *Binti* (Tor.com Books, 2015).

Additional readings will be posted to Blackboard weekly.

Grading and Required Work:

Participation	10%
Weekly Discussion Prompts	30%
Four Short Essays (600-750 words)	40%
Final Exam	20%

Attendance and Participation:

Because your participation directly impacts the ability of others to learn, attendance and participation are critically important. You are expected to complete tasks before their deadlines and come to class ready to participate actively in discussions. While there is no such thing as an “excused absence”—you are either here or you aren’t!—you may miss up to 4 classes for any reason without penalty beyond any possible impact on your written work and discussion tasks.

The Writing Center:

The Writing Center is a valuable service that provides free tutoring to students of John Jay; they can help you at every stage in the writing process. Please note that if I give you a Referral form to the Writing Center, you must attend or your essay grade may be penalized.

Plagiarism and Academic Integrity:

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. Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students unsure of how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation at:

[http://guides.lib.jjay.cuny.edu/citing\\_sources](http://guides.lib.jjay.cuny.edu/citing_sources).

Accommodations and Aid:

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is

located at L66.NB, (212) 237-8031. It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Students experiencing personal, medical, financial or familial distress that might impede their ability to fulfill the requirements of this course are encouraged to visit the Wellness Center, L.68NB. Available resources include Counseling, Health Services, Food Bank, and legal or tax aid through Single Stop.

### Schedule:

#### **Introduction and orientation**

##### Week 1: Getting Started

Review of syllabus and course expectations. A brief history of popular science writing, the uses of science writing and science fiction. "What is Science Fiction?" activity: students will evaluate and classify comics, books, television shows, and movies that they are familiar with as science fiction, speculative fiction, or fantasy and work toward an understanding of the conventions of genre.

King and Krzywinska's "Defining Science Fiction: Narrative Themes" (9-47).

#### **UNIT 1 -- Race and Racism**

This unit will explore how Eurocentric science and racism have been depicted in science fiction. We'll pair the literature with selections of science writing about the historical scientific practices and attitudes that the stories are responding to.

##### Week 2: Biology of Race, Fantasies of Post-Racism

Canonical science fiction, like Ray Bradbury's *Martian Chronicles* (1950), has often traded in fantasies of a future society where old injustices can be transcended through technology. This week we will also look at stories that explore the limits of this utopian thinking. Du Bois' 1920 story explores the stubbornness of racial prejudice while Mosley imagines a disturbing post-epidemic near future where racism persists, taking on new forms around new lines of difference. We will read these stories against Zhang's 2016 *Atlantic* article on the growth in ancestry tracing DNA tests and their embrace by white supremacists, which she places in the context of the long and discredited history of attempts to assert a biological basis for race.

Ray Bradbury, "Way in the Middle of the Air" in *The Martian Chronicles* (Simon & Schuster, 2012), 119-136.

W. E. B. Du Bois, "The Comet" in *Dark Matter: A Century of Speculative Fiction from the African Diaspora*, ed. Sheree Thomas (Aspect/Warner, 2000), 5-19.

Walter Mosley, "The N\*g in Me" in *Futureland* (Aspect/Warner, 2001), 344-382.

Sarah Zhang, "Will the Alt-Right Promote a New Kind of Racist Genetics?" *Atlantic* 29 Dec 2016 (1700 words).

##### Week 3: Slavery, Surrogacy and Medical Racism

Stories about contact with aliens provide a powerful trope for thinking through the legacies of slavery, as well as the systems of privilege and oppression that have rendered racialized bodies susceptible to exploitation in a host of more subtle ways. Octavia Butler's haunting 1995 story

imagines a post-apocalyptic future where humans take refuge on a planet populated by insectoid beings so long as they allow their bodies to be used for the propagation of the aliens' species. Turnbull's 2017 story, set on the island of St. Thomas a generation after an alien species has begun colonizing the earth, explores similar themes while raising the issue of non-consensual medical experimentation. We will read these stories against a harrowing history of the Tuskegee Syphilis Study, as well as recent studies of cross-racial gestational surrogacy.

Octavia Butler, "Bloodchild" in *Bloodchild and Other Stories* (Seven Stories Press, 2005), 1-32.

Caldwell Turnbull, "A Third of the Stars of Heaven" *Lightspeed Magazine* 91 (Dec 2017) (5000 words).

Allan M. Brandt, "Racism and Research: The Case of the Tuskegee Syphilis Study" *The Hastings Center Report* 8:6 (Dec. 1978): 21-29.

Laura Harrison, *Brown Bodies, White Babies: The Politics of Cross-Racial Surrogacy* (NYU Press, 2016), 1-9.

Darlena Cunha, "The Hidden Costs of International Surrogacy" *Atlantic* 22 Dec. 2014. (1800 words)

#### Week 4: Afrofuturism and Non-Western Epistemologies

Afrofuturism has transformed the genre of science fiction by drawing on non-white, non-western speculative traditions in order to engage in contemporary arguments about race while envisioning radical forms of identity and alternative histories. Nnedi Okorafor's 2015 novella tells the story of a young African woman who secures an invitation to the most prestigious university in the galaxy. In addition to the challenge of finding her place among strangers who do not respect her culture, Binti must mediate a dangerous conflict with a terrifying alien race through the use of an ancient technology that only she and her people have been entrusted with. *Binti* raises fascinating questions about the value placed on non-western knowledge systems as well as the ethics of communication technologies. We will read it alongside provocative articles on Afrofuturism's embrace of what Okoye calls "technological alchemy," as well as on the erasure of pre-colonial African environmental and medical knowledge.

Nnedi Okorafor, *Binti* (Tor.com Books, 2015). (81 pages) **You must purchase this book.**

Damien Droney, "[What Can Marvel's Black Panther Tell Viewers about Science and Technology in Africa?](#)" *Formations* 21 Feb. 2018. (1800 words)

Florence Okoye, "[Black to the Future: Afrofuturism and Tech Power](#)" *Open Democracy* 25 August 2015. (1100 words).

**Unit 1 Short Paper Assignment (600-750 words):** Select one of the following:

- How do science fiction writers explore the relationship of science and racism in the stories we have read? Select one of the assigned stories and analyze two or three critical moments in the text that best illuminates their relationship.
- Applying the concepts outlined in Okoye and/or Droney, analyze the theme of Afrofuturism in *Binti*. What is the effect of combining "traditional" ideas about African peoples with technologies and ideas that we usually associate with the future, like cutting-edge computers and space travel? How is this connected to who we imagine as having the power to shape the

future?

- Analyze the ethics of the surrogacy relationship in “Bloodchild” or the medical practices described in Turnbull’s story. Discuss how this compares with an example of actual scientific practice that is described in the articles by Harrison (on the cross-racial surrogacy) and Brandt (on the Tuskegee Syphilis Survey). Applying the concepts from the non-fiction study, what can the fictional story you selected tell us about consent and coercion in science and medicine?

## ***UNIT 2 -- Apocalypses***

This unit will focus on literary representations of existential threats and disasters as imagined in science fiction and compare them with how such events in the past century have been reported in journalism.

### Week 5: Nuclear War

We will consider the post-nuclear apocalyptic nightmare world that Ray Bradbury imagined during the height of the Cold War; Jonathan Schell’s more-fact based and realistic description of an imagined nuclear bomb blast over Manhattan; and John Hersey’s reporting on the U.S. bombing of Hiroshima at the end of World War II.

Ray Bradbury, “There Will Come Soft Rains” in *The Martian Chronicles* (Simon & Schuster, 2012), 220-229.

Jonathan Schell, *Fate of the Earth* (Knopf, 1982), 45-78.

John Hersey, “Hiroshima” *New Yorker* 23 August 1946, 110-115.

### Week 6: Plague

James Tiptree Jr., the pen name of Alice Sheldon, crafted a short story in 1969 that imagines a man-made plague designed to liberate the earth from humanity’s tyranny. We will compare this fictional representation of biological disaster with contemporary nonfiction reporting on the 21st C. COVID-19 pandemic. We will also explore a haunting account of an outbreak of bubonic plague in 17th century London which strategically blurs fact and fiction for its effects.

James Tiptree Jr. (Alice Sheldon), “The Last Flight of Dr. Ain” *Galaxy* (March 1969): 1-10.

Lawrence Wright, *The Plague Year: America in the Time of COVID* (Knopf, 2021), 1-44.

Daniel Defoe, [\*A Journal of the Plague Year\*](#) (1722). (Read e-text sections 1, 5, 6, & 7, approx. 5,000 words)

### Week 7: Eco-disasters and Climate Change

We will explore speculative accounts of climate change alongside contemporary nonfiction reporting on failures of environmental stewardship. How do these stories reimagine the consequences of our real-world failures, and what insight do they give into our possible futures?

Chinelo Onwualu, “What the Dead Man Said” *Slate* 24 August 2019 (5000 words).

Dougald Hine and Paul Kingsnorth, “Dark Mountain Manifesto” (7000 words).

Margaret Renkl, “Yes, America, There Is (Some) Hope for the Environment” *The New York Times* 15 March 2021 (1000 words).

Elizabeth Kolbert, *The Sixth Extinction: An Unnatural History* (Picador, 2015), 1-13.

**Unit 2 Short Paper Assignments (600-750 words):** Select one of the following:

- Consider the science fiction and the nonfiction reporting in this unit as a whole. Which writer’s representation of disaster-- real or imagined-- do you find most horrifying and why? Based on this analysis, what conclusions can you draw about the methods used by science journalists vs. science fiction writers?
- Compare and contrast Daniel Defoe’s historical *A Journal of the Plague Year* (1722) and Lawrence Wright’s contemporary account of COVID-19, *The Plague Year* (2021). Although they were published nearly 300 years apart, what do they have in common and what do they say about the evolution of our ability to understand, represent and respond to the threats posed by an unseen biological pathogen?
- Chinelo Onwualu’s speculative work of fiction on climate change is not quite as bleak as Hine’s and Kingsnorth’s polemical *Dark Mountain Manifesto*, which seems nihilistic in comparison. Which text do you think is more apt to sway reader’s opinions and to get them thinking about climate change, and science, generally? What kind of scientific writing—speculative or polemic—seems to offer a more productive response to the challenges of our scientific world? Why do you think that is so?

### ***UNIT 3 -- Gender, Sexuality and Radical Lives***

This unit explores the constraints and possibilities of gender and sexuality, not only in the alternative realities imagined in science fiction narratives, but also in our own here and now. This unit focuses on the struggles and achievements of women and women of color, as well as authors representative of LGBTQ+ communities. How is their work transforming science fiction as a genre, and what insights are they providing into the biases that prevail in our scientific world?

#### Week 8: What Can a Heroine Do? Reading Gender Bias

This week will pair Joanna Russ’s short story “When It Changed” (1972) with three short articles: Russ’s influential essay on heroines in science fiction storytelling, and recent science reporting on gender and racial representation in STEM fields. Our readings will explore how both science and science fiction fields have been dominated by white masculinist cultures and aims. What kinds of strategies have fiction writers and science reformers imagined for bringing about change?

Joanna Russ, “When It Changed,” in *Again, Dangerous Visions*, ed. Harlan Ellison (Doubleday, 1972), 1-7.

Joann Russ, “What Can a Heroine Do? Or Why Women Can’t Write” in *To Write Like a Woman: Essays in Feminism and Science Fiction* (Indiana University Press, 1972), 79-93.

David Berreby, “Can We Make Our Robots Less Biased Than We Are?” *New York Times* 22 November 2020. (2500 words)

Lisa Marie Potter and Jon Brooks, “Yes, Even CRISPR Pioneer Jennifer Doudna Experiences Gender Bias,” *KQED* 2 March 2021 (1500 words)

#### Week 9: Spacers and Frelks: Queering Science

This week we will examine Samuel Delany's "Aye and Gommorah..." (1966), which depicts the queer relations between Spacers (astronauts castrated at puberty to protect against certain dangers of space travel) and the Frelks who are attracted to their androgyny and use them as prostitutes. In its sympathetic depiction of a group of sexually non-conforming outsiders who are sexually fetishized yet ostracized for being "unnatural", Delany's short story offers insight into the kinds of biases against homosexuals that distorted the medical and public health response to the AIDS epidemic, which raged two decades after his story was written.

Samuel R. Delany, "Aye, and Gomorra..." in *Utopia Studies* 28.2 (2017) 327-346.

Joao Florencio, "AIDS: Homophobic and Moralistic Images of 1980s Still Haunt Our View of HIV—that Must Change," *The Conversation*, 11 November 2018. (1300 words)

M.W. Makgoba, "HIV/AIDS: The Perils of Pseudoscience," *Science* Vol. 288, No. 5469 (19 May 2000): 1171 (1200 words)

#### Week 10: Gender Assumptions and Computer Models of Immortality

For this week, we'll read two short stories by Ursula K. Le Guin, "The Wife's Story" (1982) and "Island of the Immortals" (2011) that use the themes of werewolves and immortality, respectively, to investigate the assumptions we make based on gender and what effect those assumptions have on our understanding of scientific truth. The stories are paired with an essay on the scientific basis of traditional myths about lycanthropy and recent research into the use of computer models and wearables (life-logging cameras, etc) to study life extension and explore the possibility of immortality. We will use Le Guin's fictions to analyze the impact of gender and other biases in the emergent sciences of immortality while probing the differences between science and pseudoscience.

Ursula K. Le Guin, "Island of the Immortals," *Lightspeed* 16 September 2011. (3992 words)

Ursula K. Le Guin "The Wife's Story," in *The Compass Rose* (Pendragon Press, 1982), 1-3.  
Jennifer Oulette, "Bad Moon Rising: The Science of Werewolves," *Scientific American* 31 October 2012. (1300 words)

Pierre Tourigny, "Can Wearables Help You Reach Immortality," *Wired* February 2015. (1200 words)

#### **Unit 3 Short Paper Assignment (600-750 words)** Select one of the following:

- Write a short paper using a minimum of two direct quotes from Pierre Tourigny's article on "wearables" to analyze the ways in which we use the cameras on our smart phones to record our own stories. How do these visual narratives extend our lives? In what ways does Le Guin's account of immortality agree with or clash with the scientific advancements described by Tourigny?
- Using Russ's article "What can a Heroine Do?" and either the article by Bereby (Gender Bias in Robotics) or by Potter (Doudna's experience with gender bias in CRISPR research), write a 2-3 page response essay in which you analyze how Bereby's or Potter's account of gender bias in science is related to how Russ describes that dynamic in the field of science fiction. Give examples from both the texts you've chosen, assess and evaluate the evidence, and develop a discussion



about the impact of gender bias in science and science fiction fields.

- When Samuel Delaney's short story "Aye and Gomorrah" was first published in 1967, but it resonated with readers during the AIDS crisis, and more recently it has been taken up by Trans communities advocating for basic human rights. Why do you think the story continues to resonate over time, and how does it shed light on the fears and biases that distorted the response to HIV when it emerged?

#### **UNIT 4 -- AI, Technology, Transhumanism**

This unit will explore science fiction's representation of the potential power of technology to transform us as a species and to liberate us from our innate biological limitations. However, it will also parse the latent dark side of that technology that decenters humanity and privileges the algorithm and the cyborg.

##### Week 11: Networks

We will begin with two conflicting views of the Internet. Bruce McAllister's "The Girl Who Loved Animals" is a prescient depiction of an over-connected world that was originally published in *Omni* magazine in May of 1988. His future is bleak and noirish and full of extinct animals and people who are hard-wired to an addictive network that stimulates them perpetually as they slowly starve to death. We will compare this story to Virginia Heffernan's optimistic take on the internet's potential, and to Adrienne LaFrance's more measured contemporaneous account of Facebook's toll on our social fabric.

Bruce McAllister's "The Girl Who Loved Animals" in *American Gothic Tales* (Plume, 1996), 500-518)

Adrienne LaFrance's "Facebook is a Doomsday Machine" *Atlantic* 15 December 2020 (4300 words)

Virginia Heffernan's *Magic and Loss: The Internet as Art* (Simon & Schuster, 2016), 53-109).

##### Week 12: Transhumanism

Next, we will consider science fiction's vision of technologically enhanced organisms alongside the contemporary Transhumanism movement, with special consideration of Elon Musk's biotech company's real world experiments on monkeys. Biotech is advancing in ways that is making many enhancements of human nature seem desirable, even necessary to some. This week we will weight ethical implications of these initiatives as imagined by Gibson, embraced by theorists Lipinska and Fuller, and enacted by Musk.

William Gibson, "Johnny Mnemonic" in *Burning Chrome* (HarperCollins, 2003), 1-24.

River Davis and Reed Stevenson, "Elon Musk Says He Wired Up a Monkey's Brain to Play Video Games" *Bloomberg* 1 February 2021. (500 words).

Steve Fuller and Veronika Lipinska, "Transhumanism" *Social Epistemology Review and Reply Collective* 3.11 (2014): 25-29.

##### Week 13: AI

Finally, we will consider speculative and reported accounts of artificial intelligence, algorithms and robots. We will consider Asimov's early attempt to grapple with the ethical complexities of society dependent on independent intelligent agents alongside a cautionary essay written by

the founder of Sun Microsystems. Does the rise of AI systems necessitate a diminishment of human importance and autonomy, and what are the real opportunities and risks of this technology.

Isaac Asimov, *I, Robot* (Del Rey, 2008), 5-20.

Bill Joy, "Why the Future Doesn't Need Us" *Wired* 1 April 2000 (11,000 words).

**Unit 4 Short Paper Assignment (600-750 words): Select one of the following:**

- Consider your own relationship to social media and to the Internet more generally. Whose representation of the technology is most in keeping with your lived experience? McAllister's, Heffernan's or LaFrance's? Write a paper assessing your experience in light of the hypotheses from the reading. Develop your argument by citing concrete examples from the texts.
- Elon Musk's view of the potential of science and biotechnology as represented by Davis and Stevenson seems positively utopian-- as if he read the Gibson and the McAllister when he was growing up in the eighties and was inspired to create what they'd imagined was possible, only without the dystopian elements. Based on your reading of Gibson, McAllister and/or Fuller and Lipinska, is there anything that Musk should be mindful of as he plays around with monkey brains and moves us toward transhumanism?
- Does Bill Joy's "Why the Future Doesn't Need Us" make you nervous? Based on a close examination of our present, and our possible future, do you find his predictions from the dawn of the 21st Century relevant and timely or dated and needlessly pessimistic?

Week 14: Review for Final Exam

In our last week together, we will collaboratively assemble a list of core scientific concepts that have been most central to the works we have been reading this semester. The final exam will test your understanding of these principles in a short answer section. In a second essay section, you will be asked to analyze how and why short passages drawn from the science fiction stories we have read explore the technological and ethical implications of those core scientific concepts.

**Week 15: Final Exam TBA**

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

## New Course Proposal Form

Date Submitted: 12/6/21

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

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

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

Name: Belinda Linn Rincón  
 Email: [brincon@jjay.cuny.edu](mailto:brincon@jjay.cuny.edu)  
 Phone: (212) 237-8750

2. a. **Title of the course: Latinx Horror and Gothic in Literature and Film**

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

c. **Level** of this course    \_\_\_ 100 Level     200 Level    \_\_\_ 300 Level    \_\_\_ 400 Level

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

This course offers an introduction to the genres of Latinx horror and gothic literature and cinema and their respective and overlapping conventions. Students should have prior experience and practice with basic college-level writing through ENG 101 or ENG 201. Students will build upon their knowledge of literary genre and continue practicing the deployment of literary terms in their reading and writing learned from 100-level courses. The course will require shorter writing assignments that include close readings of literary texts. We will also review key terms in filmmaking in preparation for analyzing film and writing essays based on strong interpretive arguments. Through short film reviews, students will practice identifying and explicating visual and technical aspects of filmmaking as a basic foundation for later study of film criticism and theory offered in 300-level film studies courses. Students will produce a minimum of 6 pages or 1,500 words during the semester.

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

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

While film scholars credit George A. Romero's *Night of the Living Dead* (1968) with inaugurating the modern horror film, relatively little mainstream film scholarship has focused on Latinx horror cinema. A similar oversight of Latinx literature exists within the teaching and scholarship on American gothic literature. This course aims to rectify disciplinary neglect by introducing students to the study of Latinx horror and gothic in literature and cinema.

We will begin with early folkloric origins of some of Latin America's most horrifying legends and myths (La Llorona, El Cucuy, El Cuco, duendes, El Chupacabra, La Ciguapa, and others) and their modern-day reiterations. Students will get a brief historical and hemispheric overview of the political and social contexts in which Latin American horror and gothic tropes were formed. We will then see how these cultural narratives cross over into a US context as Latinx authors and filmmakers reinterpret folkloric traditions or reimagine and invent new forms of visual and literary horror and gothic narratives that speak to the Latinx experience in the U.S.

A course on Latinx horror and gothic texts will add to John Jay's larger mission of educating for justice, because both horror and gothic genres have a long tradition in offering political critique of actual forms of terror and violence. For example, Romero's *Night of the Living Dead* is regarded as an important commentary on anti-black racism in the U.S. and the country's invasion of Vietnam. This course requires students to experience horror and gothic as forms of social commentary and critique in addition to cultural expressions of Latinx identities and experiences. We will examine notions of monstrosity and haunting to understand how fears and social anxieties about race, gender, sexuality, class, migration, and citizenship are negotiated in cultural texts. Students will also read psychoanalytic approaches to horror and gothic treatments of gender. We will discuss philosophical debates about the nature of good and evil and, through the genre of body horror, different understandings of ontology. Ultimately, the course will examine how Latinx communities experience, react to, and produce the horrific.

Because the course includes a significant number of films, we sought consultation with Professor Paul Narkunas, Director of the Film Studies minor. Professor Narkunas reviewed this course proposal and generously offered comments and suggestions that helped improve the proposal and syllabus. He supports having the class count as an elective in the Film Studies Minor.

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.)

From Latin American myths (La Llorona, El Cuco, among others) to modern-day explorations of monstrosity in the United States, we will study how gothic and horror in Latinx literature and film serve as social commentary on racial and gender oppressions, phobias about sexuality and nationality, and debates about migration. Students will examine how Latinx authors and filmmakers expose – through nightmare, terror, and hauntings – the repressed urges that lurk within our culture and politics.

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   | _____ |
| c. Credits     | 3     |
7. Has this course been taught on an **experimental basis**?
- No  X Yes. If yes, then please provide:
- a. Semester(s) and year(s): fall 2019; fall 2021
  - b. Teacher(s): Belinda Linn Rincon
  - c. Enrollment(s): 12
  - d. Prerequisites(s): ENG 101
8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

Students will:

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

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

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

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

- 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
- English Minor
  - Part 2: Electives
- Film Minor
  - Part 2: Electives

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	
C. Creative Expression	
D. Individual and Society	X
E. Scientific World	

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

Gothic and horror genres are ideal for teaching students about a society's biases, fears, and desires. These genres often reveal, in sharp relief, a culture's values by focusing on what it fears. For example, scholars of Gothic note the genre's emergence during a time of intense social, political, religious, and economic upheaval in 18<sup>th</sup>-century Europe. As a response to anxieties and fears brought about by cultural and institutional transformations, gothic writers turned to exotic or frightening settings, monstrous figures, and dark affects such as horror and terror in order to negotiate the dissolution of traditions, gender norms, racial hierarchies, and colonial power. American Gothic during the antebellum perfectly expressed the daily horrors of slavery, indigenous genocide, and US imperialism in Latin America. Furthermore, horror literature's preoccupation with monstrosity and disgust provides an equally suitable genre through which to explore historic and contemporary moments of uncertainty.

Given the calamitous moment we live in as a result of global pandemics, racial violence, economic crises, and climate change, a course on Latinx gothic and horror cultural production would provide students with the analytical tools and skills to comprehend an imperiled world and their roles in it. The course's focus on monstrosity will emphasize how monsters often help us manage anxieties and fears of social and political change. It is through the metaphoric figure of the monster that we interrogate social norms and forms of acceptability. For example, students will examine and discuss the topics of racial alterity and foreignness by reading or watching cultural narratives about the fear of invading Latin American migrants (as in Francis Lawrence's 2005 film *Constantine* where a Mexican man is possessed by Satan's son and crosses the U.S. border where he endeavors to bring hell to earth). Through literature and film, students will study the social functions of zombies, vampires, ghosts, and other monsters in U.S. society while paying close attention to how certain races, genders, classes, and sexualities are often positioned

as sites of abnormality and abjection. Latinx gothic and horror literature and film are among the most interesting cultural texts that we can use to teach students about how social norms are constructed and how processes of racialization, gender oppression, and other forms of violence and dominance directly impact an individual's relationship to wider society.

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

Instructors will use a variety of assignments that may include: reflective journal entries, weekly class discussions, film reviews, and formal essays of literary analysis that require research, a thesis, an outline, and peer review.

- Gather, interpret, and assess information from a variety of sources and points of view  
In essay #1, students will write an essay that examines different subgenres of the gothic to see how the genre is depicted in colonial and postcolonial contexts including how Caribbean authors adopted and adapted gothic literary conventions to write about slavery and colonialism. In essay #2, they will assess US contemporary versions of the zombie and its derivation/deviation from the zombie's Haitian origins. For both essays, they will interpret how Latinx authors/filmmakers reimagine the gothic, zombie, and other monsters in ways that differ from mainstream culture.
- Evaluate evidence and arguments critically or analytically  
While watching each required film, students will take (and submit for credit) detailed notes based on a checklist that includes cinematography, sound, lighting, composition, narrative elements, mise-en-scène and other film terms. Students will use their notes to then write a 2-3 page formal analysis for each film in which they analyze a scene and evaluate the film's effectiveness at using visual, audio, or narrative techniques.
- Produce well-reasoned written or oral arguments using evidence to support conclusions  
Students will write two essays in which they develop an argument about a text or film and support their interpretation with evidence from the primary and secondary sources. In essay #1, they will argue if and how Latinx authors and filmmakers expand, challenge, or innovate new notions of the gothic. They will incorporate scholarship on postcolonial gothic, eco-gothic, and the "female gothic" to support their argument. In essay #2, they will examine a Latinx horror novel or film and make a thematic argument that uses narrative and/or formal analysis to support their claims.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society.  
Students will read scholarship from the fields of feminist theory, monster studies, and Latinx studies where they will learn and incorporate terms such as abjection, alienation, alterity, ontological liminality, dissidentification, and Latino threat narratives among other terms. In essay #2, students will develop an argument in

which they interpret how the author or filmmaker illustrates these concepts and theories in the primary text. By studying monsters, students will examine how Latinx populations along with other marginalized groups are often vilified and how such demonization not only reveals a community's ethics and values but also undermines democracy and justice.

- Examine how an individual's place in society affects experiences, values, or choices  
Much of the Latinx horror and gothic literature we will read explores the experience of violence and exclusion based on racism, nationalism, patriarchy, and other forms of social and institutional oppression. In essay #1, students will examine a Latina gothic feminist narrative and interpret how the author uses gothic tropes of evil, violence, and haunted houses to critique domestic confinement, racism, misogyny and sexual violence against women.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making  
Students will read and participate in class discussions about the folkloric origins of some of Latin America's most horrifying legends and myths (La Llorona, El Cucuy, El Cuco, duendes, El Chupacabra, La Ciguapa, and others) and their modern-day reiterations. Students will write a film response and may do their presentation and/or second essay on how these cultural narratives cross over into a US context as Latinx authors and filmmakers reinterpret folkloric traditions to reflect the Latinx experience in the U.S. All students will read folk horror and those interested in further exploration can examine Bernadine Santistevan's *The Cry*, for essay #2, and develop a thesis about how she uses the folk horror legend of La Llorona to portray the cultural maligning and policing of Latina sexuality and motherhood.

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: Prof. Maria Kiriakova

Date of email: March 4, 2021

Consultation: After checking the library's vendor's site, Prof. Kiriakova verified that the books on our sample syllabus do not have e-book versions and are only available in print format. Students may be able to find the books from public libraries or purchase inexpensive copies from other sources.

Did you check the existing **OER** (Open Educational Resources) to support teaching of this course? <https://guides.lib.jjay.cuny.edu/oer/ijoeer>

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)  
\_\_\_: eBooks

**Subject specific library databases:**

Academic Search Complete      \_\_\_ Gale Reference Sources  
\_\_\_ NexisUni      \_\_\_ PsycInfo  
\_\_\_ Criminal Justice Abstracts      \_\_\_ Sociological Abstracts

Other (list them here) \_\_\_ JSTOR; Projectmuse;

---

Are there existing library Research Guides to support your class?

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

No \_\_\_  
Yes

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

I will request that all films to be taught in the course be available on one of John Jay Library's online streaming collections which include Swank Motion Pictures, Kanopy, and Academic Video Online (AVON). I will also make all films available through DVDs on reserve at the library.

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval: December 6, 2021
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.

This course has affinities with ISP 132: Monsters and What They Mean. Both courses discuss monsters, however, ISP 132 covers the history of monsters from antiquity to the present and across multiple cultures. This course specifically focuses on monsters from Latin American and Latinx cultures. Moreover, as a 200-level course, this course will require more reading in both primary and secondary texts and more writing. Finally, this course focuses on literature and film, whereas ISP 132 may focus on other disciplines.

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.

(see above)

We consulted with Professor Richard Haw from the Interdisciplinary Studies Department who teaches ISP 132: Monsters and What They Mean. He reviewed the course proposal and syllabus and expressed support in an email dated November 26, 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: Jay Gates, Chair, English 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 of Criminal Justice
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LIT 2YY
Course Title	Latinx Horror and Gothic in Literature and Film
Department(s)	English and Latin American and Latinx Studies
Discipline	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	From Latin American myths (La Llorona, El Cuco, among others) to modern-day explorations of monstrosity in the United States, we will study how gothic and horror in Latinx literature and film serve as social commentary on racial and gender oppressions, phobias about sexuality and nationality, and debates about migration. Students will examine how Latinx authors and filmmakers expose – through nightmare, terror, and hauntings – the repressed urges that lurk within our culture and politics.
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   <b>XX</b> <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   <b>XX</b> <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>

<p><b>Learning Outcomes</b></p> <p>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</p>
--

**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 must meet the three learning outcomes in the right column.

<p>In essay #1, students will write an essay that examines different subgenres of the gothic to see how the genre is depicted in colonial and postcolonial contexts including how Caribbean authors adopted and adapted gothic literary conventions to write about slavery and colonialism. In essay #2, they will assess US contemporary versions of the zombie and its derivation/deviation from the zombie's Haitian origins. For both essays, they will interpret how Latinx authors/filmmakers reimagine the gothic, zombie, and other monsters in ways that differ from mainstream culture.</p>	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<p>While watching each required film, students will take (and submit for credit) detailed notes based on a checklist that includes cinematography, sound, lighting, composition, narrative elements, mise-en-scène and other film terms. Students will use their notes to then write a 2-3 page formal analysis for each film in which they analyze a scene and evaluate the film's effectiveness at using visual, audio, or narrative techniques.</p>	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>Students will write two essays in which they develop an argument about a text or film and support their interpretation with evidence from the primary and secondary sources. In essay #1, they will argue if and how Latinx authors and filmmakers expand, challenge, or innovate new notions of the gothic. They will incorporate scholarship on postcolonial gothic, eco-gothic, and the "female gothic" to support their argument. In essay #2, they will examine a Latinx horror novel or film and make a thematic argument that uses narrative and/or formal analysis to support their claims.</p>	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Students will read scholarship from the fields of feminist theory, monster studies, and Latinx studies where they will learn and incorporate, in their writing, terms such as abjection, alienation, alterity, ontological liminality, dissidentification, and Latino threat narratives among other terms. In essay #2, students will develop an argument in which they interpret how the author or filmmaker illustrates these concepts and theories in the primary text. By studying monsters, students will examine how Latinx populations along with other marginalized groups are often vilified and how such demonization not only reveals a community's ethics and values but also undermines democracy and justice.	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul>
Much of the Latinx horror and gothic literature we will read explores how individuals experience violence and exclusion based on racism, nationalism, patriarchy, and other forms of social and institutional oppression. For example, in essay #1, students will examine a Latina gothic feminist narrative and interpret how the author uses gothic tropes of evil, violence, and haunted houses to critique domestic confinement, racism, misogyny and sexual violence against women.	<ul style="list-style-type: none"> <li>Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
Students will read and participate in class discussions about the folkloric origins of some of Latin America's most horrifying legends and myths (La Llorona, El Cucuy, El Cuco, duendes, El Chupacabra, La Ciguapa, and others) and their modern-day reiterations. Students will write a film response and may do their presentation and/or second essay on how these cultural narratives cross over into a US context as Latinx authors and filmmakers reinterpret folkloric traditions to reflect the Latinx experience in the U.S. All students will read folk horror and those interested in further exploration can examine Bernadine Santistevan's	<ul style="list-style-type: none"> <li>Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>

<p><i>The Cry</i>, for essay #2, and develop a thesis about how she uses the folk horror legend of La Llorona to portray the cultural maligning and policing of Latina sexuality and motherhood.</p>	
--	--

**Dr. Belinda Linn Rincón**  
**Term: Fall 2021**  
**Dept. of English &**  
**Dept. of Latin American and Latina/o Studies**  
**John Jay College of Criminal Justice, CUNY**  
**appointment**

**email:** [brincon@jjay.cuny.edu](mailto:brincon@jjay.cuny.edu)  
**Office phone: (212) 237-8750**  
**Office: 8.63.07**  
**Office hours: Thursdays 10:00 –**  
**11:00 a.m. and by**

**LIT 2YY: Latinx Horror & Gothic in Literature and Film**

Class Meeting: Tuesdays, 9:25 a.m. – 10:40 a.m.

Class Room: NB 1.101

**Course Description:**

From Latin American myths (La Llorona, El Cuco, among others) to modern-day explorations of monstrosity in the United States, we will study how gothic and horror in Latinx literature and film serve as social commentary on racial and gender oppressions, phobias about sexuality and nationality, and debates about migration. Students will examine how Latinx authors and filmmakers expose – through nightmare, terror, and hauntings – the repressed urges that lurk within our culture and politics.

**Knowledge and Performance Objectives:**

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

**Required Readings:**

- *Looking at Movies: An Introduction to Film*, 5<sup>th</sup> edition (2016) by Richard Barsam and Dave Monahan (ISBN-13: 978-0393934632)
- *Mexican Gothic* (2020) by Silvia Moreno-Garcia (ISBN-13 :978-0525620785)
- *Coyote Songs* (2018) by Gabino Iglesias (ISBN-13: 978-1940885490)

**Films:**

- [\*Land of the Dead\*](#) (2005), dir. George A. Romero
- [\*The Cry\*](#) (2007), dir. Bernadine Santistevan
- [\*Crimson Peak\*](#) (2015) dir. Guillermo del Toro
- [\*Desierto\*](#) (2015) dir. Jonás Cuarón

All films will be available through DVDs on reserve or on John Jay Library's online streaming collections which include Swank Motion Pictures, Kanopy, and Academic Video Online (AVON). You do not have to purchase any of the films for this course.

We will watch specific clips from films in class as a means to generate discussion and analysis of particular concepts. However, we will not watch films in their entirety during class. **You are**

**responsible for watching each film on the syllabus before the date we discuss it in class.**

Failure to watch the films or contribute to the class discussion will negatively impact your participation grade. If I sense that students are not watching the required films before class, I will begin giving quizzes on each film in order to hold students accountable.

**Assignments:**

<b>Assignments</b>	<b>Point Value</b>
2 Essays (4-5 pages)	30
Outlines (2)	10
Film Responses (4)	20
Screening Checklist Notes (4)	15
Presentation	15
Participation/Attendance	10
<b>Total</b>	<b>100</b>

**Essays (30 points):** You will write 2 essays (4-5 pages each) based on the course readings or films that demonstrate your ability to closely analyze and synthesize information from both the text and the secondary readings. The specific skills you must master in this essay include developing a thesis, supporting your argument by doing a close reading of a passage(s), and referencing the secondary readings posted on our course page. Directions, due dates, and rubrics will also be posted there. You will also submit a working thesis and outline for each essay.

**Essay #1: Latinx Gothic**

In this essay, you will develop an argument about Silvia Moreno-Garcia's *Mexican Gothic* or Guillermo del Toro's *Crimson Peak*. How does either text reflect, challenge, or expand the gothic genre? Can either text be classified as a "female gothic," eco-gothic, or colonial or postcolonial gothic? How do the texts negotiate genre conventions in a way that highlights anxieties about social changes to long-standing traditions or institutions such as marriage, colonialism, racism, patriarchy, or other forms of power.

**Essay #2: Latinx Horror**

For this essay, you will focus on ONE of the following texts: Bernadine Santistevan's *The Cry*, George Romero's *Land of the Dead*, Gabino Iglesias's *Coyote Song*, Michelle Garza and Melissa Lason's "Buitre," Johnny Shaw's "Fundido," or Jonás Cuarón's *Desierto*. You will draw from course readings on monstrosity to examine how the text uses monsters to manage anxieties and fears of social and political change. Your essay must focus on one of the following critical terms from the readings: abjection, alterity, alienation, corporeality, transgression, ontological liminality, dissidentification, Latino threat narratives, the monstrous-feminine, and posthumanism. Explain how the text you are writing about utilizes the term/concept/theory to explore the cultural vilification of Latinx motherhood and sexuality through Latin American folk horror, the zombie as symbol of class or racial oppression, the brutality of narco warfare in the US borderlands, or vigilante and anti-immigrant violence at the border.



**Screening Checklist Notes (15 points):** For each film, you will use one of the checklists below to take notes. Each checklist focuses on specific aspects of film. You will use the checklist to write a minimum of 2 pages of notes on the required films (you are encouraged to write more if you need to). The notes will help you train your eye and ear to notice certain “invisible” aspects of filmmaking that most viewers miss. You will use these notes to enrich our class discussions, write your film responses, and write your essays. Although you do not have to respond to every prompt or question on the checklists, the more detailed you are, the more beneficial your notes will be to you for future assignments.

[Screening Checklist #1: Looking at Movies](#)

[Screening Checklist #2: Elements of Narrative](#)

[Screening Checklist #3: Mise-en-scene and Sound](#)

[Screening Checklist #4: Cinematography](#)

**Film Responses (20 points):** You will write 4 film responses (2-3 pages each) during the course that respond to the prompts below. The responses must be completed before we discuss the films in class. Use your Screening Checklist notes to help you write your film responses.

Response #1

- Pick one scene from *Crimson Peak* and focus on one of the following aspects of formal analysis discussed in chapter 1: cinematography, sound, composition, design, movement, performance, or editing.

Response #2

- Analyze *The Cry*'s diegesis or how the film is narrated. Discuss the film's story and plot. Discuss the relationship between the screen and story duration and how it contributes to our understanding of the film. Finally, examine how the film builds suspense and surprise and if it does so effectively.

Response #3

- Analyze a scene from *Land of the Dead* and examine the visual and audio components of mise-en-scene. Comment on the scene's composition and framing. Discuss the diegetic and nondiegetic sources of sound and how they help us understand the spatial and/or temporal aspects of a scene.

Response #4

- Select a scene from *Desierto* and examine the use of lighting and its effect. Or, focus on the camera angles used in a particular scene. Does the scene use long or short takes and how do they add meaning to the scene? Talk about how the scene uses the rule of thirds or negative space in common or unusual ways.

**Presentation (15 points):** For one class session in the semester, you will lead the class discussion of a particular film, novel, or short story. During your presentation, you should highlight specific themes related to Latinx representation, identity, and experiences in the text. If you are presenting on a novel or short story, you must discuss the author's use of genre conventions or literary devices that help convey the text's larger message. If you are presenting on a film, your discussion should illustrate how the technical production of specific scenes helps amplify whatever topic or theme you are focusing on. You must come prepared with three open-ended questions based on the reading or film that will generate an engaging and insightful class

discussion of the text. Directions and a presentation rubric for the assignment will be posted on Bb.

**Participation/Attendance (10 points):** Discussion is critical to our understanding of literature and film. Through verbal or written responses, you must demonstrate that you watched the required films and read the required readings each week. You must come prepared each class to discuss and respond to questions and in-class writing or discussion prompts or small group work in order to earn the maximum participation points.

**Late Work:** Each day you are late turning in an assignment, one letter grade will be deducted. For example, an A paper will earn a B. After the third day, I will not accept the assignment and you will earn a 0 or F for that assignment.

**Attendance:** **Having more than three unexcused absences will result in the automatic lowering of your final course grade by one letter**, for example, an A- would drop to a B-, a B+ to a C+, etc. An excused absence is one in which you provide a notice from a doctor or provide some other form of written proof to verify any legitimate absence (i.e., notice of jury duty, etc.). Please notify me as soon as possible if you know you will be absent. Absences due to religious observances will be respected and will not affect your grade but should be cleared with me first so that we can make alternative arrangements. Habitual tardiness is just as bad as excessive absences because it causes a distraction for the whole class. **Three tardies will equal one unexcused absence and may result in the lowering of your grade.** Attendance will be taken each class.

### **Classroom Policies**

- No texting or use of cell phones. Points will be deducted from your participation grade each time you are caught texting or using your cell phone in class.
- Laptop use is permitted during class only if you sit in the front row where I can monitor your usage
- No eating in class
- No disruptive behavior (sleeping, snoring, talking, arguing, etc.) or inappropriate comments (cursing, hate speech, insensitive or disrespectful comments about students or about the writers or texts, etc.). You will not be required to agree with your classmates (or with me), but you are expected to respond with constructive, thoughtful and thought-provoking remarks.

### **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.**

### **Statement Affirming Immigrant Students:**

As a faculty member at John Jay College, I am committed to the fulfillment of human rights and dignity, per our school motto, “educating for justice.” I am committed to supporting immigrant

students at John Jay to the best of my abilities. If you or your family need support including legal support, mental health support, Know Your Rights! Information, deportation defense, or other assistance not listed here, I will connect you to services (all information will be confidential) or you may reach out to the Immigrant Student Success Center on your own, though I'm happy to facilitate the introduction to the Interim Specialist, Denise Vivar at [dvivar@jjay.cuny.edu](mailto:dvivar@jjay.cuny.edu). More information can be found at the Resources for Undocumented and DACA Students webpage: <http://www.jjay.cuny.edu/undocumentedstudents>.

### **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](http://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.**

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. *Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.* It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. ([http://www1.cuny.edu/portal\\_ur/content/2004/policies/image/policy.pdf](http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf))

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44–5 of the JJC Undergraduate Bulletin for further explanation. See also *MLA Handbook*, 7<sup>th</sup> ed., 2.

### **Students with Disabilities**

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*, 4<sup>th</sup> ed., City University of New York, p. 3. ([http://www.jjay.cuny.edu/studentlife/Reasonable\\_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

### **The Writing Center:**

The Writing Center, located in room 1.68 New Building, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it.

\* This syllabus is subject to change. All changes will be announced in class and posted on our course page. It is your responsibility to check your John Jay email and the course Blackboard website 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.

	<b>Mondays</b>	<b>Wednesdays</b>
Week 1 Welcome & Introductions		Introductions
Week 2 Conventions of Gothic Literature	<b>Read:</b> <ul style="list-style-type: none"> <li>• “Introduction: The Gothic in Western Culture” by Jerrold Hogle (1-20)</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Topics and Themes section in <i>The Gothic</i> eds. David Punter and Glennis Byron: <ul style="list-style-type: none"> <li>○ “The Haunted Castle” (259-262)</li> <li>○ “The Monster” (263-267)</li> </ul> </li> </ul>

	<p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>● Elements of Gothic Fiction</li> </ul>	<ul style="list-style-type: none"> <li>○ “Persecution and Paranoia” (273-277)</li> <li>○ “Female Gothic” (278-282)</li> <li>○ “The Uncanny” (283-287)</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>● Elements of Gothic Fiction</li> </ul>
	<p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>● “An Overview of Gothic Fiction” by Irina Rata</li> <li>● “The Rise of American Gothic” by Eric Savoy (167-188)</li> <li>● “Colonial and Postcolonial Gothic: the Caribbean” by Lizabeth Paravisini-Gebert (229-276)</li> </ul>	
<p>Week 3</p> <p>Teratology and the Functions of Monstrosity</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● “Monster Culture (Seven Theses)” (3-20) by Jeffrey Jerome Cohen</li> <li>● “Monstrous Encounters: Feminist Theory and the Monstrous” by Line Henriksen, Morten Hillgaard Bulow, and Erika Kvistad (3-11)</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>● Teratology and the Functions of Monstrosity</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● “Antipodean Horrors – The Return of Latin American Monsters” by G. Eljaiek-Rodriguez (1-22)</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>● Teratology and the Functions of Monstrosity</li> </ul>
<p>Week 4</p> <p>Mexican Gothic</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● <i>Mexican Gothic</i> by Silvia Moreno-Garcia, Ch.1-6 (p. 1-85)</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>● Race and the Female Gothic</li> </ul> <p><b>Student Presentation</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● <i>Mexican Gothic</i> by Silvia Moreno-Garcia, Ch.7-13 (p. 86-147)</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>● Race and the Female Gothic</li> </ul> <p><b>Student Presentation</b></p>
<p>Week 5</p> <p>Mexican Gothic</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● <i>Mexican Gothic</i> Ch. 14-end (p. 148-301)</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● “Introduction: Six Theses on Plant Horror; or, Why Are Plants Horrifying?” by Dawn Keetley (1-30)</li> </ul>

Plant Horror and the EcoGothic	<p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• Gothic literary conventions</li> </ul> <p><b>Student Presentation</b></p>	<p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• Plant Horror/EcoGothic</li> </ul> <p><b>Student Presentation</b></p>
	<p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Getting to the Roots of ‘Plant Horror’”</a> Kat Eschner, <i>Smithsonian Magazine</i>, Oct. 30, 2017</li> </ul>	
Week 6  Gothic Cinema: Guillermo del Toro’s Gothic Romance	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Ch. 1: Looking at Movies (1-34)</li> </ul>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Crimson Peak</a> (2015) dir. Guillermo del Toro</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Screening Checklist #1: Looking at Movies</a></li> </ul> <p><b>Student Presentation</b></p>
Week 7  Cinematic Language and Formal Analysis	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <i>Crimson Peak</i></li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• Cinematic Language and Formal Analysis</li> </ul> <p><b>Student Presentation</b></p>	<p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• Continue discussion of <i>Crimson Peak</i></li> <li>• Cinematic Language and Formal Analysis</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Response #1(2-3 pages) due</li> </ul> <p><b>Student Presentation</b></p>
<p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• “Introduction” to <i>Gothic Cinema</i> by Xavier Aldana Reyes (1-28)</li> </ul>		
Week 8  Defining Horror: Latin American Folk Horror  Genre and Generic Conventions of Horror	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• “Defining Horror” by Peter Hutchings (1-33)</li> <li>• “Defining Folk Horror” by Dawn Keetley (1-27)</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Ch. 3 Types of Movies (68-72, 85-90, 99-102)</li> <li>• “The Legend of ‘El Cadejo’” by Miguel Angel Asturias (242-245)</li> <li>• “La Llorona” folktale (1-3)</li> <li>• <a href="#">“The Witch”</a> by Silvia Moreno-Garcia</li> </ul> <p><b>Listen to one of the following:</b> <i>Monstras: Latinx Monsters &amp; Folklore</i> podcast by Brenda Salguero and Orquidea Morales:</p>

	<p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>● Folk horror</li> <li>● El Cuco: <a href="#">“The Outsider/El Cuco: Origins of the Monster Featurette”</a> (5:38) FilmIsNow Movie Bloopers &amp; Extras</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">“El Cadejo.”</a> (El Salvador) May, 21, 2019</li> <li>● <a href="#">“La Ciguapa.”</a> (Dominican Republic) June, 21, 2021</li> <li>● <a href="#">“La Siguanaba”</a> April 19, 2021</li> <li>● <a href="#">“El Cucuy”</a> (Mexico) May 27, 2020</li> <li>● <a href="#">“El Lobison”</a> (Argentina) Dec. 1, 2019</li> <li>● <a href="#">“La Chupacabra”</a> (Puerto Rico) July 28. 2019</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>● Genre and Generic Conventions of Horror</li> </ul> <p>Clips from:</p> <p><a href="#">Mamá</a> (2008) (3:11), dir. Andrés Muschietti</p> <p><a href="#">La Llorona</a> (2020), dir. Jayro Bustamante</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● Essay Outline #1</li> </ul>
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>● “The Nature of Horror” by Noel Carroll (51-59)</li> <li>● “Cognitive and Philosophical Approaches to Horror” by Aaron Smuts (3-20)</li> <li>● “Hispanic Horror: An Introduction” by Ann Davies (145-152)</li> <li>● “The Horror Film as Social Allegory (And How it Comes Undone) by Christopher Sharrett (56-72)</li> <li>● Stephen King’s <a href="#">“The Outsider: El Cuco Explained”</a> (11:10) Heavy Spoilers</li> </ul>		
<p>Week 9</p> <p>La Llorona in Central Park</p> <p>Elements of Narrative in Film</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Ch. 4: Elements of Narrative (121-159)</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>● Elements of Film Narrative</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● Essay #1 (4-5 pages) due</li> </ul>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">The Cry</a> (2007), dir. Bernadine Santistevan</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>● Elements of Film Narrative</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Screening Checklist #2: Elements of Narrative</a></li> </ul> <p><b>Student Presentation</b></p>
<p><b>Suggested reading/viewing:</b></p>		

	<ul style="list-style-type: none"> <li>● <a href="#">“Horror and the Monstrous-Feminine: An Imaginary Abjection”</a> by Barbara Creed (67-76)</li> <li>● “Chicana Feminism and Horror: Fear La Llorona” by Orquidea Morales (1-9)</li> <li>● <a href="#">“How Great Jump Scares Are Made In Horror Movies (v. Bad Jump Scares)”</a> (12:35) Insider</li> </ul>	
<p>Week 10</p> <p>The Race and Class of the Living Dead</p> <p>Mise en-scène and Sound</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Ch. 5 Mise-en-Scene (163-203)</li> <li>● Ch. 9 Sound (363-395)</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>● Mise-en-scene and Sound</li> <li>● <a href="#">“How Sound Is Used to Create Suspense in Horror Movies”</a> (10:33), Movies Insider</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● Response #2 (2-3 pages) due</li> </ul>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Land of the Dead</a> (2005), dir. George A. Romero</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>● Horror Conventions and Narrative Elements in Romero’s Films</li> </ul> <p>Clips from:</p> <ul style="list-style-type: none"> <li>● <a href="#">Night of Living Dead</a> (1968)</li> <li>● <a href="#">Dawn of the Dead</a> (1978)</li> </ul> <p><b>Student Presentation</b></p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Screening Checklist #3: Mise en-scène and Sound</a></li> </ul>
	<p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">“The Origins of the Zombie, from Haiti to the U.S.”</a>, (18:01), Monstrum, Oct. 14, 2020</li> <li>● <a href="#">“Night of the Living Dead in the Time of Confinement and the Coronavirus”</a> March 26, 2020, by Brian Fanelli on Horror Homeroom</li> <li>● <a href="#">“‘Fucking Spic Bastard’: Zombies and the Latino Threat”</a> Oct. 24, 2020, by Orquidea Morales on Horror Homeroom</li> </ul>	
<p>Week 11</p> <p>The Race and Class of Zombies</p>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">“Why George Romero Changed Zombies Forever”</a> (19:51), Monstrum, Oct. 21, 2020</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>● Romero’s legacy and Zombie films</li> </ul> <p>Clips from:</p> <ul style="list-style-type: none"> <li>● <a href="#">White Zombie</a> (1932)</li> <li>● <a href="#">Juan of the Dead</a> (2012)</li> <li>● <a href="#">World War Z</a> (2013)</li> </ul> <p><b>Student Presentation</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">“A Zombie Manifesto: The Nonhuman Condition in the Era of Advanced Capitalism”</a> by Sarah Juliet Lauro and Karen Embry (85-108)</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>● Racial capital and zombies</li> </ul> <p><b>Student Presentation</b></p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● Response #3 (2-3 pages) due</li> </ul>



	<p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• “Days of the (Un)Dead: Vampires, Zombies, and Other Forms of Chicano/a Horror in Film” by Jesse Aleman (49-69)</li> <li>• “Zombies of the World, Unite: Class Struggle and Alienation in <i>Land of the Dead</i>” by John Lutz (121-136)</li> <li>• “Living Dead: Fearful Attractions of Film” Adam Lowenstein, <i>Representations</i> 110.01 (spring 2010): 105-128.</li> <li>• “Signifying Zombi(e)s: Hollywood, Haiti and the Humanity of the Living Dead” by Mark DeYoung (1-25)</li> <li>• “The Sounds of Horror” by Peter Hutchings (127-147)</li> </ul>	
<p>Week 12</p> <p>Bloody Frontera: Border Horror in Fiction</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <i>Coyote Songs</i> by Gabino Iglesias, (1-70)</li> <li>• <a href="#">“Lone Star Listens: Gabino Iglesias and Barrio Noir.”</a> Michelle Newby Lancaster, July 14, 2019</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• Barrio Noir</li> </ul> <p><b>Student Presentation</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <i>Coyote Songs</i> by Gabino Iglesias, (71-131)</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• Border violence</li> </ul> <p><b>Student Presentation</b></p>
	<p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Silvia Moreno-Garcia with Gabino Iglesias: Velvet Was The Night   LIVE from NYPL”</a>, Oct. 19, 2021, The New York Public Library</li> </ul>	
<p>Week 13</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <i>Coyote Songs</i> (132-197)</li> </ul> <p><b>Student Presentation</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• “Buitre” (110-131) by Michelle Garza and Melissa Lason</li> <li>• “Fundido” (47-61) by Johnny Shaw</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• Narco horror</li> </ul> <p><b>Student Presentation</b></p>
<p>Week 14</p> <p>Bloody Frontera: Border</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Ch. 6: Cinematography (211-263)</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• Border Horror in Film</li> </ul>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Desierto</a> (2015) dir. Jonás Cuarón</li> </ul> <p><b>Assignment:</b></p>

<p>Horror in Film</p>	<p>Clips from:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Cull</a> (5:14) (2018) dir. Gigi Saul Guerrero</li> <li>• <a href="#">Dead Crossing</a> (5:48) (2012), dir. Gigi Saul Guerrero</li> <li>• <a href="#">Undocumented</a> (2010) dir. Chris Peckover</li> <li>• <a href="#">Savageland</a> (2015) dir. Phil Guidry</li> <li>• <a href="#">Forever Purge</a> (2021) dir. Everardo Valerio Gout</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Essay Outline #2</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Screening Checklist #4: Cinematography</a></li> </ul> <p><b>Student Presentation</b></p>
<p><b>Suggested reading/watching:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Desierto Director Jonás Cuarón Talks Nightmare of Making Horror in the Desert”</a> (4:36), CineMovie</li> <li>• <a href="#">Gael Garcia Bernal And Jonás Cuarón Talk About 'Desierto'</a> (3:22), KPBS</li> <li>• <a href="#">“Go Behind the Scenes of Desierto (2016)”</a>, (10:51), FilmIsNow</li> </ul>		
<p>Week 15</p> <p>Bloody Frontera: Border Horror in Film</p> <p>Cinematography</p>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“How to Shoot a Horror Film”</a> (11:21), Brady Bessette</li> <li>• <a href="#">“How Lighting Tells a Story in Horror”</a> (6:07), GammaRay</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• Cinematography</li> </ul> <p>Final Exam period</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• “On the Border between Migration and Horror: Rendering Border Violence Strange in Jonás Cuarón’s <i>Desierto</i>” (147-169) by Lee Bebout and Clarissa Goldsmith</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Response #4 (2-3 pages) due</li> </ul> <p>Essay #2 (4-5 pages) due</p>

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

Undergraduate Curriculum and Academic Standards Committee

## New Course Proposal Form

Date Submitted: 04/30/2021

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

1. a. **Department(s) or program(s)** proposing this course: Latin American and Latinx Studies Department

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

Name: Prof. José Luis Morín

Email address(es) [jmorin@jjay.cuny.edu](mailto:jmorin@jjay.cuny.edu)

Phone number(s) 212-393-6481

2. a. **Title of the course: Race, Criminal Justice, and Latinx Communities**

- b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Race Crim Just & Latinx Com

- c. **Level** of this course     100 Level     200 Level     300 Level     400 Level

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

This course is designed as a 100-level course to provide students an introduction to a critical exploration of race, crime, and justice in relation to communities made up of persons of Latin American descent in the United States.

- 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.)

John Jay College is a federally recognized Hispanic Serving Institution with an exceptionally large Latinx student population. It is also a college known for the study of criminal justice, yet the college does not offer an introductory 100-level course on the Latinx experience of criminal justice. This course fills that void. This course contributes to diversifying the college's curriculum, providing students with an opportunity to

engage in critical analyses of issues of race, justice, and equity, and highlighting the growing body of literature in the field of Latinx studies focused on race and justice issues.

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.)

In this course students will think critically about the role of race, racialization, colonialism, neocolonialism, white supremacy, nativism, xenophobia, and stereotypes in the development of policing and criminal justice policies and practices toward U.S. Latinx communities. Specific topics examined include but are not limited to anti-Blackness, anti-Latinx violence, immigration and crimmigration, mass incarceration, racial profiling, media representations, the Latinx LGBTQ experience, Latinx youth, gangs, and drug policies. Latinx activism and proposals for change will be explored.

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?

- Gather, interpret, and critically assess information from a variety of sources and points of view about the role of race, racialization, ethnicity, manifest destiny, colonialism, white supremacy, nativism, xenophobia, bias, and stereotypes in the development policing, laws, and criminal justice policies and practices that impact Latinx individuals and their communities in the United States.
- Evaluate evidence and arguments critically and analytically about the origins of policing in the United States in relation to race and the Latinx experience with policing, anti-Latinx

violence, media representations, immigration, vigilantism, and disparities in the criminal justice system.

- Produce well-reasoned written or oral arguments to support conclusions about the role of race and racialization in past and present operations of the criminal justice system in relation to U.S. Latinx communities.
- Identify and apply concepts, including but not limited to race, ethnicity, racialization, racial profiling, anti-Blackness, anti-Latinx violence, crimmigration, mass incarceration using interdisciplinary methods found in a variety of disciplines, including Latinx studies, ethnic studies, law, criminal justice, history, and other fields, to explore the relationship of the individual and society.
- Examine the experiences of Latinx individuals with the U.S. criminal justice from different intersectional points and positionalities, including immigration status, gender, age, sexuality, and social and economic status, particularly in view of biases, disparities, stereotypes, and inequities found in U.S. society.
- Identify and critically engage in analyzing local, national, or global trends to reassess laws, policies, and practices in policing and the criminal justice system, such as mass incarceration, racial profiling, broken windows theory, crimmigration, and stops and frisks, and their impact on Latinx individuals and communities and the individual and collective decisions to response to these policies and practices through activism and calls for change.

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 offered to students in the Latin American and Latinx studies major (Part V, Track B) and Latin American and Latinx studies minor (Part 2, Category B).

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	
C. Creative Expression	
D. Individual and Society	<b>X</b>
E. Scientific World	

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

This course is a 100-level course designed to introduce students to issues of justice and discourses about crime and criminality from the experience of persons of Latin American descent in the United States. As an HSI with large numbers of Latinx students enrolling as freshman, this will fill a void in the curriculum, as it will be the only course of its kind specifically dedicated to examining issue of race and criminal justice in relation to Latinx communities that incoming first-year students can take.

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

Student learning will be assessed through a variety of means. They will be asked to submit writing assignments that require that they critically examine required readings from the class (critical reflection essays). A midterm examination will also require them to produce critical analyses on topics covered in the course. Students will also engage in a series of scaffolded assignments (i.e., production of a thesis statement, outline, abstract, and annotated bibliography) in advance of the submission of a final research paper. Student in-class oral presentations of their research projects and their participation in class discussions will also be assessed. At the end of the class, a faculty member will have a number of student artifacts that can be measured against the learning outcomes of the course.

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

Yes X No \_\_\_

This proposal has been sent to Prof. Maria Kiriakova, the department's Library Liaison. As the sample syllabus indicates, many reading resources are accessible online to students through the John Jay Library, signaling that existing library resources will adequately meet the needs of this course.

- If yes, please state the librarian's name Prof. Maria Kiriakova
- Are there adequate resources in the library to support students' work in the course  
Yes X No \_\_\_
- Will your students be expected to use any of the following library resources? Check all that apply.

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: April 27, 2021

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

Prof. José Luis Morín and other full-time faculty qualified to teach this course, including Prof. Jodie Roure and Prof. Brian Montes as well as departmental adjunct faculty with experience teaching in this area.

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. With whom did you meet? Provide a brief description.

Other departments teach in the fields of criminal justice and criminology, but not from the perspective of Latinx studies. Nevertheless, this proposal was shared with the chairs of the Criminal Justice Department and Sociology (Criminology) and Law and Police Science.

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.

Consultation with the chairs of the Criminal Justice Department and Sociology (Criminology major) and Law and Police Science has elicited the following responses: Prof. Brian Lawton, the chair of the Criminal Justice Department commented: "This course sounds interesting and is sufficiently different from any course that our department currently offers. While we have a class that discusses several of these issues, I have no doubt that students in your major and your faculty will teach the class in a sufficiently different way."

Prof. Robert Garot (Sociology/Criminology major) reported that Prof. Carla Barrett, the head of their department's Curriculum Committee commented that "While some of these issues should be covered in several different spaces across our Criminology Major curriculum, this class does not directly compete with one of ours. Its particular emphasis on Latinx communities is much needed. As is the inclusion of the LGBTQ experience." Prof. Garot added, "I have reviewed this and see no issues with it. I have no concerns."

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



## CUNY Common Core Course Submission Form

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

<b>College</b>	John Jay College of Criminal Justice	
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	LLS 1XX	
<b>Course Title</b>	Race, Criminal Justice, and Latinx Communities	
<b>Department(s)</b>	Latin American and Latinx Studies	
<b>Discipline</b>	Latin American and Latinx Studies	
<b>Credits</b>	3	
<b>Contact Hours</b>	3	
<b>Pre-requisites (if none, enter N/A)</b>		
<b>Co-requisites (if none, enter N/A)</b>	N/A	
<b>Catalogue Description</b>	In this course students will think critically about the role of race, racialization, colonialism and neocolonialism, white supremacy, nativism, xenophobia, and stereotypes in the development policing and criminal justice policies and practices toward U.S. Latinx communities. Specific topics examined include but are not limited to anti-Blackness, anti-Latinx violence, immigration and crimmigration, mass incarceration, racial profiling, media representations, the Latinx LGBTQ experience, Latinx youth, gangs, and drug policies. Latinx activism and proposals for change will be explored.	
<b>Special Features (e.g., linked courses)</b>		
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended	
<b>Indicate the status of this course being nominated:</b>		
<input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed		
<b>CUNY COMMON CORE Location</b>		
<b>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</b>		
<b>Required</b> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	<b>Flexible</b> <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression	<input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
<b>Learning Outcomes</b>		
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.		

<p><b>II. Flexible Core (18 credits)</b></p> <p>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.</p>	
<p><b>D. Individual and Society</b></p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p>Assignments in this course, including a research project, require students to gather, interpret, and critically assess information from different sources and perspectives from a variety of disciplines—Latinx studies, ethnic studies, law, criminal justice, criminology, sociology, being among the most common. Students will encounter and gather a range of information in the course materials as well as in conducting their own research.</p> <p>Specific assignments that will engage students in gathering, interpreting, and assessing information from a variety of sources and points of view include the following:</p> <ol style="list-style-type: none"> <li>(1) Students will write three critical reflection essays that engage them in analyzing and critically assessing course readings in response to prompts that the instructor will provide.</li> <li>(2) Throughout the semester, students will engage in class discussion and will be prompted to interpret and assess course reading materials. To further stimulate class discussions, students will be assigned to participate in leading a class discussion at least once in the semester.</li> <li>(3) Students will produce an annotated bibliography as part of a series of scaffolded assignments that culminate in a final research paper. Students will gather information through their own research and assess the relevance, reliability, and applicability of those sources of information to a topic approved by the instructor.</li> <li>(4) Students will gather, interpret, and assess information from their own research and from class readings for their final research papers.</li> </ol>	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<p>Students will evaluate evidence and arguments critically or analytically in a variety of ways:</p> <ol style="list-style-type: none"> <li>(1) The midterm exam will require students to write essay answers that critically or analytically</li> </ol>	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>

<p>evaluate course readings and other information from the first eight weeks of the semester</p> <p>(2) In three low-stakes “critical reflection essays” that students will write during the semester, students will be prompted to evaluate the arguments in course readings through a critical or analytical lens.</p> <p>(3) The final research papers that students must submit at the end of the semester will require that they critically assess evidence and arguments found in the sources they have identified and gathered in their research.</p> <p>(4) Students will be prompted and guided in class discussions to interact with each other in debating and evaluating evidence and arguments presented in course reading materials and videos.</p>	
<p>(1) Students will engage in a series of scaffolded assignments (i.e., production of a thesis statement, outline, abstract, and annotated bibliography) in advance of the submission of a final research paper. This process will assist students in producing well-reasoned written or oral arguments using evidence to support conclusions. For example, through the production of an argumentative thesis statement, students will engage students in developing a clear and focused argument for their final paper.</p> <p>(2) The production of “critical reflection essays” will also assist students hone their reasoning skills in support of their arguments. The instructor’s feedback will support them in this process.</p> <p>(3) Students will be prompted to provide well-reasoned oral arguments in class discussion of course materials.</p> <p>(4) Each students will present a brief summary of their final paper and will be prompted to cite evidence in support of their conclusions. A portion of each class from weeks 11 through 15 will be dedicated to student presentations.</p>	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<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>Students will identify and apply concepts, including but not limited to race, ethnicity, racialization, racial profiling, anti-Blackness, anti-Latinx violence, crimmigration, mass incarceration. They will use various interdisciplinary methods derived from a variety of disciplines, including Latinx studies, ethnic studies, law, criminal justice, history, sociology, and other fields, to explore the relationship of the individual and society.</p> <p>Latinx studies is interdisciplinary, and as such, students in this course will be exposed to an array of readings drawn from different disciplines and will be prompted to identify and apply concepts and methods from these fields in class discussions, critical reflection essay assignments, and their individual class presentations about their final paper topics.</p> <p>Additionally, students will conduct research for a final paper, a process that will further expose them to concepts and methods that are useful in examining the impact of race and the criminal justice system on Latinx individuals and their communities.</p>	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul>
<p>Students in this course will be assigned readings about the Latinx experience with the U.S. criminal justice system from different intersectional points and positionalities, including racial and ethnic background, immigration status, gender, age, sexuality, and social and economic status. For example, the Latinx LGBTQ experience of the U.S. criminal justice system will be examined as well as that of Latinx youth and Latinx immigrants.</p> <p>Class discussions, critical reflections essays, the midterm examination class oral presentations and the final research project will provide students the opportunity to examine Latinx individuals' place in society as it affects experiences, values, or choices in relation to the criminal justice system and the challenges they face regarding disparities and inequities found in the system.</p>	<ul style="list-style-type: none"> <li>• Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
<p>Students will articulate and assess through written assignments and class presentations ethical views and the underlying premises of policing policies and practices within Latinx communities as well as larger the operations of criminal law and the criminal justice system. Among the ethical issues students will explore are the treatment of Latinx youths, individually and collectively, in their encounters with the criminal</p>	<ul style="list-style-type: none"> <li>• Articulate and assess ethical views and their underlying premises.</li> </ul>

<p>justice system.</p>	
	<ul style="list-style-type: none"> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
<p>Student will engage in critical analyses of numerous local and national trends in policing and criminal justice policies and practices that have had an impact on Latinx individuals and communities—among them mass incarceration, racial profiling, broken windows theory, crimmigration, drug laws and policies, and stops and frisks tactics. Through course readings and a range of written and oral assignments, students will identify and engage in discussing and examining the individual and collective repercussions of criminal justice policy trends and practices and the individual and collective decisions made in response to these policies and practices, including activism and calls for change.</p>	<ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>

SAMPLE SYLLABUS  
**JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY**  
**LATIN AMERICAN AND LATINX STUDIES DEPARTMENT**

**LLS 1XX, Section \_\_\_\_**  
**Race, Criminal Justice, and Latinx Communities**

Instructor: \_\_\_\_\_  
 Email: \_\_\_\_\_  
 Tel.: \_\_\_\_\_

Office: \_\_\_\_\_  
 Office Hours: \_\_\_\_\_

**Syllabus**

Semester: \_\_\_\_ Year: \_\_\_\_\_

**COURSE DESCRIPTION:**

In this course, students will think critically about the role of race, racialization, colonialism and neocolonialism, white supremacy, nativism, xenophobia, and stereotypes in the development of policing, laws, and criminal justice policies and practices that impact Latinx individuals and their communities. Specific topics examined include anti-Blackness, anti-Latinx violence, racial and ethnic disparities, immigration and crimmigration, mass incarceration, racial profiling, media representations, the Latinx LGBTQ experience, Latinx youth, gangs, and drug laws. Latinx activism and proposals for change will be explored.

**LEARNING OUTCOMES:**

In this course, students will

- Gather, interpret, and critically assess information from a variety of sources and points of view about the role of race, racialization, ethnicity, manifest destiny, colonialism, white supremacy, nativism, xenophobia, bias, and stereotypes in the development policing, laws, and criminal justice policies and practices that impact Latinx individuals and their communities in the United States.
- Evaluate evidence and arguments critically and analytically about the origins of policing in the United States in relation to race and the Latinx experience with policing, anti-Latinx violence, media representations, immigration, vigilantism, and disparities in the criminal justice system.
- Produce well-reasoned written or oral arguments to support conclusions about the role of race and racialization in past and present operations of the criminal justice system in relation to U.S. Latinx communities.
- Identify and apply concepts, including but not limited to race, ethnicity, racialization, racial profiling, anti-Blackness, anti-Latinx violence, crimmigration, mass incarceration using interdisciplinary methods found in a variety of disciplines, including Latinx studies, ethnic studies, law, criminal justice, history, and other fields, to explore the relationship of the individual and society.
- Examine the experiences of Latinx individuals with the U.S. criminal justice from different intersectional points and positionalities, including immigration status, gender, age, sexuality, and social and economic status, particularly in view of biases, disparities, stereotypes, and inequities found in U.S. society.

- Identify and critically engage in analyzing local, national, or global trends to reassess laws, policies, and practices in policing and the criminal justice system, such as mass incarceration, racial profiling, broken windows theory, crimmigration, and stops and frisks, and their impact on Latinx individuals and communities and the individual and collective decisions to response to these policies and practices through activism and calls for change.

### **REQUIRED READINGS:**

Required readings include excerpts from the following books that are all available free online through the John Jay Library:

García Hernández, C.C. (2019). *Migrating to Prison: America's Obsession with Locking Up Immigrants*. New York: The New Press. Available online through the John Jay Library at

<http://web.b.ebscohost.com.ez.lib.jjay.cuny.edu/ehost/detail/detail?vid=0&sid=5a950843-bda9-4608-8cc4-13c81c133567%40pdc-v-sessmgr02&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#db=nlebk&AN=2088711>

Hernández, K.L. (2010). *Migra!: A History of the U. S. Border Patrol*. Berkeley: University of California Press. <https://ebookcentral.proquest.com/lib/johnjay-ebooks/detail.action?pq-origsite=primo&docID=496566>

Morín, J.L. (2016). *Latinos and criminal justice: An encyclopedia*. Santa Barbara, CA: Greenwood Press.

Available online through the John Jay Library at

<https://ebookcentral.proquest.com/lib/johnjay-ebooks/detail.action?docID=4439728>

(Hereafter referred to as “Morín” on the list of weekly reading assignments.)

Rios, V.M. (2011) *Punished: Policing the Lives of Black and Latino Boys*. New York: New York University Press. Available online through the John Jay Library at

[http://web.b.ebscohost.com.ez.lib.jjay.cuny.edu/ehost/ebookviewer/ebook/bmxlYmtfXzM3OTE4Nl9fQU41?sid=92746b4b-0495-49a8-ac43-2e2a83f5ef8d@pdc-v-sessmgr03&vid=0&lpid=lp\\_3&format=EB](http://web.b.ebscohost.com.ez.lib.jjay.cuny.edu/ehost/ebookviewer/ebook/bmxlYmtfXzM3OTE4Nl9fQU41?sid=92746b4b-0495-49a8-ac43-2e2a83f5ef8d@pdc-v-sessmgr03&vid=0&lpid=lp_3&format=EB)

- **ADDITIONAL REQUIRED READINGS** will be made available on Blackboard.
- **SUPPLEMENTAL READINGS** are optional, but highly recommended.

### **COURSE REQUIREMENTS AND GRADING:**

#### **1. Midterm examination**

**20% of final grade**

The midterm exam will consist of two essay questions that students will answer based on course readings from weeks 1 through 8.

#### **2. Thesis statement and outline of final paper:**

**10% of final grade**

The professor will provide specific instructions about the thesis statement and outline.

#### **3. Abstract and annotated bibliography on research paper topic:**

**15% of final grade**

Provide an abstract (a paragraph summarizing your final paper) and a sample annotated bibliography consisting of 3 annotated sources relevant to your final paper topic. Sources should be cited APA style and annotations should be at least 3 sentences long. The professor will provide additional instructions about abstracts and the annotated bibliography.

#### **4. Final research paper:**

**35% of final grade**

Students will submit an 8-page APA-style final research paper on a topic approved by the professor. All final papers *must* incorporate and cite relevant reading materials from this syllabus in addition to research conducted by the student. The professor will provide additional instructions about the final

paper. For further information about APA-style format, please see John Jay Library resources at <http://guides.lib.jjay.cuny.edu/content.php?pid=136486&sid=1169197>

**5. Critical reflections essays:**

**9% of final grade**

Students will write three critical reflection essays (worth 3% each) of two to three pages in length in response to questions (prompts) about the contents of assigned readings. The professor will provide additional instructions and deadlines.

**6. Class presentation:**

**6% of final grade**

Every student will give a brief presentation in-class summarizing their final research paper using evidence to support key arguments and conclusions. The professor will provide additional instructions and prompts. A portion of each class from week 11 through week 15 will be dedicated for student presentations.

**7. Attendance and participation:**

**5% of final grade**

Students are expected to attend and participate in class. A meeting with the Professor prior to submission of your paper topic *is required*. This meeting is counted toward your grade for participation.

**COURSE OUTLINE AND READING ASSIGNMENTS:**

**WEEK 1: Introduction and Overview**

Dates

**The Latinx presence in the United States: “We are here because you were there”**

Gómez, L.E. (2020). *Inventing Latinos: A new story of American racism*. New York: The New Press. pp. 19-61.

**Overview of Latinx Communities and the U.S. Criminal Justice system**

Morín, pp. 3-36

**WEEK 2: Race, Racialization, and the Origins Policing in the United States**

Dates

**Race, Racism, and the Racialization of Latinx Populations**

Ramirez, M.D., & Peterson, D.A. *Ignored racism: White animus towards Latinos*. Cambridge, UK: Cambridge University Press. pp. 1-26.

**Idealized Mestizaje and Anti-Black and Anti-Indian Racism**

Gómez, L.E. (2020). *Inventing Latinos: A new story of American racism*. New York: The New Press. pp. 62-97.

**The Origins of Policing in the United States**

Lepore, J. (2020, July 13). The Invention of the Police: Why did American policing get so big, so fast? The answer, mainly, is slavery. *The New Yorker*.

<https://www.newyorker.com/magazine/2020/07/20/the-invention-of-the-police>



**WEEK 3: Anti-Latinx Violence: The Early Years**

Dates

➤ **CRITICAL REFLECTION ESSAY No. 1 DUE:** Date**The Early Years of the Border Patrol**

Hernández, K.L. (2010). The Early Years of the U.S. Border Patrol.," in *Migra! A History of the U.S. Border Patrol*. Berkeley: University of California Press. pp. 19-44.

**The Texas Rangers**

Morin, pp. 443-446

Supplemental Readings:**The 1918 Massacre in Porvenir, Texas**

Aguilera, J. (2019, September 27). 'I Cry All the Time.' A Century After 15 Mexican Men and Boys Were Massacred in Texas, Their Descendants Want Recognition. *Time*.

<https://time.com/5682139/porvenir-massacre-descendants/>

**Vigilantism then and now**

Morín, pp. 475-481

**WEEK 4: Media Representations and the Criminalization of Latinx Communities:**

Dates

**Media Depictions**

Morín, J.L. (2020). Latinx communities, the criminal justice system, and literature. *Oxford Research Encyclopedia of Literature*. Oxford University Press. doi:

<http://dx.doi.org/10.1093/acrefore/9780190201098.013.332>. Read pp. 379-383

**Attitudes about Punishment and Policing**

Ramirez, M.D., & Peterson, D.A. *Ignored racism: White animus towards Latinos*. Cambridge, UK: Cambridge University Press pp. 86-110

**WEEK 5: The Myth of the Criminal Immigrant and the Emergence of Crimmigration**

Dates

**CRITICAL REFLECTION ESSAY No. 2 DUE:** Date

Rumbaut, R.G. & Ewing, W.A. (2007). The Myth of Immigrant Criminality. *Items*. Social Science Research Council. <https://items.ssrc.org/border-battles/the-myth-of-immigrant-criminality/>

Armenta, A. (2017). Racializing Crimmigration: Structural Racism, Colorblindness, and the Institutional Production of Immigrant Criminality. *Sociology of Race and Ethnicity*, 3(1) 82–95. DOI: 10.1177/2332649216648714

Cecilia Menjívar, (2006). "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States," *American Journal of Sociology*, 111(4): 999-1037.

Supplemental Reading:

García Hernández, C.C. (2013). Creating crimmigration. *Brigham Young University Law Review*, 6: 1457-1515. Available at [https://heinonline-org.ez.lib.jjay.cuny.edu/HOL/Page?lname=&public=false&collection=journals&handle=hein.journals/byulr2013&men\\_hide=false&men\\_tab=toc&kind=&page=1457](https://heinonline-org.ez.lib.jjay.cuny.edu/HOL/Page?lname=&public=false&collection=journals&handle=hein.journals/byulr2013&men_hide=false&men_tab=toc&kind=&page=1457)

## **WEEK 6: White Supremacy, Violence, and Hate Crimes**

Dates

- **PAPER TOPIC DUE:** Date

### **Latinx Lynchings**

Romero, S. (2019, March 2). Lynch Mobs Killed Latinos Across the West. The Fight to Remember These Atrocities is Just Starting. *New York Times*.  
<https://www.nytimes.com/2019/03/02/us/porvenir-massacre-texas-mexicans.html>

Martinez, M.M. (2018, *The Injustice Never Leaves You: Anti-Mexican Violence in Texas*. Cambridge: Harvard University Press,). pp. 1-29.

### Supplemental Reading:

#### **The El Paso massacre and the surge in hate violence**

Southern Poverty Law Center. (2020, March 18). The Year in Hate and Extremism 2019.  
<https://www.splcenter.org/news/2020/03/18/year-hate-and-extremism-2019>

## **WEEK 7: Policing Policies and Practices in Latinx and Communities of Color**

Dates

- **CRITICAL REFLECTION ESSAY No. 3 DUE:** Date

### **Policing and Latinx Communities**

Morín, pp. 47-83.

### **Stop and Frisk**

Rios, V.M., Greg Prieto, G., & Ibarra, J.M. (2020). *Mano Suave–Mano Dura: Legitimacy Policing and Latino Stop-and-Frisk*. *American Sociological Review*, 85(1): 58–75. DOI: 10.1177/0003122419897348 Available at <https://journals-sagepub-com.ez.lib.jjay.cuny.edu/doi/full/10.1177/0003122419897348>

### **Broken Windows Policing**

Harcourt, B.E. (2002, April 1). Policing Disorder: Can we reduce serious crime by punishing petty offenses? *Boston Review*. Retrieved from <http://www.bostonreview.net/us/bernard-e-harcourt-policing-disorder>

### Supplemental Reading and Video:

**Video:** Jay-Z, Crabapple, M., Batt, J., Boekbinder, K., & Hampton, D. (2016, September 15). Jay Z: 'The War on Drugs Is an Epic Fail.' *New York Times*.  
<https://www.nytimes.com/video/opinion/10000004642370/jay-z-the-war-on-drugs-is-an-epic-fail.html?smprod=nytcore-iphone&smid=nytcore-iphone-share>

Wright, W. (2021 April 27). California man dies after officers pin him to ground for 5 minutes. *New York Times*. <https://www.nytimes.com/2021/04/27/us/mario-gonzalez-alameda-police.html>

**WEEK 8: Hyper-criminalization of Latinx Youth and Gangs**➤ **MIDTERM EXAMINATION:** Date**The Youth Control Complex**

Rios, V.M. (2011) *Punished: Policing the Lives of Black and Latino Boys*. New York: New York University Press. Available online through the John Jay Library at [http://web.b.ebscohost.com.ez.lib.jjay.cuny.edu/ehost/ebookviewer/ebook/bmxlYmtfXzM3OTE4NI9fQU41?sid=92746b4b-0495-49a8-ac43-2e2a83f5ef8d@pdc-v-sessmgr03&vid=0&lpid=lp\\_3&format=EB](http://web.b.ebscohost.com.ez.lib.jjay.cuny.edu/ehost/ebookviewer/ebook/bmxlYmtfXzM3OTE4NI9fQU41?sid=92746b4b-0495-49a8-ac43-2e2a83f5ef8d@pdc-v-sessmgr03&vid=0&lpid=lp_3&format=EB) pp. 24-42.

Rios, V.M. (2011) *Punished: Policing the Lives of Black and Latino Boys*. New York: New York University Press. Available online through the John Jay Library at [http://web.b.ebscohost.com.ez.lib.jjay.cuny.edu/ehost/ebookviewer/ebook/bmxlYmtfXzM3OTE4NI9fQU41?sid=92746b4b-0495-49a8-ac43-2e2a83f5ef8d@pdc-v-sessmgr03&vid=0&lpid=lp\\_3&format=EB](http://web.b.ebscohost.com.ez.lib.jjay.cuny.edu/ehost/ebookviewer/ebook/bmxlYmtfXzM3OTE4NI9fQU41?sid=92746b4b-0495-49a8-ac43-2e2a83f5ef8d@pdc-v-sessmgr03&vid=0&lpid=lp_3&format=EB) pp. 3-33.

Supplemental Video:

**Video:** Retro Report. (2014). When Youth Violence Spurred ‘Superpredator’ Fear. *New York Times* [http://www.nytimes.com/2014/04/07/us/politics/killing-on-bus-recalls-superpredator-threat-of-90s.html?\\_r=0](http://www.nytimes.com/2014/04/07/us/politics/killing-on-bus-recalls-superpredator-threat-of-90s.html?_r=0)

**WEEK 9: Latinx Gangs**

Dates

**MS-13**

Lind, D. (2019, February 5). MS-13, explained. *Vox*. <https://www.vox.com/policy-and-politics/2018/2/26/16955936/ms-13-trump-immigrants-crime>

**“Muy Macha”: Gendered Performances and the Avoidance of Injury**

Mendoza-Denton, N. (2008). *Homegirls: Language and Cultural Practice among Latina Youth Gangs*. Malden: Blackwell Publishing. pp. 148-175.

**Gangs in the United States and Latinx Communities**

Morin, 144-157

**WEEK 10: The Militarization of Law Enforcement**

Dates

➤ **THESIS STATEMENT AND OUTLINE DUE:** Date**The Militarized Policing**

American Civil Liberties Union. (2014). War comes home: The excessive militarization of American policing. New York, NY: ACLU, **pp. 1-7 and 41-45**. Also available at <https://www.aclu.org/sites/default/files/assets/jus14-warcomeshome-report-web-rel1.pdf>

**Militarization of the Border**

Márquez, J.D. (2012). Latinos as the “Living Dead”: Raciality, expendability, and border militarization. *Latino Studies*, 10(4), 473-498. <https://search-proquest-com.ez.lib.jjay.cuny.edu/docview/1239047919/fulltextPDF/9033260D8E55433EPQ/1?accountid=11724>

*Supplemental Video:*

**Video:** Retro Report (2014, September 7). Swat: Mission Creep. *New York Times* [http://www.nytimes.com/video/us/100000003097381/swat-mission-creep.html?emc=edit\\_th\\_20140908&nl=todaysheadlines&nid=18654451](http://www.nytimes.com/video/us/100000003097381/swat-mission-creep.html?emc=edit_th_20140908&nl=todaysheadlines&nid=18654451)

## **WEEK 11: Gender, Sexuality, and Violence**

Dates

- **CLASS PRESENTATIONS BEGIN:** A portion of each class from week 11 through week 15 will be dedicated for student presentations.

### **Lesbian, Gay, Bisexual, and Transgender Latinx issues**

Morín, pp. 374-378

### **Intimate Partner Violence**

Morín, pp. 374-378

*Supplemental Reading:*

National Coalition of Anti-Violence Programs. 2014. Lesbian, gay, bisexual, transgender, queer and HIV-affected hate violence in 2013. New York: New York City Anti-Violence Project. pp. 103-104; 107-109.

## **WEEK 12: Latinx Activism and Organizing**

Dates

- **ABSTRACT AND ANNOTATED BIBLIOGRAPHY DUE**
- **CLASS PRESENTATIONS** (Continue)

### **Political Activist Groups**

Morín, pp. 397-406

### **Latinx Communities and Black Lives Matter**

Segura, O. (2020, June 8). Remembering the NYPD shooting of Dominican immigrant Kiko García and what it means during today’s #BlackLivesMatter Movement. *Latino USA*. <https://www.latinousa.org/2020/06/08/kikogarcia/>

*Supplemental Reading:*

Escobar, E.J. (1993). The dialectics of repression: The Los Angeles Police Department and the Chicano Movement, 1968-1971. *The Journal of American History*, 79(4): 1483-1514.

**WEEK 13: Calls for Change: Alternatives to the Current System**

Dates

➤ **CLASS PRESENTATIONS** (Continue)**Diversifying Police Departments**

James D. (2020, June 22). Police researcher: Officers have similar biases regardless of race. *National Public Radio (NPR)* <https://www.npr.org/sections/live-updates-protests-for-racial-justice/2020/06/22/881643215/police-researcher-officers-have-similar-biases-regardless-of-race>

**Re-imagining Public Safety**

Human Rights Watch (2020). A roadmap for re-imagining public safety in the United States: 14 Recommendations on Policing, Community Investment, and Accountability <https://www.hrw.org/news/2020/08/12/roadmap-re-imagining-public-safety-united-states#>

*Supplemental Reading:***The Nordic Model**

Cooper, R. (2020, June 5). What America can learn from Nordic police. *The Week* [Opinion] [https://theweek.com/articles/918143/what-america-learn-from-nordic-police?utm\\_source=pocket-newtab](https://theweek.com/articles/918143/what-america-learn-from-nordic-police?utm_source=pocket-newtab)

**WEEK 14: Calls for Change (continued)**

Dates

➤ **CLASS PRESENTATIONS** (Continue)**“Defunding the Police”**

Ray R. (2020). What does ‘defund the police’ mean and does it have merit? *Brookings*. <https://www.brookings.edu/blog/fixgov/2020/06/19/what-does-defund-the-police-mean-and-does-it-have-merit/>

**Abolitionist perspectives**

García Hernández, C.C. (2019). *Migrating to Prison: America’s Obsession with Locking Up Immigrants*. New York: The New Press. Chapter 7, pp. 140-163 <http://web.ebscohost.com.ez.lib.jjay.cuny.edu/ehost/detail/detail?vid=0&sid=5a950843-bda9-4608-8cc4-13c81c133567%40pdc-v-sessmgr02&bdata=InNpdGU9ZWVhc3QtbGl2ZQ%3d%3d#db=nlebk&AN=2088711>

*Supplemental Reading:*

Davis, A.Y. (2003). *Are prisons obsolete?* New York: Seven Stories Press. pp. 22-38; 105-115.

**WEEK 15: Prospects and Policy Considerations**

Dates

➤ **CLASS PRESENTATIONS** (Continue)**From Culture of Control to Culture of Care: Policy Implications**

Rios, V.M. (2017) *Human targets: Schools, police, and the criminalization of Latino youth* (Chicago: The University of Chicago Press,). pp. 155-166.

Ramirez, M.D., & Peterson, D.A. *Ignored racism: White animus towards Latinos*. Cambridge, UK: Cambridge University Press pp. 173-186.

- **FINAL PAPERS DUE:** Date

### **WRITING RESOURCES:**

- **Abstracts:** <https://owl.english.purdue.edu/owl/resource/560/01/>
- **Annotated bibliographies:** <https://owl.english.purdue.edu/owl/resource/614/01/>
- **American Psychological Association (APA) format:**  
<http://guides.lib.jjay.cuny.edu/content.php?pid=136486&sid=1169197>
- **Outlines:** <https://owl.english.purdue.edu/owl/resource/544/1/>
- **Thesis statements:** <https://owl.english.purdue.edu/owl/resource/545/1/>

### **POLICIES APPLY TO THIS COURSE**

1. **College Policy on Academic Integrity:** Please note that College and University policies on academic integrity, including but not limited to policies on cheating, plagiarism, internet plagiarism, and obtaining unfair advantage, and falsification of records and official documents, will be strictly enforced. It is expected that all students will be familiar with college and university policies on academic integrity. See *John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php>

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

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.

**2. Americans with Disabilities Act (ADA)**

“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66.00 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4<sup>th</sup> ed., City University of New York, p.3.

[http://www.jjay.cuny.edu/studentlife/Reasonable Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable%20Accommodations.pdf)

**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](mailto: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):

Name: Belinda Linn Rincón  
 Email: [brincon@jjay.cuny.edu](mailto:brincon@jjay.cuny.edu)  
 Phone number: (212) 237-8750

2. a. **Title of the course:** Latinx Film and Media

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

c. **Level** of this course    \_\_\_100 Level    XX 200 Level    \_\_\_300 Level    \_\_\_400 Level

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

This course will provide some basic familiarity with film terminology and concepts. Students should also have prior experience and practice with basic college-level writing through ENG 101. The course will require short writing assignments that include film reviews that will facilitate students' writing longer 5-6 page essays. Students will produce a minimum of 6 pages or 1,500 words during the semester which is required for 200-level courses.

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.)

As an important form of entertainment, film reflects and shapes a society's cultural values, beliefs, and attitudes. As such, students should gain the analytical tools and vocabulary to understand how films are produced and how they in turn produce cultural narratives that have the potential to impact politics and society at large. This course is aimed at students who have taken coursework in introductory film studies and who seek a wider exposure to Latinx cinema and audiovisual media. The course will review basic cinematic language and concepts related to the production of film such as mise-en-scene,



editing, etc. as well as genre conventions, stardom, and important Latinx auteurs. However, the course's primary focus will be to examine the social and cultural questions raised by Latinx media makers and to produce intersectional analyses of racism, misogyny, xenophobia, and other forms of marginalization that specifically impact Latinx communities in the U.S.

Equally important to this course is its coverage of broadcast television and diverse online media forms of cultural production other than traditional film including digital media, online and streaming media, and user-generated content platforms like YouTube. More and more students are avid consumers of digital and online media, yet these forms of mobile, small screen, and online platforms are often overlooked in traditional film studies courses. Study of online media is important because, according to a 2015 Nielsen study, "Latina/os have adopted multiple screens at a higher rate than the national average and watch about eight hours of online videos each month."<sup>1</sup> Moreover, Latinxs "spend 68 percent more time watching Internet videos than non-Hispanic whites, and 20 percent more time watching these videos on their phones." By incorporating multiple modes of audiovisual media into the syllabus, we aim to provide students with opportunities to engage with proliferating visual cultures that often wield just as much cultural and political influence as traditional cinema.

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 the ideological power of mainstream film and media and how they produce and reflect stereotypes about Latinx communities (the greaser, the Latin lover, the spitfire, the gangster, the Mexican maid) that have negative sociopolitical consequences. By studying the formal structures, content, and social context of visual media, students will explore how Latinx film and media makers produce affirming depictions of Latinx histories, experiences, and creativity that reflect the diversity of the nation.

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

---

<sup>1</sup> Cited in "Latina/os in Media: Representation, Production, and Consumption" Manuel G. Aviles-Santiago, *Oxford Research Encyclopedia of Literature* 2019.

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?

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       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
- Film Minor
  - Part 2: Electives

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

No Yes

If yes, please indicate the area:

**Flexible Core:**

A. World Cultures and Global Issues	
B. U.S Experience in Its Diversity	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 is suitable to the general education category of “U.S. Experience in its Diversity” because it focuses on how mainstream traditional film and media erase the ethnic, racial, and linguistic diversity of the nation by actively excluding or stereotyping Latinx communities. Despite the demographic increase in the Latinx population, the representation of this population remains egregious in both the number of Latinxs in front of and behind the cameras and in its perpetuation of harmful stereotypes. The deliberate erasure is striking. A 2014 report on Latinx media representation shows that despite Latinxs constituting 17% of the total U.S. population, there were no Latinx actors in leading roles on television.<sup>2</sup>

When Latinx communities are depicted, they are typically portrayed as criminals, laborers, immigrants, and sex objects. Rather than harmless depictions, stereotypes delimit our understanding of diverse communities and facilitate racist, political, economic, and social forms of marginalization and violence. Because this course is concerned with understanding the ideological power of film, students will study how films produce and circulate stereotypes about Latinx communities (the greaser, the Latin lover, the spitfire, the gangster, the Mexican maid) that have longstanding and negative social and political impacts. The course will contextualize and historicize media and its production to help students identify how media influences the perception and reception of Latinx citizens and migrants in the U.S. Students will further examine how Latinx filmmakers have challenged Hollywood stereotypes through films such as Gregory Nava's *El Norte* (1983) or Patricia Cardoso's *Real Women Have Curves* (2002).

Film and media's representational assault on Latinx communities began with the inception of film and continues to this day across all platforms. However, this course aims to equally highlight how Latinx cultural workers and viewers challenge negative cinematic, televisual, and digital portrayals of Latinx cultures. Therefore, the course will include a section on Latinx media advocacy and digital activism. Students will learn how Latinx creatives and consumers utilize user-generated media platforms like YouTube to produce online cultural artefacts that give voice to their political contestations, social demands, achievements, histories, and creativity. All students would benefit from exploring how media and film can function to reaffirm their social presence and how they, in turn, can create more democratizing mediascapes that adequately reflect the diversity of the nation.

## 11. How will you assess student learning?

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

- Students will write short formal analyses of required films and media that include feature films, documentaries, web series, animated film, and music videos. Through a 10-minute presentation, each student will lead class discussion in which they identify specific themes related to Latinx representation, identity, and experiences and assess how the technical production of specific scenes helps amplify those themes.

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

- Students will write 7 short formal analyses throughout the semester in which they will identify the specific cinematic terms and technical elements discussed in the weekly readings to analyze scenes from the required films. They will describe and evaluate how a filmmaker uses a particular element (for example, camera angles or lighting) and write a concise interpretation of how that element impacts the meaning of a scene.

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

- Students will write two essays of 5-6 pages each in which they will interpret a film of their choice from the syllabus and examine its representation of Latinx communities or experiences in the U.S. To support their interpretations, they will research and evaluate scholarship on Latinx film studies to support their conclusions. They will synthesize evidence from the films and secondary sources to produce a coherent argument that blends formal and cultural analysis.

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

- In weekly class discussions and quizzes, students will discuss how racialization negatively impacts Latinx communities by identifying how films such as Robert Wise and Jerome Robbins' *West Side Story* (1961) have perpetuated racial stereotyping of Puerto Ricans in the U.S. Students will also examine the concept of transnationalism and its cultural and economic effects on Latinxs through films such as Sergio de la Torre and Vicky Funari's *Maquilápolis* (2006) and Cary Joji Fukunaga's *Sin Nombre* (2009). In-class writing and discussion prompts will require students to explain how these films portray transnational capitalism along the US-Mexico border and migration from Central America, respectively. Students will also learn about key films, filmmakers, and actors from Latinx film history that are often not taught in film studies courses.

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

- Through class discussions and presentations, students will examine the genre of the early Western in films such as Gilbert M. Anderson's *Broncho Billy and the Greaser* (1914) and its reliance on racial tropes of "the greaser" and colonizing ideologies of manifest destiny. They will compare and contrast the Western's imperial and racist discourses with later examples of border cinema in films such as Tommy Lee Jones's *The Three Burials of Melquiades Estrada* (2005) and Robert Rodriguez and Ethan Maniquis's *Machete* (2010). In short formal analyses, students will interpret how the director of *Machete*, for example, uses parody to challenge the generic conventions of the Western and its reliance on anti-Latinx depictions.

### **Objective #6: Evaluate how indigenous populations, slavery, or immigration have shaped the development of the U.S.**

- Student will discuss and write about films and media that portray the contemporary (and futuristic) experiences of diverse Latinx immigrant communities. They will examine how Alex Rivera's Latinx

science fiction film *Sleep Dealer* (2008), for example, portrays the US's reliance on and exploitation of Mexican laborers to sustain its economic dominance. Students will also watch and assess how music videos depict the experience of detention and deportation of undocumented migrants. Finally, students will examine how undocumented migrants utilize user-generated media platforms like YouTube to produce online cultural artefacts that express their political contestations, social demands, achievements, histories, and creativity.

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

- In class discussions and short formal analyses, students will examine how films such as Edward James Olmos's *American Me* (1992), portray the prison industrial complex and its deleterious impact on Chicax communities in Los Angeles. Through in-class writing and discussion prompts, students will explain and evaluate how the director uses mise-en-scene and camera movement to highlight and heighten the violence of prison life and how such violence informs notions of Latinx masculinity.

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

No \_\_\_\_\_

Yes X

---

<sup>2</sup> *The Latino Media Gap: A Report on the State of Latinos in U.S. Media* (2014), Frances Negrón-Muntaner, Center for the Study of Ethnicity and Race's Media and Idea Lab at Columbia University, the Hispanic Foundation for the Arts, and the National Association of Latino Independent Producers, p. 8. To illustrate the state of Latinx representation in film, the report states that, based on 2013 data, only 2-6% of writers, directors, and producers of film were Latinx, p. 10.

If yes, please state the librarian's name: Prof. Maria Kiriakova

Date of email: March 4, 2021

Consultation: Prof. Kiriakova noted that obtaining media for streaming is not always possible for the library and that acquiring DVDs might be easier. She also directed us to the Media Resources Guide for further information. Prof. Kiriakova encouraged us to contact Ellen Sexton for film purchase requests.

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).

---



---



---

**13. Syllabus – see 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 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.

Because this course focuses on film, we consulted with the Director of the Film Minor, Dr. John Paul Narkunas. Professor Narkunas recommended a modification to the course title and suggested affordable textbooks that instructors in the Film Minor use. He also pointed out that the course seemed a bit unbalanced in its focus on film over media. To address this imbalance, we added another week on media to the sample syllabus so that the course now focuses on non-film media texts for 4 weeks of the semester. The course will now briefly cover music videos, animated series, YouTube web series, and diverse forms of user-generated media. After offering constructive and generous feedback on the proposal, Prof. Narkunas expressed his interest in adding this course as an elective to the Film Minor: “I am very excited to have these courses also serve as film minor electives” (email dated April 22, 2021).

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.
- On April 9, 2021, we met with the English department Chair, curriculum committee chair, and UCASC representative to discuss this course and all other proposals. Prof. Jay Gates expressed hesitancy about this course and how it might confuse students if it were not counted as an elective in the Film Studies Minor. Prof. Narkunas’s approval of this course (described above) resolves this issue.
  - On April 26, 2021, we met with English and LLS department Chairs, curriculum committee chairs, and UCASC representatives. We discussed Prof. Narkunas’s approval of this course and no objections to the course were expressed.
  - On April 27, 2021, the LLS curriculum committee approved of this course. The department feels that, as the first LLS course to focus on film, it is an important addition to our major and minor elective offerings.

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 of Criminal Justice	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LLS 2XX	
Course Title	Latinx Film and Media	
Department(s)	Latinx Literature Minor	
Discipline	Latin American and Latinx Studies and English	
Credits	3	
Contact Hours	3	
Pre-requisites (if none, enter N/A)	English 101	
Co-requisites (if none, enter N/A)		
Catalogue Description	This course examines the ideological power of mainstream film and media and how they produce and reflect stereotypes about Latinx communities (the greaser, the Latin lover, the spitfire, the gangster, the Mexican maid) that have negative sociopolitical consequences. By studying the formal structures, content, and social context of visual media, students will explore how Latinx film and media makers produce affirming depictions of Latinx histories, experiences, and creativity that reflect the diversity of the nation.	
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   <b>XX</b> <input 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><b>XX</b> <input 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>

### Learning Outcomes

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

**II. Flexible Core (18 credits)**

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

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

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

<p>Students will write short formal analyses of required films and media that include feature films, documentaries, web series, animated film, and music videos. Through a 10-minute presentation, each student will lead class discussion in which they highlight specific themes related to Latinx representation, identity, and experiences and illustrate how the technical production of specific scenes helps amplify those themes.</p>	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<p>Students will write 7 short formal analyses throughout the semester in which they will use the specific cinematic terms and technical elements discussed in the weekly readings to analyze scenes from the required films. They will describe how a filmmaker uses a particular element (for example, camera angles or lighting) and write a concise interpretation of how that element impacts the meaning of a scene.</p>	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>Students will write two essays of 5-6 pages each in which they will interpret a film of their choice from the syllabus and examine its representation of Latinx communities or experiences in the U.S. To support their interpretations, they will evaluate scholarship on Latinx film studies to support their conclusions. They will synthesize evidence from the films and secondary sources to produce a coherent argument that blends formal and cultural analysis.</p>	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<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>In weekly class discussions and quizzes, students will discuss how racialization negatively impacts Latinx communities by identifying how films such as Robert Wise and Jerome Robbins' <i>West</i></p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

<p><i>Side Story</i> (1961) have perpetuated racial stereotyping of Puerto Ricans in the U.S. Students will also examine the concept of transnationalism and its cultural and economic effects on Latinxs through films such as Sergio de la Torre and Vicky Funari's <i>Maquilápolis</i> (2006) and Cary Joji Fukunaga's <i>Sin Nombre</i> (2009). In-class writing and discussion prompts will ask students to explain how these films portray transnational capitalism along the US-Mexico border and migration from Central America, respectively. Students will also learn about key films, filmmakers, and actors from Latinx film history that are often not taught in film studies courses.</p>	<p>affairs, sociology, and U.S. literature.</p>
<p>Through class discussions and presentations, students will examine the genre of the early Western in films such as Gilbert M. Anderson's <i>Broncho Billy and the Greaser</i> (1914) and its reliance on racial tropes of "the greaser" and colonizing ideologies of manifest destiny. They will compare and contrast the Western's imperial and racist discourses with later examples of border cinema in films such as Tommy Lee Jones's <i>The Three Burials of Melquiades Estrada</i> (2005) and Robert Rodriguez and Ethan Maniquis's <i>Machete</i> (2010). In short formal analyses, students will interpret how the director of <i>Machete</i>, for example, uses parody to challenge the generic conventions of the Western and its reliance on anti-Latinx depictions.</p>	<ul style="list-style-type: none"> <li>Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
<p>Students will discuss and write about films and media that portray the contemporary (and futuristic) experiences of diverse Latinx immigrant communities. They will examine how Alex Rivera's Latinx science fiction film <i>Sleep Dealer</i> (2008), for example, portrays the US's reliance on and exploitation of Mexican laborers to sustain its economic dominance. Students will also watch and assess how music videos depict the experience of detention and deportation of undocumented migrants. Finally, students will evaluate how undocumented migrants utilize user-generated media platforms like YouTube to produce online cultural artefacts that express their political contestations, social demands, achievements, histories, and creativity.</p>	<ul style="list-style-type: none"> <li>Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
<p>In class discussions and short formal analyses, students will examine how films such as Edward James Olmos's <i>American Me</i> (1992), portray the prison industrial complex and its deleterious impact on Chicanx communities in Los Angeles. Through in-class writing and discussion prompts, students will explain and evaluate how the director uses mise-en-scene and camera movement to highlight and heighten the violence of prison life and how such violence informs notions of Latinx masculinity.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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

**email:**[brincon@jjay.cuny.edu](mailto: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 2XX.01: Latinx Film and Media**

Class Meeting: Tuesdays & Thursdays 10:50 a.m. – 12:05 p.m.

Class Room: NB 1.101

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

**Course Description:**

This course examines the ideological power of mainstream film and media and how they produce and reflect stereotypes about Latinx communities (the greaser, the Latin lover, the spitfire, the gangster, the Mexican maid) that have negative sociopolitical consequences. By studying the formal structures, content, and social context of visual media, students will explore how Latinx film and media makers produce affirming depictions of Latinx histories, experiences, and creativity that reflect the diversity of the nation.

**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 Text:**

*Film Studies: An Introduction* (2010) by Ed Sikov, ISBN-13: 978-0231142939

All other readings will be posted on Blackboard.

**Films:**

*Broncho Billy and the Greaser* (1914), dir. Gilbert M. Anderson (Western, Short)  
*Mexican Spitfire* (1940), dir. Leslie Goodwins (Comedy)  
*West Side Story* (1961), dir. Robert Wise and Jerome Robbins (Crime, Drama, Musical)  
*Maid in Manhattan* (2002), dir. Wayne Wang, (Comedy, Drama, Romance)  
*American Me* (1992), dir. Edward James Olmos (Biography, Crime, Drama)  
*The Three Burials of Melquiades Estrada* (2005), dir. Tommy Lee Jones, director (Adventure, Crime, Drama)  
*Machete* (2010), dir. Robert Rodriguez and Ethan Maniquis (Action, Crime, Thriller)  
*Señorita Extravida: (Missing Young Woman)* (2001), dir. Lourdes Portillo (Documentary)  
*Maquilapolis* (2006), dir. Sergio de la Torre and Vicky Funari (Documentary)  
*Sin Nombre* (2009), dir. Cary Joji Fukunaga (Adventure, Crime, Drama)  
*Selena* (1997), dir. Gregory Nava (Biography, Drama, Music)  
*Sleep Dealer* (2008), dir. Alex Rivera (Drama, Romance, Sci-Fi)

All films will be available through DVDs on reserve or on John Jay Library's online streaming collections which  
 Pre

include Swank Motion Pictures, Kanopy, and Academic Video Online (AVON). You do not have to purchase any of the films for this course. You must watch the required films listed on the syllabus before the date we are to discuss them in class. I will periodically give unannounced quizzes based on the films to ensure that we have informed and productive class discussions. Failure to watch the films or contribute to the class discussion will negatively impact your participation grade. We will watch specific clips from films in class as a means to generate discussion and analysis of particular concepts. However, we will not watch films in their entirety during class.

### **Assignments:**

<b>Assignments</b>	<b>Point Value</b>
2 Essays (5-6 pages)	20
Outlines (2)	10
Short Formal Analyses (7)	35
Class Participation	10
Presentation	15
Quizzes	10
<b>Total</b>	<b>100</b>

### **Assignment Descriptions:**

**Essays (20 points):** You will write 2 essays (5-6 pages each) based on the films and course readings that demonstrate your ability to closely analyze and synthesize information from both the media text and the secondary readings. The specific skills you must master in this essay include developing a thesis, supporting your argument by doing an analysis of a scene(s) and referencing the secondary readings posted on our course page. Directions, due dates, and rubrics will also be posted there. You will also submit a working thesis and outline for each essay.

**Short Formal Analyses (35 points):** You will write 7 short formal analyses each 1-2 pages in length. This assignment will require you to practice analyzing the specific cinematic terms and elements discussed in the weekly readings. As you watch each film, use the study guide provided at the end of each chapter of Sikov's *Film Studies: An Introduction* to help you focus on specific aspects of a scene and to take detailed notes that will form the basis of your assignment. You will decide which of the required films to write your formal analyses on and submit them on the day we discuss the film. Directions for this assignment will be posted on our course page.

**Presentation (15 points):** For one class session in the semester, you will lead the class discussion of a particular film. During your presentation, you should highlight specific themes related to Latinx representation, identity, and experiences in the text and illustrate how the technical production of specific scenes helps amplify those themes. You must come prepared with three open-ended questions based on the film that will generate an engaging and insightful class discussion of the text. Directions for the assignment will be posted on Bb.

**Quizzes (10 points):** You will take 5 quizzes that will assess your basic understanding of the plot, character development, and film terms associated with specific films. These quizzes will not be announced in advance.

**Class Participation (10 points):** Discussion is critical to our understanding of film. Through verbal or written responses, you must demonstrate that you watched the required films and read the required readings each week. You must come prepared each class to discuss and respond to questions and in-class writing or discussion prompts or small group work in order to earn the maximum participation points.

**Late Work:** Each day you are late turning in an assignment, one letter grade will be deducted. For example, an A paper will earn a B. After the third day, I will not accept the assignment and you will earn a 0 or F for that assignment.

**Attendance:** Having more than three unexcused absences will result in the automatic lowering of your final course grade by one letter, for example, an A- would drop to a B-, a B+ to a C+, etc.

### Classroom Policies

- No texting or use of cell phones. Points will be deducted from your participation grade each time you are caught texting or using your cell phone in class.
- Laptop use is permitted during class only if you sit in the front row where I can monitor your usage
- No eating in class
- No disruptive behavior (sleeping, snoring, talking, arguing, etc.) or inappropriate comments (cursing, hate speech, insensitive or disrespectful comments about students or about the writers or texts, etc.).

### 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](http://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.**

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. *Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.* It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. ([http://www1.cuny.edu/portal\\_ur/content/2004/policies/image/policy.pdf](http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf)) By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44–5 of the JJC Undergraduate Bulletin for further explanation. See also *MLA Handbook*, 7<sup>th</sup> ed., 2.

### Students with Disabilities

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*, 4<sup>th</sup> ed., City University of New York, p. 3. ([http://www.jjay.cuny.edu/studentlife/Reasonable\\_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

\* This syllabus is subject to change. All changes will be announced in class and posted on our course page. It is your responsibility to check your John Jay email and the course Blackboard website for updates, information, and access to selected course readings.

Topic/Theme	Tuesday	Thursday
Week 1: Histories of Latinx Screen Representation & Stereotyping	<ul style="list-style-type: none"> <li>Introduction to course and watch clip from: <a href="#">The Bronze Screen: 100 Years of the Latino Image in Hollywood</a> (2002), dir. Nancy De Los Santos, et. al.</li> </ul>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>“A Crash Course on Hollywood’s Latino Imagery” (66-86), Charles Ramirez-Berg in <i>Latino Images in Film: Stereotypes, Subversion, Resistance</i> (2002), (BB)</li> </ul>
	<b>Suggested Reading:</b> <ul style="list-style-type: none"> <li>“Are All Latins from Manhattan? Hollywood, Ethnography and Cultural Colonialism” (67-80), Ana Lopez in <i>Unspeakable Images: Ethnicity and the American Cinema</i>, (1991) ed. Lester D. Friedman</li> </ul>	
Week 2: Greasers and Spitfires	<b>Required Films:</b> <ul style="list-style-type: none"> <li><a href="#">Broncho Billy and the Greaser</a> (1914)</li> </ul> <b>Required Reading:</b> <ul style="list-style-type: none"> <li>Ch. 10 Genre (143-155)</li> </ul>	<b>Required Film:</b> <ul style="list-style-type: none"> <li><i>Mexican Spitfire</i> (1940)</li> </ul> <b>Student Presentation</b>
	<b>Suggested Reading:</b> <ul style="list-style-type: none"> <li>“From Derision to Desire: The ‘Greaser’ in Stephen Crane’s Mexican Stories and D.W. Griffith’s Early Westerns” (374-401), Juan Alonso, <i>Western American Literature</i> (2004)</li> <li>“Dolores Del Rio and Lupe Velez: Images On and Off the Screen: 1925-1944” (475-492), Alicia Rodriguez-Estrada in <i>Writing the Range: Race, Class and Culture in the Women’s West</i> (1997), eds. Elizabeth Jameson and Susan Armitage</li> </ul>	



<p>Week 3:</p> <p>Representing Puerto Rican Identity in the Diaspora</p>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• “The Musical” (344-348) David Bordwell, (BB)</li> <li>• Ch. 5 Sound (74-84)</li> </ul>	<p><b>Required Film:</b></p> <ul style="list-style-type: none"> <li>• <i>West Side Story</i> (1961)</li> </ul> <p><b>Student Presentation</b></p>
<p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• “<i>West Side Story</i> Read from Below: Young Puerto Rican Women’s Cultural Readings” (193-215), Kennaria Brown (BB)</li> <li>• <a href="#">“A Puerto Rican Reading of the America of <i>West Side Story</i>”</a> (62-82), Alberto Sandoval Sanchez</li> </ul>		
<p>Week 4:</p> <p>Laboring Latinx Bodies</p>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Ch. 1 Mise-en-scene: Within the Image (5-21)</li> </ul>	<p><b>Required Film:</b></p> <ul style="list-style-type: none"> <li>• <i>Maid in Manhattan</i> (2002)</li> </ul> <p><b>Student Presentation</b></p>
<p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• “Maid in Hollywood: Producing Latina Labor in an Anti-immigration Imaginary” (151-174), Isabel Molina-Guzman in <i>Dangerous Curves: Latina Bodies in the Media</i>, (2010)</li> <li>• “Invisible and Undocumented: The Latina Maid on Network Television” (107-28), L.S. Kim</li> </ul>		
<p>Week 5:</p> <p>From Greasers to Gangsters to Pintas</p>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• “Story Structure in Latino Feature Films” ( 245-268), Mario Barrera in <i>Chicanos and Film: Representation and Resistance</i> (1992), ed. Chon Noriega (BB)</li> <li>• Ch. 2 Mise-en-scene: Camera Movement (24-34)</li> </ul>	<p><b>Required Film:</b></p> <ul style="list-style-type: none"> <li>• <i>American Me</i> (1992)</li> </ul> <p><b>Student Presentation</b></p>
<p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• “Excess Spaces: Movement and Ethnoscapes in Brian De Palma’s <i>Scarface</i> and Edward James Olmos’ <i>American Me</i>” (85-102) Francisco Hernandez Adrian, <i>Cultural Dynamics</i> 28.1 (2016)</li> <li>• “Orale, Joaquin: Arresting the Dissemination of Violence in <i>American Me</i>” (60-68) Rob Canfield</li> </ul>		

	<i>The Journal of Popular Film and Television</i> 22.2 (1994)	
	<b>Assignment Due:</b> <ul style="list-style-type: none"> <li>• Outline #1</li> </ul>	
Week 6: Border Cinema	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>• Ch. 3 Mise-en-scene: Cinematography (38-53)</li> </ul>	<b>Required Film:</b> <ul style="list-style-type: none"> <li>• <i>The Three Burials of Melquiades Estrada</i> (2005)</li> </ul> <b>Student Presentation</b>
	<b>Suggested Reading:</b> <ul style="list-style-type: none"> <li>• “Hollywood Border Cinema: Westerns with a Vengeance” (93-101) Camilla Fojas, <i>Journal of Popular Film and Television</i> 39.2 (2011)</li> <li>• “The Silent Other in Contemporary Border Cinema: The Latino Figure in <i>No Country for Old Men</i> and <i>The Three Burials of Melquiades Estrada</i>” (309-322) Sandra Navarro, <i>Latino Studies</i> 15(2017)</li> </ul>	
	<b>Assignment Due:</b> <ul style="list-style-type: none"> <li>• Essay #1 (5-6 pages)</li> </ul>	
Week 7: Latinx Exploitation Film	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>• Ch. 4: Editing: From Shot to Shot (55-70)</li> <li>• Ch. 8: Filmmakers (116-126)</li> </ul>	<b>Required Film:</b> <ul style="list-style-type: none"> <li>• <i>Machete</i> (2010)</li> </ul> <b>Student Presentation</b>
	<b>Suggested Reading:</b> <ul style="list-style-type: none"> <li>• “The Border Crossed Us: <i>Machete</i> and the Latino Threat Narrative” (157-74) Zachary Ingle in <i>Critical Approaches to the Films of Robert Rodriguez</i> (2015), ed. Frederick Luis Aldama</li> </ul>	
Week 8: Gendered Violence on the Border: Femicide in Documentary	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>• “Documentary Film” (99-134) by Bill Nichols, <i>Engaging Cinema: An Introduction to Film</i> (2010), (BB)</li> </ul>	<b>Required Films:</b> <ul style="list-style-type: none"> <li>• <i>Señorita Extraviada</i> (2001)</li> <li>• <i>Maquilápolis</i> (2006)</li> </ul>

Film		<b>Student Presentation</b>
<p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• “Lourdes Portillo’s Development of a Chicana Feminist Film Aesthetic: <i>After the Earthquake, Las Madres</i>, and <i>Señorita Extraviada</i>” (34-43), Norma Valenzuela</li> </ul>		
Week 9:  Central American Migrant Narratives	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Ch.6 Narrative: From Scene to Scene (89-101)</li> </ul>	<p><b>Required Film:</b></p> <ul style="list-style-type: none"> <li>• <i>Sin Nombre</i> (2009)</li> </ul> <p><b>Student Presentation</b></p>
<p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• “Migrant Identities in Film: Migrations from Mexico and Central America to the United States” (227-240) Deborah Shaw, <i>Crossings: Journal of Migration and Culture</i> 3.2 (2012)</li> </ul>		
Week 10:  Latinidad, Embodiment, and Selena	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Ch. 9: Performance (129-140)</li> </ul>	<p><b>Required Film:</b></p> <ul style="list-style-type: none"> <li>• <i>Selena</i> (1997)</li> </ul> <p><b>Student Presentation</b></p>
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• “The Hollywood Latina Body as Site of Social Struggle: Media Constructions of Stardom and Jennifer Lopez’s ‘Cross-over Butt’” (71-86), Mary Beltran in <i>Quarterly Review of Film and Video</i> 19:1(2010).</li> <li>• “Jennifer as Selena: Rethinking Latinidad in Media and Popular Culture” (90-105), Frances Aparicio, <i>Latino Studies</i> 1.1 (2003)</li> </ul>		
Week 11:  Latinx Sci-Fi	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Ch. 11: Special Effects (158-168)</li> </ul>	<p><b>Required Film:</b></p> <ul style="list-style-type: none"> <li>• <i>Sleep Dealer</i> (2008)</li> </ul> <p><b>Student Presentation</b></p>
<p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• “Latino Sci-Fi: Cognition and Narrative Design in Alex Rivera’s <i>Sleep Dealer</i>” (211-223) Christopher Gonzalez in <i>Latinos and Narrative Media: Participation and Portrayal</i> (2013), ed.</li> </ul>		

	<p>Frederick Luis Aldama</p> <ul style="list-style-type: none"> <li>• “Dirty, Stinking, Aliens: Latinos in Today’s Sci-Fi Televisual Blueprints” (161-172) Samuel Saldivar in <i>Latinos and Narrative Media: Participation and Portrayal</i> (2013), ed. Frederick Luis Aldama</li> </ul>	
<p>Week 12: Music Videos and Immigration</p>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• “Genre and Music Video: Configurations and Functions” (41-65) by Diane Railton and Paul Watson, <i>Music Video and the Politics of Representation</i> (2011), (BB)</li> </ul>	<p><b>Required Films:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Illegal Alien”</a> (1984) by Genesis</li> <li>• <a href="#">“Deportees”</a> (2010) by Outernational with Tom Morello and Cuentame</li> <li>• <a href="#">“Todos Somos Illegales (We Are All Illegals)”</a> (2011) by Outernational</li> <li>• <a href="#">“ICE/El Hielo”</a> (2013) by La Santa Cecilia</li> <li>• <a href="#">“Surefire”</a> (2017) by John Legend</li> <li>• <a href="#">“Immigrants (We Get the Job Done)”</a> (2017) by K’naan featuring Residente, Riz MC and Snow Tha Product</li> <li>• <a href="#">“Now”</a> (2017) by Miguel</li> <li>• <a href="#">“One Day”</a> (2018) by Logic ft. Ryan Tedder</li> <li>• <a href="#">“Letting People Go”</a> (2019) by Carnage</li> </ul> <p><b>Student Presentation</b></p>
	<p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• “Music Video into Post-Classical Cinema” by Carol Vernallis, <i>Unruly Media: YouTube, Music Video, and the New Digital Cinema</i> (2013)</li> <li>• <a href="#">“Reading ‘Immigrants (We Get the Job Done)’”</a> by Marisel Moreno, June 30, 2017, <i>Huffpost.com</i></li> </ul>	
<p>Week 13: Latinx Anime and Puppet Animation</p>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• “The Animated Film” (389-400) David Bordwell (BB)</li> </ul>	<p><b>Required Films:</b></p> <ul style="list-style-type: none"> <li>• <i>Onyx Equinox</i>, Sofia Alexander</li> <li>• <i>Seis Manos</i> (2019) by Alvaro Rodriguez and Brad Graeber</li> <li>• “Hey Vato”, Robert Vasquez, Juan Rodriguez, Marc Rivera creators, (YouTube)</li> </ul> <p><b>Student Presentation</b></p>
	<p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• “Latino Media in a Digital Age” (85-90) Randy Ontiveros in <i>Latinos and Narrative Media: Participation and Portrayal</i> (2013), ed. Frederick Luis Aldama</li> </ul>	

<p>Week 14:</p> <p>Latinx Web Series</p>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• “User-Generated Racism: An Analysis of Stereotypes of African Americans, Latinos, and Asians in YouTube Videos” (281-302), Lei Guo and Summer Harlow, <i>The Howard Journal of Communications</i> 25.3 (2014), (BB)</li> </ul>	<p><b>Required Videos:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“The Pineapple Diaries”</a>, Paloma Valenzuela, writer and director</li> <li>• <a href="#">“DominicanYork.”</a> creator Michelle Ramirez</li> <li>• “Chinga la Migra” Mijente</li> <li>• <a href="#">“Justice Woman.”</a> creator Vanessa Verduga</li> <li>• “How to be a Cholo” and “You Know You’re Mexican If…” SUPEReeeGO</li> </ul> <p><b>Student Presentation</b></p>
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• “‘How to be a Cholo’: Reinventing a Chicano Archetype on YouTube” (151-167) Ester Trujillo and Gustavo Lopez, <i>Camino Real</i> 3.5 (2011)</li> </ul>		
<p><b>Assignment Due:</b></p> <ul style="list-style-type: none"> <li>• Outline #2</li> </ul>		
<p>Week 15:</p> <p>Media Counterspeech, Boycotts, and Undocuactivism</p>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• “Eradicating Stereotypes: Community-Based Strategies of Media Counterspeech and Protest” (169-186) Stephen Bender in <i>Greasers and Gringos: Latinos, Law and the American Imagination</i> (2003), (BB)</li> <li>• “Undocuactivism: Latino Undocumented Immigrant Empowerment through Art and Activism”, Joanna Perez, <i>Chiricu</i> 2.2 (2018), (BB)</li> <li>• <a href="#">“Transmedia Storytelling with Jeff Gomez”</a> Unitec Institute of Technology, YouTube</li> </ul>	<p><b>Required Videos:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Ask Angy.”</a> Angy Rivera, YouTube channel</li> <li>• <a href="#">“M.A.M.O.N.”</a> (2016), Wecanfixit</li> <li>• <a href="#">“The Legalities of Being”</a> (2012), by Yosimar Reyes and Julio Salgado and Dreamers Adrift</li> </ul> <p><b>Student Presentation</b></p>
<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Essay #2 (5-6 pages) due during final exam period, TBA</li> </ul>		

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

**New Course Proposal Form**

Date Submitted: October 25, 2021

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

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

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

1. Prof. Andrew Karmen, Professor

[akarmen@jjay.cuny.edu](mailto:akarmen@jjay.cuny.edu)

212.237.8695

2. Prof. Patricia Johnson Coxx, Adjunct Assistant Professor

[pjohnson@jjay.cuny.edu](mailto:pjohnson@jjay.cuny.edu)

(646) 781-5123

2. a. **Title of the course: Social Movements, Equity & Activism**

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

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 fulfills the 200-level Transfer Student Seminar, College Option, Justice Core: Justice & the Individual 200-level, General Education requirement. 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.)

Traditionally, the study of Social Movements has been integrated into the academic curriculum of most introductory sociology courses, and included as a significant chapter in most leading *Introduction to Sociology* textbooks (e.g., (2021). Ch. 21. Social

Movements. In Introduction to Sociology. ). This course will provide students with the opportunity to employ a sociological approach to examine social movements, equity issues and activism as these components relate to social problems and society.

The course will employ culturally responsive pedagogical strategies to support: 1) students' learning and academic success; 2) students' cultural competence in developing positive ethnic and social identities; and 3) students' critical consciousness [and/] or their ability to recognize and critique societal inequalities<sup>1</sup> (Ladson-Billings, 1995). The authors of *Activism and Social Movement Building in Curriculum* published in the Oxford Research Encyclopedia of Education state that "*educators who understand how educational institutions function, how curricular changes occur, and how curriculum can be a source of and vehicle for change can create conditions for transformative activist curricular movements*"<sup>2</sup> (Gorlewski & Nuñez, 2020 ).

In the article, *Curriculum of Social Movements*, the authors state social movements change the world and the curriculum<sup>34</sup> (Ayers, W., Ayers. R & Westheimer, 2021). The subject matter of the course, i.e. [the study of] social movements. The opportunity for undergraduate students to learn about the history, development and structure of social movements and the impact in society from a sociological viewpoint will provide John Jay College's students with a *multiple dimensions of curriculum*. The integration of a sociological course on *Social Movements, Equity and Activism* will also provide pathways to decolonizing the curriculum, decolonizing pedagogy, syllabi, and the recruitment and hiring of faculty from diverse backgrounds.

Lastly, this course addresses the goals of the new 200-level *Justice and the Individual* general education category by creating opportunities for students to: a) develop inquiry skills, b) explore current issues and the core values of justice, and c) connect with a diverse academic community while fulfilling the College's mission of *educating for justice*.

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.)

---

<sup>1</sup> Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American educational research journal*, 32(3), 465-491. <https://doi.org/10.3102/00028312032003465>

<sup>2</sup> Gorlewski, J., & Nuñez, I. (2020). *Activism and Social Movement Building in Curriculum*. In *Oxford Research Encyclopedia of Education*.

<sup>3</sup> Ayers, W., Ayers, R., & Westheimer, J. (2021). *Curriculum of Social Movements*. In *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.1572>

This course examines social movements and their relationship to social equity and activism in the United States. Movement histories, sociological frameworks and theories, and how geography has influenced their development will be discussed. Students explore the role social media plays in shaping contemporary social movements and modern-day activism and how social movements influence social problems, social conflicts, and social justice-related issues.

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,
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?

**Learning Outcomes for 200-Level Social Justice Transfer Seminars:**

**1. Inquiry:** Students will analyze issues of justice using methodologies appropriate to course subject matter/discipline.

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

**3. Collaboration:** Students will develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.

**4. Community Awareness:** Students will 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)



Not at this time. The Sociology Department curriculum committee will be considering reviewing this course for inclusion in its majors and minors at an upcoming meeting.

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)	<input checked="" type="checkbox"/>
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:

- A. MONTHLY QUIZZES:** The Monthly Quizzes (e.g., September, October, and November or February, March, and April) will test students' ability to understand and analyze the key terms, concepts as well as the social construction and interrelationship of social movements, equity and activism.

The cumulative score of the Monthly Quizzes will count towards 30% (10% each) of the Final Grade. **Learning Outcome Assessment:** Each Quiz will assess students' achievement for Learning Outcome I: *Inquiry*.

- B. THE SOCIAL MOVEMENT, EQUITY AND ACTIVISM ESSAY:** The Social Movement, Equity and Activism Essay format and instructions will be announced.

The Essay will be graded based on the quality of written answers to specific entry prompts. A grading rubric will be distributed along with the writing assignment.

**Grade Score:** The Essay will count toward 10% of the Final Grade.

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

**C. RESEARCH POSTER COMPETITION:** At the beginning of the semester, students will be assigned to groups (randomly) where they will research, plan and design research posters. Each group will select and/or create a social movement and work collaboratively (e.g., breakout rooms, discussion board prompts, and present research posters) to prepare at a Social Movement Research Poster competition to be judged at the end-of-the-semester (with a graded template for the competition). Students will be provided a uniform template and grading rubric. Each component/section of the Research Poster will be graded based on a rubric.

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

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

**D. STUDENT ENGAGEMENT AND DISCUSSION BOARD: STUDENTS WILL DISCUSS THEIR ANALYSIS, METHODS, AND RESEARCH FINDINGS IN** Discussion Board forums, as well as participate in student centered engagement activities.

**Grading Process:** The Discussion Board dialogue will count towards 15% of the Final Grade.

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

**E. DIGICATION (DIGITAL) EPORTFOLIO:** Students will plan and design a digital ePortfolio that will consist of their coursework during the semester in Social Movements, Equity and Activism.

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

**Learning Outcome:** 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: Librarian, 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

Gale Reference Sources

\_\_\_ NexisUni

\_\_\_ PsycInfo

\_\_\_ Criminal Justice Abstracts

Sociological Abstracts

Sociology Database

Health Database

Human Rights Database

Current Events Database

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

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).

Almeida, P. (2019). *Social movements: The structure of collective mobilization*. University of California Press. ISBN: 9780520290914.

Cnaan, R. A., & Milofsky, C. (Eds.). (2018). *Handbook of Community Movements and Local Organizations in the 21st Century*. Springer International Publishing. ISBN: 978-3-319-77416-9

Carlson, B. & Berghund, J. (Eds.). (2021). *Indigenous Peoples Rise Up: The global ascendancy of social media activism*. Rutgers University Press.

ISBN-10: 978808775  
ISBN-13: 978-1978808782

Defronzo, J. & Gill, J. (2019). *Social Problems and Social Movements*. Rowman & Littlefield.  
978-1-4422-2154-3 (book)  
978-1-4422-2155-0 (e-book)

DeFilippis, J., Yarbrough, M., & Jones, A. (2018). *Queer activism after marriage equality* (1 edition.).  
Routledge. ISBN: 9781138557505

Evans, E., & Lépinard, É. (Eds.). (2019). *Intersectionality in feminist and queer movements: Confronting privileges*. Routledge. ISBN: 9781032084404

Feliciano-Santos, S. (2021). *A Contested Caribbean Indigeneity: Languages, social practice and identity within Puerto Rican Taíno Activism*. Rutgers University Press. ISBN-10: 978808171  
ISBN-13: 978-1978808188

Marche, G. (2019). *Sexuality, Subjectivity, and LGBTQ Militancy in the United States*. Amsterdam  
University Press. ISBN 9789089649607

Serano, J. (2013). *Excluded: Making Feminist and Queer Movements More Inclusive*. Seal Press.  
ISBN-13: 978-1580055048

Snow, D., Soule, S., Kriesi, H., & McCammon, H. (2018). *The Wiley Blackwell Companion to Social Movements*. John Wiley & Sons, Inc.

Todd, M. (2020). *Pride: The Story of the LGBTQ Equality Movement*.

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  
Prof. Andrew Karmen, Professor  
Prof. Tarun Banerjee, Assistant Professor  
Prof. Patricia Johnson Cox, Adjunct Assistant Professor

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? No. How does this course **differ**? The discipline, course content and curriculum are different.

\_\_\_ 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?

\_\_\_ No

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

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

\_\_\_ No

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

19. Approvals: Robert Garot, Chair, Sociology Department

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

<b>Course Prefix &amp; Number</b>	SOC 2xx
<b>Course Title</b>	Social Movements, Equity and Activism
<b>Department or Program</b>	Sociology
<b>Discipline</b>	Sociology
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Prerequisites</b> (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101
<b>Co-requisites</b>	
<b>Course Description</b>	This course examines social movements and their relationship to social equity and activism in the United States. Movement histories, sociological frameworks and theories, and how geography has influenced their development will be discussed. Students explore the role social media plays in shaping contemporary social movements and modern-day activism and how social movements influence social problems, social conflicts, and social justice-related issues.
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended  (See attached)
<p><b>Indicate the status of this course being nominated: A new course being proposed</b></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><b>John Jay College Option Location</b></p> <p><b>Please check below the area of the College Option for which the course is being submitted. (Select only one.)</b></p>	

<p><b>Justice Core</b></p> <p><input type="checkbox"/> Justice &amp; the Individual (100-level)</p> <p><input checked="" type="checkbox"/> Justice &amp; the Individual (200-level transfer seminar)</p> <p><input type="checkbox"/> Struggle for Justice &amp; Inequality in U.S. (300-level)</p> <p><input type="checkbox"/> Justice in Global Perspective (300-level)</p>	<p><input type="checkbox"/> Learning from the Past</p>	<p><input type="checkbox"/> Communication</p>
--	--	---

<p><b>Learning Outcomes</b></p> <p><b>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</b></p>	
<p><b>I. Justice Core I: Justice and The Individual (200-level transfer seminar)</b> 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>Social Movements, Equity &amp; Activism</i> students will <b>analyze issues related to social movements, equity and activism</b> using materials related to the course (e.g., selected readings, media, social media, websites, and related materials); students will be assessed using various assessment tools to demonstrate their understanding of the key terms, concepts, and understanding of the social construction and interrelationship of social movements, equity and activism.</p>	<ul style="list-style-type: none"> <li>• <b>Inquiry:</b> Analyze issues of justice using methodologies appropriate to course subject matter/discipline.</li> </ul>

<ul style="list-style-type: none"><li>• <b>Assignment(s):</b></li></ul> <p>Research Essay</p> <p><b>Outcome:</b> Students will conduct research by identifying key terms, theoretical concepts, and analyze the relevant social construction of social movements, equity and activism, and its impact on society an Essay.</p> <p><b>Week 1-4 (submission and revisions)</b></p> <p>Monthly Quizzes</p> <p><b>Outcome:</b> Students will complete end-of-the month quizzes that will assess their ability to identify key terms, theoretical concepts, and analysis of the interrelationship of social movements, equity and activism.</p> <p><b>Weeks 4, 8, and 12</b></p>	
<p>In <b>Social Movements, Equity &amp; Activism</b>, students will: practice developing, researching and presenting their research posters to their peers and guest lecturers; 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 Sophomore academic experience.</p> <ul style="list-style-type: none"><li>• Gather, interpret and assess key issues related to social movements, equity and activism.</li><li>• Develop the ability to conduct research and locate scholarly sources, use theme-based social movement, equity and activism journals as well as reports, databases, and social media sources,</li></ul> <p><b>Assignment(s):</b></p> <p>Planning, Designing and Presenting Social Movements, Equity &amp; Activism Research Posters</p>	<ul style="list-style-type: none"><li>• Habits of Mind: Understand one’s own role in the creation of knowledge as it relates to academic and professional goals.</li></ul>



<p><b>Outcome:</b> Students will explore issues related to social movements, equity and activism; view research pitch videos, and practice pitching research ideas to their peers and guest lecturers while gathering background information, researching and presenting their Research Poster to the public.</p> <p>Research Project: Planning &amp; Designing Research Posters Bi-Weekly: Group Work (in-class and out-of-the classroom)</p> <p><b>Name:</b> Research Essay</p> <p><b>Outcome:</b> Students will develop the ability to conduct research and locate evidence-based sources and other sources resulting in a Research Essay and contributing to their Research Poster group efforts. Students will be provided feedback and to submit their revised final Essay.</p> <p>Research Essay. Weeks 1-4</p>	
<p>In <i>Social Movements, Equity &amp; Activism</i> students will experience the art of collaboration and student engagement by actively working in group settings (e.g., breakout rooms, discussion groups, and creating polls, and multimedia forums) throughout the semester to complete research posters related to social movements, equity and activism that will be presented to their peers and guest lecturers.</p> <ul style="list-style-type: none"><li>Review lectures, webinars, and career-related materials related to social movements, equity &amp; activism by participating in <b>role-playing activities</b></li></ul> <p><b>Assignment(s)/Activities:</b></p> <p>Discussion Board</p> <p><b>Outcome:</b> Students will review social movements, equity and activism webinars, as well as review career-</p>	<ul style="list-style-type: none"><li><b>Collaboration:</b> Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.</li></ul>

<p>related materials and <b>interact</b> with guest lecturers and participate in various exercises (e.g., actively role play including that of citizens, rebel, change agent, and reformer.  <b>Weeks 3, 9, 12</b></p> <p><b>Social Movements, Equity and Activism Games</b>  <b>Outcome:</b> Students will engage with their peers in numerous <b>team-building activities</b> 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). Peers will consist of individuals from various countries, neighborhoods, racial/ethnic backgrounds, religions, sexual orientation and gender identity.</p>	
<p>In <i>Social Movements, Equity &amp; Activism</i>, students will demonstrate a <b>knowledge and understanding of their place in the community</b> by participating in a college-wide research poster showcase event (during Fall semester) and competing in a virtual Social Movement competition (during the Spring semester) by presenting their academic work related to social movements, equity and activism; 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).</p> <p>Actively participate in remote-learning educational forums (e.g., webinar, conferences), career-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.  <b>Weeks 2 – Week 14</b></p> <ul style="list-style-type: none"> <li>• <b>Assignment(s)/Activities:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community Awareness:</b> Develop understanding of opportunities, resources, and services available in the campus community.</li> </ul>

<p>End-of the Semester Reflection Paper  <b>Outcome:</b> Students will participate in remote-learning forums, and reflect by posting an end-of-the-semester Reflection Paper.</p> <p><b>Weeks 2 – Week 14</b></p> <p>Public Service Announcement  <b>Outcome:</b> Students will participate in educational forums and apply their acquired knowledge to effectively develop a research posted related to social movements, equity and activism. <b>Week 3-14</b></p> <p>Digication ePortfolio  <b>Outcome:</b> Students will make their academic work public (e.g., Essay, Social Movements, Equity and Activism collage, and Research Poster) and available for review by the college community. Students will participate in Digication ePortfolio Training and post ePortfolio work for viewing by the college community.  <b>Week 13-15</b></p>	
---	--

**DEPARTMENT OF SOCIOLOGY**

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

**SOC 2YY-Social Movements, Equity & Activism in the United States**

<p><b>Course:</b> SOC 2YY (Sophomore Transfer Seminar)</p> <p><b>Course Name:</b> Social Movements, Equity and Activism in the United States</p> <p><b>Semester:</b></p>	<p><b>Contact Hours:</b> 3 hours, 3 credits</p> <p><b>Course Modality:</b> Mixed Synchronous</p> <p><b>Day of Week:</b></p> <p><b>Time:</b></p>
<p><b>Dr. Andrew Karmen, Professor</b> <b>Dr. Patricia Johnson Coxx, Adjunct Assistant Prof.</b></p>	<p><b>Office Hours:</b></p> <p><b>Email:</b></p> <p><b>Voicemail:</b></p>

**COURSE DESCRIPTION:** This course examines social movements and their relationship to social equity and activism in the United States. Movement histories, sociological frameworks and theories, and how geography has influenced their development will be discussed. Students will explore the role social media plays in shaping contemporary social movements and modern-day activism and how social movements influence social problems, social conflicts, and social justice-related issues.

Prerequisite(s): ENG 101

**Sophomore Transfer Peer Success Coach**

Peer Success Coaches will familiarize students with the college, make referrals to campus resources, offer ongoing tips for academic success, and connect students with their peers and to mentors. They will also offer individual and group success coaching sessions to help students

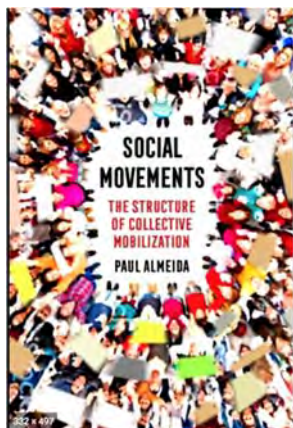
**Learning Outcomes:** Based on critical analysis of selected readings, scaffold writing assignments that require student engagement, as well as active learning exercises, students will be equipped with the tools, skills *and* knowledge to:

- **Inquiry:** Identify key terms, theoretical concepts related to social movements, equity, and activism
- **Inquiry:** Analyze the history of social movement and review contemporary social movements, equity and activism
- **Habits of Mind:** Gather, interpret and assess key issues related to social movements, Develop the ability to conduct research and identify scientific evidence (e.g., peer-reviewed articles, theme-based sociology, social movement, equity and activism journals), and review reports, databases, and social media sources
- **Collaboration:** Develop active collaborative relationships with peers (from diverse backgrounds to accomplish shared course-related goals) and participate in research poster student competition.

- **Community Awareness:** Actively participate by engaging in dialogue with guest lecturers and plan, design and publish contemporary social movement, equity & activism essays to be disseminated to academic communities in various formats.

#### Low-Cost Textbook Course:

**REQUIRED TEXTBOOK:** Almeida, P. (2019). *Social movements: The structure of collective mobilization*. University of California Press. ISBN: 9780520290914.



#### Table of Contents

1. Social Movements: The Structure of Collective Action
  2. How to Study Social Movements: Classification and Methods
  3. Theories of Social Movement Mobilization
  4. Social Movement Emergence: Interests, Resource Infrastructures, and Identities
  5. The Framing Process
  6. Individual Recruitment and Participation
  7. Movement Outcomes
  8. Pushing the Limits: Social Movements in the Global South
- Conclusion: Mounting Crises and the Pathway Forward

*Social Movements* cleverly translates the art of collective action and mobilization by excluded groups to facilitate understanding social change from below. Students learn the core components of social movements, the theory and methods used to study them, and the conditions under which they can lead to political and social transformation.

This fully class-tested book is the first to be organized along the lines of the major subfields of social movement scholarship—framing, movement emergence, recruitment, and outcomes—to provide comprehensive coverage in a single core text, feature include use of national and global data, emphasis on student learning outcomes, case studies that bring social movements to life; provide examples of cultural repertoires used by movements (e.g., flyers, pamphlets, event data on activist websites, illustrations by activist musicians) used to mobilize group; topics include immigrant rights, transnational movement for climate justice, Women's Marches, Fight

for \$15, Occupy Wall Street, Gun Violence, Black Lives Matter, and the mobilization of popular movements in the global South on issues of authoritarian rule and neoliberalism

Paul Almeida is Professor and Chair of Sociology at the University of California, Merced. He is a two-time Fulbright Fellowship Recipient and received the 2015 Distinguished Scholarship Award from the Pacific Sociological Association.

#### Reviews

"Easy to read, this extensive review of social movements will benefit new scholars to the field as well as seasoned scholars interested in the organization of more recent movements."—  
American Ethnologist

"The book is well written and should be accessible to most readers new to the social movements field; Almeida is adept at explaining the sometimes confusing jargon that pervades the academic literature on movements."—Social Forces

"This book is a welcome addition to the academic resources available in social work education, specifically community-based social work."—Journal of Sociology & Social Welfare

"For scholars of social movements in Latin America, this is a refreshing and valuable new textbook."—Latin American Politics and Society

"Readers can use this book to make sense of how, under what conditions, and to what ends socially excluded groups challenge institutions in power." —Veronica Terriquez, University of California, Santa Cruz

"An accessible introduction. Almeida expertly guides the reader, illustrating his presentation with inspiring examples of twenty-first-century protest movements."—Ruth Milkman, 2016 President of the American Sociological Association and author of *On Gender, Labor, and Inequality*

Lloyd Sealy Library LibGuide and Online Course Materials:

Open Educational Resources (OER) Text and Selected Readings

OpenStax. (2021). *Chapter 21: Introduction to Social Movements and Social Change*. In *Introduction to Sociology*, 3e. Rice University. <https://openstax.org/books/introduction-sociology-3e/pages/21-introduction-to-social-movements-and-social-change>



On Reserve, Lloyd Sealy Library:

Defronzo, J. & Gill, J. (2019). *Social Problems and Social Movements*. Rowman & Littlefield.

978-1-4422-2154-3 (book)

978-1-4422-2155-0 (e-book)

**The Lloyd Sealy Library: Database(s): Posted on Blackboard under the module:**

John Jay Library. (Updated 2021, June 1). *Social Activism, Civil Disobedience and Anti-Racism Movements: John Jay College Activism: A guide on Activism, Protest, Social Movements and Police Response to Civil Unrest*. Lloyd Sealy Library. <https://guides.lib.jjay.cuny.edu/Activism>

[Selected Readings will include but are not limited to:](#)

- DeFilippis, J., Yarbrough, M., & Jones, A. (2018). *Queer activism after marriage equality* (1 edition.). Routledge.
- Marche, G. (2019). *Sexuality, Subjectivity, and LGBTQ Militancy in the United States*. Amsterdam University Press.
- Nardini, G., Rank-Christman, T., Bublitz, M., Cross, S., & Peracchio, L. (2021). Together We Rise: How Social Movements Succeed. *Journal of Consumer Psychology*, 31(1), 112–145. <https://doi.org/10.1002/jcpy.1201>
- Snow, D., Soule, S., Kriesi, H., & McCammon, H. (2018). *The Wiley Blackwell Companion to Social Movements*. John Wiley & Sons, Inc.

### Secondary Sources (FREE subscriptions):

- **The Marshall Project** is a nonpartisan, nonprofit news organization that seeks to create and sustain a sense of national urgency about the U.S. criminal justice system, with a focus on policing. Students are **required** to subscribe to *The Marshall Project*. Click on the link below to subscribe to receive daily emails: Google “The Marshall Project and Subscription”  
<https://www.themarshallproject.org/subscribe>
- **The New York Times** Complimentary Access with your @jjay.cuny.edu email. Students are **required** to subscribe to The New York Times in order to open hyperlinks to newspaper articles. Google “The New York Times and John Jay College”  
<https://myaccount.nytimes.com/verification/edupass>

### JOHN JAY COLLEGE – ACADEMIC STANDARDS AND POLICIES<sup>5</sup>

#### 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.

<sup>5</sup> John Jay College of Criminal Justice. 2020-2021 Undergraduate Bulletin, *Academic Standards and Policies*.



<b>Assessment (Course Requirements)</b>			
<b>COURSE</b>	1	SOCIAL MOVEMENTS, EQUITY AND ACTIVISM <b>SOCIAL MOVEMENT ESSAY</b>	(10%)
	2	SOCIAL MOVEMENTS, EQUITY AND ACTIVISM <b>MONTHLY QUIZ</b>	(30%) (10% EACH QUIZ)
	3	SOCIAL MOVEMENTS, EQUITY AND ACTIVISM <b>STUDENT ENGAGEMENT ACTIVITY: DISCUSSION BOARD PROMPTS IN-CLASS ACADEMIC GAMES</b>	(15%)
	4	SOCIAL MOVEMENTS, EQUITY AND ACTIVISM: <b>RESEARCH POSTER PROJECT</b>	(25%)
	5	SOCIAL MOVEMENTS, EQUITY AND ACTIVISM <b>END-OF-THE SEMESTER REFLECTION PAPER</b>	(15%)
	6	SOCIAL MOVEMENTS, EQUITY AND ACTIVISM <b>DIGICATION EPORTFOLIO</b>	(5%)
			(100%)

### REQUIREMENTS - DESCRIPTIONS

- **REQUIREMENT #1: Social Movement, Equity & Activism Essay (15% 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 file, **Research Essay**. Prior to posting your Research Essay, you be required to select or create a Social Movement, Equity & Activism and include answers to the question prompts. Students should read the instructions, use the template, review the rubric, and use the check-list by checking off each Essay requirement prior to posting their assignment on Blackboard. Students will combine previous assignment and add necessary content to write a final essay. Assignments will be designed so that students will learn research tools, acquire research skills and write a research essay.
- **REQUIREMENT #2: Monthly Quizzes (e.g., October December or February-April): (Each of the three (3) Quizzes is worth 10% for a total of 30%):** Monthly quizzes will be administered at the end of each month during the last half of class. And will cover key terms, concepts, and terminology related to creating Social Movement, Equity & Activisms, as well as student engagement activities, research poster skills, and team building.
- **REQUIREMENT #3: Group Work (15% of final grade)**
  - **Discussion board posts,** Students will complete weekly discussion board posts to engage in meaningful dialogue by responding, questioning, challenging and providing comments related to the webinars, polls, and queries to guest lecturers, as well as participating and responding to peers' discussion Board responses.
  - **In-class engagement activities** student groups will be required to facilitate a 60-minute innovative and creative Social Movement, Equity & Activism activity related a social change (chosen by the group) using a minimum of five key terms (below) as well as engaging the class in discussions related to the relevant readings.

**Key terms** (in alphabetical order): such **alternative**, boycotts, charismatic leaders, civil disobedience, COINTELPRO, collective memory, community, conservative, cooptation, factionalism, fellow travelers, freedom, identity, innovative, McCarthyism, migration, mobilization, narrative, networks, new social, organization, performance, polarization, popular front, protest, racism, **redemptive**, **reformative**, reparations, resources, repression, **revolutionary**, sexism, strikes, struggle, subversion, and transnational, united front, vanguard parties.

**REQUIREMENT #4:** Research Poster: Students will be required to engage in team-building activities while building and/or creating a Social Movement, Equity & Activism that may include any of the examples below. A sample poster, along with instructional will be posted on Blackboard and Live Session work will include additional instructional materials and samples.

### Examples of Social Movements

- Anti-war Movement
  - Beatnik and Hippie Movement
  - Children’s Rights Movement
  - Civil Liberties Movement
  - Civil Rights Movement, from Slavery to the Black Lives Matter Movement
  - Counter-Movements (e.g., Blue Lives Matter)
  - Drug Liberalization Movement
  - Environmental Racism and Justice Movement
  - Gender Equality Movement
  - Global Movements
  - Green Movement
  - Gun Control Movement
  - Hate Group (organized racism) Movements
  - Labor Movement and Gender Equality
  - Law and Order Movement
  - LGBTQI+ Movement
  - Migrant and Immigrant Rights Movement
  - Poor People Movements
  - Prohibition Movement
  - Prisoner Human Rights Movement
  - Public Health Movements
  - Puerto Rican Independence Movement
  - Reproductive Rights Movement
  - Second Amendment (right to carry gun) Rights
  - Student Activism on College Campuses
  - Voting Rights Movements
  - Women’s Rights Movement
- **REQUIREMENT #5: End-of-the Semester Reflection Papers (15% of the Final Grade):** Students will be required to complete an end-of-the-semester reflection papers that interrelates with their Research Poster, and includes virtual guest lectures, presentations, and webinars. Reflections will also be based on the main points related to the readings. Students will be

required to apply relevant course content journals and provide an engaging and creative paper related to their Social Movement, Equity & Activism interest.

- **REQUIREMENT #6: Digication ePortfolio (5% of the Final Grade):** Students will be required to post their Research Essay, Research Poster, and end-of-the-semester paper, and design a photo collage related to Social Movement, Equity & Activisms, Equity and Activism.
- **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 **Social Movement, Equity & Activisms, equity, and activism**. **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 <sup>6</sup>		
Week ## 1- 15	Topic	Selected Readings, Activities, and Lectures
Week 1	Social Movement, Equity & Activisms: The Structure of Collective Action	<b>READ:</b> Almeida, P., <i>Social Movement, Equity &amp; Activisms: The structure of collective mobilization</i> , Chapter 1  <b>READ:</b> Defonzo, J. & Gill, J., <i>Social Problems and Social Movements</i> , Chapter 2
Week 2	Planning and Designing a Research Poster for Presentation  <b>ASSIGNMENT:</b> Writing the Social Movement, Equity & Activism Research Essay	<b>READ:</b> <i>Guidelines for Poster Presentations</i> . (2021). John Jay College, Student Academic Success Program (SASP). <a href="https://www.jjay.cuny.edu/guidelines-poster-presentations">https://www.jjay.cuny.edu/guidelines-poster-presentations</a>  <ul style="list-style-type: none"> <li>• All requirements, materials, and instructions posted on Blackboard</li> <li>• Essay Template, Instructions and Check-list distributed</li> </ul>
Week 3	How to Study Social Movement, Equity & Activisms: Classification and Methods	<b>READ:</b> Almeida, P., <i>Social Movement, Equity &amp; Activisms: The structure of collective mobilization</i> , Chapter 2  <ul style="list-style-type: none"> <li>• Research Poster Project Group Work</li> <li>• Exploring types of activism</li> </ul>

<sup>6</sup> Subject to change based on college closings, guest lecturers, and other CUNY rules, regulations and policies.

Week 4	Exploring Five (5) Types of Activism	<p>Social Movement, Equity &amp; Activism Activity: <b>Group A Student Engagement Activity</b></p> <ul style="list-style-type: none"> <li>• <b>VIEW:</b> Webinar: Harvard Kennedy School. 2020. <i>Social Change Through Public Organizing and Social Movement, Equity &amp; Activisms</i> [Webinar]. Advocacy and Social Movement, Equity &amp; Activisms. <a href="https://www.hks.harvard.edu/faculty-research/policy-topics/advocacy-social-movements">https://www.hks.harvard.edu/faculty-research/policy-topics/advocacy-social-movements</a></li> <li>• Monthly Quiz (in-class) Posted to Blackboard</li> </ul>
Week 5	Theories of Social Movement, Equity & Activism	<p><b>READ:</b> Almeida, <i>Social Movement, Equity &amp; Activisms: The structure of collective mobilization</i>, Chapter 3</p> <ul style="list-style-type: none"> <li>• Guest Lecturer in Social Movements, Equity &amp; Activism</li> </ul>
Week 6	Digital Activism in the 21 <sup>st</sup> Century	<ul style="list-style-type: none"> <li>• <b>VIEW:</b> Webinar: Center for Digital Culture. 2020. <i>Digital Activism in Time of Pandemic</i> {Webinar}. Digital Culture and International Sociological Research Committee on Social Classes and Social Movement, Equity &amp; Activism [Webinar]. <a href="https://www.centrefordigitalculture.net/digital-activism-in-times-of-pandemic-webinar-video/">https://www.centrefordigitalculture.net/digital-activism-in-times-of-pandemic-webinar-video/</a></li> </ul> <p>Research Poster Project Group Work</p>
Week 7	Social Movement, Equity & Activism Emergence: Interests, Resource Infrastructures, and Identities	<p><b>READ:</b> Almeida, <i>Social Movement, Equity &amp; Activisms: The structure of collective mobilization</i>, Chapter</p> <ul style="list-style-type: none"> <li>• <b>VIEW:</b> Webinar: (2021). <i>Racism in America: Protest Movements and Civil Disobedience</i> [Webinar]. eCornell.com. [Posted to Blackboard]</li> </ul>
Week 8	<b>Series:</b> Theories of Social Movement, Equity & Activism	<p><b>Selected Social Movement, Equity &amp; Activism Activity: Group C Student Engagement Activity</b></p> <ul style="list-style-type: none"> <li>• Guest Lecturer in Social Movements, Equity &amp; Activism</li> </ul>
Week 9	The Framing Process	<p><b>READ:</b> Almeida, <i>Social Movement, Equity &amp; Activisms: The structure of collective mobilization</i>, Chapter 5</p> <ul style="list-style-type: none"> <li>• Research Poster Project Group Work</li> <li>• Monthly Quiz (in-class) Posted to Blackboard</li> </ul>

Week 10	<b>Series:</b> Theories of Social Movement, Equity & Activism Mobilization	<b>Selected Social Movement, Equity &amp; Activism Activity:</b> <b>Group D Student Engagement Activity</b> <ul style="list-style-type: none"> <li>• Guest Lecturer in Social Movements, Equity &amp; Activism</li> <li>• Final Draft – Research Poster due</li> </ul>
Week 11	Individual Recruitment and Participation	<b>READ:</b> Almeida, <i>Social Movement, Equity &amp; Activisms: The structure of collective mobilization</i> , Chapter 6
Week 12	<b>Series:</b> Theories of Social Movement, Equity & Activism Mobilization Guest Lectures	<b>Social Movement, Equity &amp; Activism Activity: Group E Student Engagement Activity</b> <ul style="list-style-type: none"> <li>• Reflection First Draft – Research Poster Due</li> <li>• Guest Lecturer in Social Movements, Equity &amp; Activism</li> </ul>
Week 13	Social Media and ePortfolios: How to post your Movement on a national and global level	<b>READ:</b> Granillo, G. (2020, June 6). The Role of Social Media in Social Movements. <i>Portland Monthly</i> . <a href="https://www.pdxmonthly.com/news-and-city-life/2020/06/the-role-of-social-media-in-social-movements">https://www.pdxmonthly.com/news-and-city-life/2020/06/the-role-of-social-media-in-social-movements</a> <ul style="list-style-type: none"> <li>• <b>Digication ePortfolio Training</b></li> </ul>
Week 14	Movement Outcomes	<b>READ:</b> Almeida, <i>Social Movement, Equity &amp; Activisms: The structure of collective mobilization</i> , Chapter 7 <ul style="list-style-type: none"> <li>• Monthly (in-class) Quiz posted to Blackboard</li> </ul>
Week 15	Pushing the Limits: Social Movement, Equity & Activisms in the Global South and the Conclusion: Mounting Crises and the Pathway Forward  Research Poster Competition	<b>READ:</b> Almeida, <i>Social movements: The structure of collective mobilization</i> , Chapter 8 and Conclusion <ul style="list-style-type: none"> <li>• End-of-the-Semester Reflection Paper Due</li> </ul> <b>COMPETE:</b> Social Movements, Equity & Activism: Research Poster Presentation <ul style="list-style-type: none"> <li>• Guest Judges</li> </ul>

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

**ATTENDANCE POLICY**

- This class is listed for a mixture of synchronous and asynchronous online instruction.
- Students are expected to be online on some dates, 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 monthly Quizzes, and/or post writing assignments.

**ONLINE REQUIREMENTS**

Students are expected to:

- Log in to Blackboard,
- 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 INTEGRITY<sup>7</sup>:**

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](#),

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](http://guides.lib.jjay.cuny.edu/citing_sources)

---

<sup>7</sup> 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).

### **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](mailto: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 [kbarnewell@jjay.cuny.edu](mailto:kbarnewell@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://jicweb.jjay.cuny.edu/writing/onlinetutoring.htm>

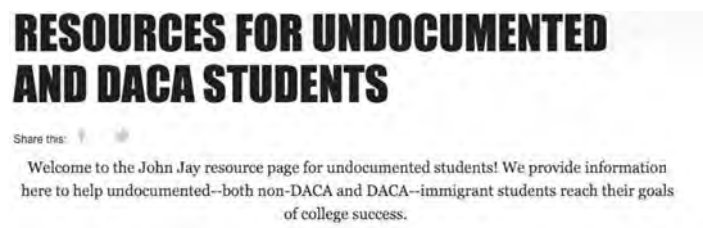
### THE WELLNESS CENTER

The [Wellness and Resources Center](#) 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>



### [ACCESSIBILITY SERVICES](#)



### IN RESPONSE TO COVID

As this Pandemic continues, John Jay College and the Office of Accessibility Services continues to support and provide accommodations to students with disabilities. The Office of Accessibility Services needed to act in response to considerable changes in the wake of the Pandemic. As we have transitioned to distance learning our goal was to remain the same, which is to keep resources to ensure that required accommodations are in place.

The Office of Accessibility Services is available to help facilitate the registration process. While students are at home, students can schedule a Zoom or telephone appointment to speak with OAS specialists.

The Office of Accessibility Services (OAS) functions to assist students in obtaining appropriate accommodations and services. Services provided are designed to encourage independence and self-advocacy, backed by a comprehensive system of support services. OAS is also a New York State Agency-Based Voter Registration Site, where students with disabilities are offered information, voter registration application forms and the opportunity to register to vote.

The mission of the Office of Accessibility Services at John Jay College is to ensure that students with disabilities have equal access to all college programs, services, and activities. It is our objective to see that students with disabilities are provided with an impactful learning experience. The Office of Accessibility Services challenges every individual to be independent, responsible, problem-solvers and self-advocates in charge of their own lives. John Jay College is committed to equal access to education. We want to ensure that all students are afforded the same opportunity to participate in the learning process.

#### **Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990:**

In accordance with Section 504 of the Rehabilitation Act of 1973, “The Civil Rights Act” for the people with disabilities, and the Americans with Disabilities Act of 1990, the College adheres to the law that states in part that: “No otherwise qualified individual ... shall, solely by reason of [the] disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance.” John Jay College offers programs and services to students and employees to ensure that individuals with disabilities are not excluded from academic programs, support services and any other activities sponsored by the College, solely on the basis of disability. Contact The Office of Accessibility Services, 212.237.8031. Staff is available when classes are in session in Room L.66.00

New Building. Contact Nadia Griffith-Allen to discuss any concerns at [ngriffith@jjay.cuny.edu](mailto:ngriffith@jjay.cuny.edu) or go to: <https://www.jjay.cuny.edu/accessibility>

#### [Accessibility Services, continued](#)

- According to section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, an individual with a disability is a person who 1) has a physical or mental impairment that substantially limits one or more life activities; or 2) has a record of such impairment; or 3) is regarded as having such impairment.

- Accommodations/academic adjustments are reasonable modifications to programs, facilities, or curricula that ensure equal access and opportunity for students with disabilities. By definition, accommodations 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](http://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: March 15, 2021

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

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

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

Name: **Aaron Hammes**

Email address(es) [ahammes@gradcenter.cuny.edu](mailto:ahammes@gradcenter.cuny.edu), [ahammes@jjay.cuny.edu](mailto:ahammes@jjay.cuny.edu)

Phone number(s) **847-533-4402**

2. a. **Title of the course: Abolition: From Slavery to Supermax**

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

c. **Level** of this course    \_\_\_100 Level    \_\_\_200 Level      x  300 Level    \_\_\_400 Level

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

To meet the requirements for a 300-level course, students complete weekly readings, three scaffolded formal writing assignments, as well as weekly writing assignments working with primary and secondary sources, in order to develop their textual analysis and research based academic writing skills.

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.)

**The subject matter and course work for SOC 3YY address the goals of the 300 level Justice Core course in the Struggle for Justice and Equality in the U.S. category. Students examine abolition as a significant historical and contemporary justice issue linked directly to the development and current issues related to the criminal justice and law enforcement system of the United States.**

Furthermore, if one of the goals of new course proposals is to include voices generally underrepresented (and which better reflect the student body at John Jay), this one will de facto satisfy it. The vast majority of the reading in the proposed syllabus is penned by people of color, and particularly Black and Brown thinkers, many of whom have been directly impacted by the laws and ideologies sought to be overthrown by abolition. In addition, this course is particularly amenable to a focus on New York City, and an instructor could pitch the entire second half to NYC history and abolitionist thought.

Finally, my confidence in the success of this course is bolstered by my having taught components of it in multiple courses at John Jay. It borrows pieces which would feel at home in Penology, Social Problems, Social Deviance, and Senior Seminar courses. But to be able to unify them under one mantle will offer students a uniquely directed and thorough investigation into a subject that is as relevant in 2021 as it could be at any other interval over the history of the College.

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 addresses the persistence of, and resistance to, slavery in the American criminal legal system from its origins to its continued use as protected by the 13<sup>th</sup> Amendment to the U.S. Constitution. Abolitionist thought regarding lynching, policing, prison and immigration enforcement will be traced from the mid-19<sup>th</sup> century to today. Additional topics for consideration include abolition-feminism, transformative and restorative justice, and anti-death penalty movements 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): **ENG 201 and junior standing**

6. Number of:
- a. Class hours      3
  - b. Lab hours        0
  - c. Credits           3

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

No

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. Contextualize and analyze struggles for justice.
2. Discover, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches.
3. Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline.
4. Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.

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):

Sociology Minor, Electives  
Sociology Major, Part Three, B. Inequality and Social Justice specialization

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

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

**College Option:**

Justice core:	
Justice & the Individual (100-level)	
Struggle for Justice & Equality in U.S. (300-level)	
Justice in Global Perspective (300-level)	<b>x</b>
Learning from the Past	
Communication	

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

Exploration of the evolution and impacts of the abolition movement in the U.S. develops students' capacity to understand the current circumstances, social justice movements, and future directions of the criminal justice system. This course offers students information on the ways in which slavery still underpins elements of prisons and policing. It also affords them the chance to consider more creatively what can be done to reduce harm, specifically harms

targeting Black and Brown members of society. This course will offer structure, engage students in a semester long investigation of a single issue from multiple perspectives and historic viewpoints, and leave room for imaginative analysis alongside application of research writing skills

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

The three primary written assignments are designed to allow students flexibility in combining the course readings in novel and creative ways, but this class is necessarily discussion-intensive. Students come to a 300-level course such as this with a wide range of experience and academic/professional background. Their ability to articulate this history as well as their own intuitions and conclusions is central to the aims of the course. Thus, the grading rubric has been designed to provide a balance between in- and outside-classroom work. Because we are still uncovering history, the course leaves room for a variety of perspectives on both the history and the present state of abolition, as such papers and discussion will be more valuable than standardized examinations. In-class assignments are a mix of analyzing audiovisual material (there have been a series of useful historical and contemporary documentaries released over the past two decades), and small group work in discussing archival material and analyzing arguments both historical and recent.

##### **1. Contextualize and analyze struggles for justice.**

The course traces a history within the US criminal legal system and its institutions. Students will discuss the history of slavery abolition, and link it to the more recent history of police, prisons, and immigration detention. It is a commonplace of contemporary abolitionist logics (represented in this course by the likes of Miriam Kaba, Ruth Wilson Gilmore, and Dylan Rodriguez) that part of the difficulty in advancing a prison abolition agenda is the lack of generational memory. The era of mass incarceration is still relatively new in this country's history, especially considered against the duration of the transatlantic slave trade. Students will discover the resonances between struggles of the 19<sup>th</sup> century with those around police violence and prison conditions today, through a combination of archival research and various contemporary abolitionist theory and praxis, in the form of toolkits and organizing history.

##### **2. Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches.**

The sources through the majority of the course are primary, comprised of documents as wide-ranging as speeches at conventions to specific legislation, prison letters to community-sourced zines. Students will be empowered to compare these to more "academic" materials such as journal articles and book chapters.

##### **3. Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline.**



The secondary scholarship of the course requires close-reading, and students should feel informed and qualified to read it based on the primary sources they will have read first. The Primary Source assignments deal with historical material across a spectrum of genres, including periodicals, speeches, historical monographs, and first-person accounts. Students will learn rhetorical and historical analysis of different genres of primary and secondary materials across centuries of abolitionist history.

**4. Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.**

The courses writing assignments are designed to do precisely this, working from synthetic reasoning in comparing and combining various sources as regard the primary topic of the course. The archival assignments are comparative in the sense that students seek examples of some of the history and theory about which they read. For example, the use of language in the “Anti-Slavery Bugle” is quite distinct from, say, a Sojourner Truth speech from the same era. Furthermore, more contemporary accounts of abolition can sometime lose the finer grain of disagreements and disputes from within anti-slavery or anti-lynching movements. Students will complete short writing assignments which draw out these differences, comparing the actual phrasing of the appeals to abolish carceral systems.

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

No  \_\_\_\_\_

Yes \_\_\_\_\_

If yes, please state the librarian’s name \_\_\_\_\_

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

Gale Reference Sources

NexisUni

PsycInfo

Criminal Justice Abstracts

Sociological Abstracts



Other (list them here) \_\_\_\_\_  
 \_\_\_\_\_

Are there existing library Research Guides to support your class?

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

No  \_\_\_\_\_

Yes \_\_\_\_\_

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

**The Routledge International Handbook of Penal Abolition (ed Michael J Coyle, David Scott); Prisons Make Us Safer and 20 Other Myths about Mass Incarceration (Victoria Law)**

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval:
15. **Faculty - Who** will be assigned to teach this course? **Aaron Hammes, Jayne Mooney**
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?  
 No  
 Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?  
 Not applicable  
 No  
 Yes. If yes, give a short summary of the consultation process and results.
18. Will any course be **withdrawn**, if this course is approved?  
 No  
 Yes. If yes, number and name of course(s) to be withdrawn.
19. Approvals: Robert Garot, Chair, Department of Sociology

## John Jay General Education College Option Course Submission Form

<b>Course Prefix &amp; Number</b>	SOC 3YY
<b>Course Title</b>	Abolition: From Slavery to Supermax
<b>Department or Program</b>	Sociology
<b>Discipline</b>	
<b>Credits</b>	3
<b>Contact Hours</b>	3/wk
<b>Prerequisites</b> (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 201
<b>Co-requisites</b>	
<b>Course Description</b>	This course addresses the persistence of, and resistance to, slavery in the American criminal legal system from its origins to its continued use as protected by the 13 <sup>th</sup> Amendment to the U.S. Constitution. Abolitionist thought regarding lynching, policing, prison and immigration enforcement will be traced from the mid-19 <sup>th</sup> century to today. Additional topics for consideration include abolition-feminism, transformative and restorative justice, and anti-death penalty movements in the U.S.
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

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

current course     revision of current course     a new course being proposed

### John Jay College Option Location

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

<p><b>Justice Core</b></p> <p><input type="checkbox"/> Justice &amp; the Individual (100-level)</p> <p><input type="checkbox"/> Justice &amp; the Individual (200-level transfer seminar)</p> <p><input checked="" type="checkbox"/> Struggle for Justice &amp; Inequality in U.S. (300-level)</p> <p><input type="checkbox"/> Justice in Global Perspective (300-level)</p>	<p><input type="checkbox"/> Learning from the Past</p>	<p><input type="checkbox"/> Communication</p>
--	--	---

### Learning Outcomes

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

I. **Justice Core II: Struggle for Justice and Equality in the U.S. (300 Level)** - Please explain how your course meets these learning outcomes

Students will:	
<p>The course traces a history within the U.S. criminal legal system and its institutions. Students will discuss the history of slavery abolition, and link it to the more recent history of police, prisons, and immigration detention. For example, Week 6's readings focus on early protests against racist policing under Jim Crow, particularly focusing on "informal" practice not necessarily codified in law or procedure. The archival assignment is to work through episodes of the "Behind the Police" podcast, which traces policing in the historical context of slave-catching and overlap with the activities of the KKK. Students will read firsthand accounts of protesting both in the streets and in houses of government, and analyze them against historical research which can trace a century-plus of struggle with the benefit of hindsight and digital research.</p>	<ul style="list-style-type: none"> <li>Contextualize and analyze struggles for justice</li> </ul>
<p>The sources through the majority of the course are primary, comprised of documents as wide-ranging as speeches at conventions to specific legislation, prison letters to community-sourced zines. Students will be empowered to compare these to more "academic" materials such as journal articles and book chapters in their primary source assignments. The secondary scholarship of the course requires close-reading, and students should feel informed and qualified to read it based on the primary sources they will have read first.</p>	<ul style="list-style-type: none"> <li>Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches</li> </ul>
<p>The course has an emphasis on working with archival material, and in so doing includes instruction on contextualizing written, spoken, and audiovisual material. The breadth of the subject matter across a lengthy historical period (really, the entire history of the country!) requires not just multi-generic analysis, but an understanding of the terms and methods that have evolved over decades and centuries. Reading a source such as Garrison's "Liberator" in the context of Black Lives Matter and other community-centered resistance movements allows students to "cross-pollinate" uses of language and evidence and rhetoric across decades of similar-yet-distinct anti-carceral liberation organizing.</p>	<ul style="list-style-type: none"> <li>Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline</li> </ul>
<p>The courses writing assignments are designed to do precisely this, working from synthetic reasoning in comparing and combining various sources as regard the primary topic of the course.</p>	<ul style="list-style-type: none"> <li>Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form</li> </ul>

**John Jay College of Criminal Justice**  
**524 W. 59<sup>th</sup> Street**  
**New York, NY 10019**

**SOC 3YY: Abolition: From Slavery to Supermax**

Aaron Hammes

Office Location:

Office phone:

Email: [ahammes@jjay.cuny.edu](mailto:ahammes@jjay.cuny.edu)

**Jay John Catalog course description:**

This course addresses the persistence of, and resistance to, slavery in the American criminal legal system from its origins to its continued use as protected by the 13<sup>th</sup> Amendment to the U.S. Constitution. Abolitionist thought regarding lynching, policing, prison and immigration enforcement will be traced from the mid-19<sup>th</sup> century to today. Additional topics for consideration include abolition-feminism, transformative and restorative justice, and anti-death penalty movements in the U.S.

**Learning Objectives: Students will:**

(College Option, 300 Level Justice Core, Struggles for Justice and Equality in the U.S.)

1. Contextualize and analyze struggles for justice.
2. Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches.
3. Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline.
4. Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.

**Required Texts**

***All readings will be available on Blackboard and are linked in the course calendar below.***

**Grading and expectations:**

- Class attendance and participation in class discussion and completion of in-class assignments (20%): in-class assignments will include regular analysis of audiovisual material (essentially, response papers derived from recent documentary and news programming), as well as small group discussion and presentation of arguments derived from in-class readings.
- Primary Source assignments (25%): Working through online materials to generate summaries of source documents, and compare with the readings from the week. The goal of these short assignments is to relate primary documents without context to critical pieces from the syllabus. The sources will be

introduced and reviewed in class to articulate the goals of the assignment. Throughout the semester, students will complete 6 of the 8 investigations of primary source material listed in the syllabus. These writings include selecting two source documents, summarizing them briefly, and close reading one passage from each, comparing these readings to the contemporary reading for the week. These should be 2-3 pages long, and focus on the use of language in the primary source, as well as the applicability to more contemporary readings.

- Three short papers due in Week 5 (15%), Week 10 (15%) and finals week (25%):
  - o First short paper: (750 words) *Put two of our slavery abolitionist sources in conversation, analyzing style and tactics: how do they make their case? To whom are they writing? Where do they agree (beyond the cessation of chattel slavery)? Where do they differ? This writing assignment must be 750 words, typed, double-spaced, and include references to both readings. This paper is due at the beginning of Week 5.*
  - o Second short paper: (1000 words) *In this paper you'll consider the various forms of abolition which attempt to take up the mantle of slavery abolition in the US. How does discussing lynching, policing, or racially-biased laws resemble the arguments against slavery? Focus on one of these other abolitions, and make at least one clear positive comparison with, and one clear distinction from slavery abolition. This paper is due at the beginning of week 10. This paper, as well as the third paper, can be researched strictly from in-course readings, but students are welcome to use outside reading and research as well. These outside sources can be journalistic, academic, or popular, but should be cleared through the instructor first.*
- Third short paper: (2000 words) *This is your chance to make your big pitch: What is the most compelling case for prison or police abolition? This paper requires three elements: a contemporary myth regarding abolition, one or more specific case(s) for abolition that dismiss this myth, and a real-world instance in which abolition would reduce harm or better accomplish a purported goal of the criminal legal system. This paper is due at the end of finals week*

### **College wide policies for undergraduate courses**

#### **Academic integrity**

**Incomplete grade policy:** Incompletes may be granted on a case by case basis to students in good academic standing in the course. A contract will be negotiated between the student and professor for completion of the course requirements.

#### **Important Information**

##### **Attendance Policy and Class Participation:**

Student participation is required. Students are expected to arrive to class prepared to work. Students who routinely miss classes or arrive late tend to miss important information and end up not being able to follow the topics, or understand all the assignments. They also will miss many of the quizzes, small group activities, and class discussions that enhance the course. As a result they do poorly when we have discussions and they score poorly on assignments. Be punctual and attend all classes.

Students will be asked to reflect on readings by answering discussion questions in writing and orally discussing their answers at the beginning of most classes. Please note that 45% of your final grade is based on in-class activities. Regular attendance and participation in classroom discussions will impact positively on your final grade. Frequent absences, arriving late for classes, failing to do the assigned readings, doing poorly on assignments, and not participating in classroom discussions **will result in a low grade or failure.**

### **Classroom behavior:**

Student participation is required. Students should be respectful of their classmates and instructors by talking when called upon, not disrupting another classmate, or the instructor, speaking to the topic, addressing issues and scholarship rather than people or personalities, and referring to class readings and other scholarship to support their statements (not just your own opinion). The professor encourages students to think critically and use scholarly analysis in their oral and written assignments. Students should come to class prepared, having read the readings and completed assignments on time. Some reading assignments will be divided among the class, to be discussed orally. Students should take responsibility for their part of the assignment and for contributing their part to small group work and team projects.

**Please no use of cell phones or texting during class, use laptops only in relation to the course; and all cell phones and lap tops must be turned off during examinations.**

### **Grading:**

#### **Total Point Conversion to Final Grade:**

A	93.0-100.0 points	A-	90.0- 92.9
B+	87.1- 89.9	B	83.0- 87.0
B-	80.0- 82.9	C+	77.1- 79.9
C	73.0- 77.0	C-	70.0- 72.9
D+	67.1- 69.9	D	63.0- 67.0
D-	60.0- 62.9	F	Below 60 points

#### **Statement of the College Policy on Plagiarism**

*Plagiarism* (as defined by the John Jay College Undergraduate Bulletin) 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.

**Americans with Disabilities Act (ADA) policies:** students registered with the Office of Accessibility Services will be provided reasonable academic accommodations once the instructor receives written verification of a student's eligibility. OAS is located at 66.01L (212) 237-8144.

**Wellness Center and Counseling Services:**

The Center is a fully accredited site in good standing with the standards of the International Association of Counseling Services. All of the services are FREE of charge and are available on a walk-in or appointment basis. The services the Wellness Center provides include: personal counseling, adjustment to college, career and personal development, choosing a major, study habits, test anxiety, low self-esteem, family and relationship concerns, depression and grief. Our staff of trained professionals is diverse in ethnicity, race, sexual orientation, religion/spirituality, age and gender. We also have Spanish-speaking staff. You may request a particular counselor, and if scheduling permits, we will try to accommodate you. The Wellness Center is **located** at: New Building L.68.00 , by email at [counseling@jjay.cuny.edu](mailto:counseling@jjay.cuny.edu) or phone at (212) 237-8111.

**Immigration Services Center and Legal Resources:**

If you have immigration related questions, there are resources available at John Jay, CUNY, and from many nonprofit organizations that provide free or low cost, high-quality and confidential immigration law services.\* Below is a list of some resources that are available to assist you. CUNY Citizenship Now

John Jay College Wellness Center Legal Aid  
Legal Aid Society

An estimated 15-18% of DACA-mented individuals qualify for another sort of legal relief or way to remain in the country legally. Non-DACA individuals including both students and their family members also have options of which they may not be aware.

**Immigration Screenings at John Jay**

Dr. Martinez (Dept of Latin American and Latina/o Studies) arranges immigration screenings on and off campus for students and families periodically. Please contact her at [imartinez@jjay.cuny.edu](mailto:imartinez@jjay.cuny.edu) if you're interested.

**E4FC DREAMer Intake Service**

When you're ready, you can take E4FC's free, confidential, online screening tool. You can expect the results (legal memo) of the screening in 2–4 weeks. Once you receive your legal memo, you can take it to a local community legal service provider or immigration attorney to explore potential immigration options. Note that the wait for online screening results is longer than an in-person screening.

**Preferred Pronouns Policy**

John Jay College and the SEI program are committed to fostering an environment of inclusiveness and supporting students' preferred form of self-identification. With this in mind, this policy provides definitions for and uses of names and pronouns recorded for students.

**CLASS SCHEDULE**

**Week 1:** Abolition Today: the War on Drugs and Constitutionally-Protected Slavery

**Discussion:**

**What is/are the goal(s) of prison?**

Approved by UCASC, 12/17/21, to College Council, 2/24/22

## Are prisons succeeding at the goals?

### How can we tell/Why or why not?

#### Reading:

*Are Prisons Obsolete?* (Angela Y Davis), Chapter 1: “Prison Reform or Prison Abolition?”

“Toward the Horizon of Abolition” (Mariame Kaba and John Duda)

<https://thenextsystem.org/learn/stories/towards-horizon-abolition-conversation-mariame-kaba>

“Is Prison Necessary? Ruth Wilson Gilmore Might Change Your Mind” (Rachel Kushner)

<https://www.nytimes.com/2019/04/17/magazine/prison-abolition-ruth-wilson-gilmore.html>

The New Jim Crow (Michelle Alexander), Chapter 1: “The Rebirth of Caste”

## **Week 2:** Slave Narratives and Early Abolitionist Accounts

#### Reading

Twelve Years a Slave (Solomon Northrup), Chapter 4

<https://www.gutenberg.org/files/45631/45631-h/45631-h.htm>

*The Interesting Narrative of the Life of Olaudah Equiano; or, Gustavus Vassa, the African, Written by Himself* (Olaudah Equiano), Chapters XI and XII

<https://www.gutenberg.org/files/15399/15399-h/15399-h.htm>

Narrative of William W Brown (William Wells Brown), Chapters VIII-XV

<http://www.gutenberg.org/files/15132/15132-h/15132-h.htm>

Appeal...to the Coloured Citizens of the World (David Walker), Article I: “Our Wretchedness in Consequence of Slavery”

<https://docsouth.unc.edu/nc/walker/walker.html>

Primary Source Assignment:

William Lloyd Garrison’s “The Liberator”

<https://transcription.si.edu/project/11766>

## **Week 3:** Major Figures in Slavery Abolition: Douglass and Brown

#### Reading:

Narrative of the Life of Frederick Douglass an American Slave, preface (William Lloyd Garrison); Letter from Wendell Phillips; Chapter XI

[https://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass\\_Narrative.pdf](https://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass_Narrative.pdf)

“Address to the Court” (John Brown)

<http://www.pbs.org/wgbh/aia/part4/4h2943t.html>

*John Brown* (WEB Du Bois), Chapter V: “Visions of the Damned”; Chapter XIII “The Legacy of John Brown”

Approved by UCASC, 12/17/21, to College Council, 2/24/22



[http://www.gutenberg.org/files/62799/62799-h/62799-h.htm#Page\\_365](http://www.gutenberg.org/files/62799/62799-h/62799-h.htm#Page_365)

Primary Source Assignment:

Anti-Slavery Bugle

<https://chroniclingamerica.loc.gov/lccn/sn83035487/>

**Week 4:** Women in Slavery Abolition

Reading:

“Ain’t I A Woman?” (Sojourner Truth)

<https://www.thesojournertruthproject.com/>

“Harriet Tubman, Called Moses of Her People” (Carol C Marks)

[https://radicalblackwomen.files.wordpress.com/2015/10/skm\\_c454e15102017460.pdf](https://radicalblackwomen.files.wordpress.com/2015/10/skm_c454e15102017460.pdf)

“Incidents in the Life of a Slave Girl” (Harriet Jacobs), Chapters XXV-XLI

<https://docsouth.unc.edu/fpn/jacobs/jacobs.html#jac264>

“An Appeal to the Christian Women of the South” (Angelina Grimké)

<http://utc.iath.virginia.edu/abolitn/abesaegat.html>

**Week 5:** Ida B Wells and Anti-Lynching

\*\*First short paper due by class time!\*\*

Reading:

“Lynching, Our National Crime” (Ida B Wells)

<https://www.blackpast.org/african-american-history/1909-ida-b-wells-awful-slaughter/>

“Southern Horrors: Lynch Law in All Its Phases (Ida B Wells-Barnett)

<https://www.gutenberg.org/files/14975/14975-h/14975-h.htm>

Mary Talbert letter to Mary White Orvington

[http://www.digitalhistory.uh.edu/active\\_learning/explorations/lynching/talbert.cfm](http://www.digitalhistory.uh.edu/active_learning/explorations/lynching/talbert.cfm)

Dyer Anti-Lynching Bill

<https://www.naacp.org/naacp-history-dyer-anti-lynching-bill/>

Primary Source Assignment:

Anti-Lynching Legislation in the 1920s

[https://www.digitalhistory.uh.edu/active\\_learning/explorations/lynching/legislation\\_20s.cfm](https://www.digitalhistory.uh.edu/active_learning/explorations/lynching/legislation_20s.cfm)

**Week 6:** Early Protest of Racist Policing

Reading:

*The Negro in Chicago* (Chicago Commission on Race Relations), Chapter XI: “Summary of the Report and Recommendations of the Commission”

<https://Primary Source.org/details/negroinchicagost00chic>

*The Complete Report of Mayor LaGuardia’s Commission on the Harlem Riot of March 19, 1935*, Chapter 8: Crime and the Police”

<https://harlemeducationhistory.library.columbia.edu/collection/files/original/7603a7fb07913fa1f874f6e9a6dcd55a.pdf>

“Report of the National Advisory Committee on Civil Disorders” (Frank Kerner)

<http://www.eisenhowerfoundation.org/docs/kerner.pdf>

“We Challenged Jim Crow!” (George Houser and Bayard Rustin)

<http://libcdm1.uncg.edu/cdm/ref/collection/CivilRights/id/3675>

“A Report on Twenty-Two Days on the Chain Gang at Roxboro, North Carolina” (Bayard Rustin)

<https://dev.documents.law.yale.edu/sites/default/files/official-report-chain-gang.pdf>

Primary Source assignment:

Behind the Police

<https://www.iheart.com/podcast/1119-behind-the-police-63877803/>

**Week 7:** Abolition and Civil RightsReading:

Selections from *Soledad Brother* (George Jackson)

*If They Come in the Morning...*(ed Angela Davis); “Political Prisoners, Prisons, and Black Liberation” (Angela Davis); “Prison, Where Is Thy Victory?” (Huey Newtown); “On Prison Reform” (John Clutchette); “The Political Campaign” (Fania Davis Jordan, et al)

“The Nation of Islam Against the Carceral State” (Garrett Felber) (podcast)

<https://millennialsarekillingcapitalism.libsyn.com/episode-45-the-nation-of-islam-against-the-carceral-state-in-garrett-felbers-those-who-know-dont-say>

Primary Source Assignment:

Prison Radio

<https://www.prisonradio.org/about>

**Week 8:** Police AbolitionReading:

Derecka Purnell, “[How I Became a Police Abolitionist](#),”

Alex Vitale, “[The Police Are Not Here to Protect You](#),”

Approved by UCASC, 12/17/21, to College Council, 2/24/22

Maya Dukmasova, "[Abolish the Police? Organizers Say It's Less Crazy Than It Sounds](#),"

Mariame Kaba, "[Police Reforms You Should Always Oppose](#),"

"Disband, Disempower, and Disarm: Amplifying the theory and practice of police abolition"

Meghan G. McDowell and Luis A Fernandez

[https://drive.google.com/file/d/1VHfF-1Kcb7T1qd\\_fQXsrX8i3lpiR6gIO/view](https://drive.google.com/file/d/1VHfF-1Kcb7T1qd_fQXsrX8i3lpiR6gIO/view)

**Week 9:** 1970s: the Roots of Contemporary Abolition Movements, Riots

### Reading:

"Politics of Abolition" (Thomas Mathiesen) (1974)

"Instead of Prisons" (Fay Honey Knopp) (1976)

"Organizing the Prisons in the 60s and 70s" (various)

<https://www.processhistory.org/prisoners-rights-1/>

<https://www.processhistory.org/prisoners-rights-2/>

Folsom Prisoners' Manifesto of Demands

<https://rebelPrimarySources.humspace.ucla.edu/exhibits/show/rebel-PrimarySources/item/6#c=&m=&s=&cv=&xywh=-392%2C0%2C2982%2C1633>

Letters from Attica (Samuel Mellville)

Orisanmi Burton, "[Organized Disorder: The New York City Jail Rebellion of 1970](#)," 2018.

Primary Source Assignment:

Zine libraries

<https://abolitioniststudy.wordpress.com/leap-zine-lib/>

<https://issuu.com/projectnia>

**Week 10:** Cases for Abolition I: COVID/public health, school-to-prison/juvenile detention, and sexual violence/prison rape

### Readings

*Beyond Prisons*, [Covid-19 Demands](#), 2020.

*Critical Resistance*, "[Abolitionist Steps to Combat COVID-19 Behind Bars](#)," 2020.

Dara Lind, Liz Scheltens, and Gina Barton, "[The School-to-Prison Pipeline, Explained](#)," 2016. (video)

"The Black Girl Pushout" interview with Monique Morris

<https://www.theatlantic.com/education/PrimarySource/2016/03/the-criminalization-of-black-girls-in-schools/473718/>

Miriam Perez-Putnam, "[Surviving Rape as a Prison Abolitionist](#)," 2020.

Leigh Goodmark, "[How Representing Victims of Domestic Violence Turned Me Into a Prison Abolitionist](#)," 2020.

Stefanie Mundhenk Harrelson, "[I Was Sexually Assaulted. And I Believe Incarcerating Rapists Doesn't Help Victims Like Me](#)," 2019.

Emily Thuma, "[Lessons in Self-Defense: Gender Violence, Racial Criminalization, and Anticarceral Feminism](#)," *Women's Studies Quarterly* 43, 3-4 (2015): 52–71.

Primary Source Assignment:

Beyond Prisons

<https://www.beyond-prisons.com/>

**Week 11:** Cases for Abolition II: Failure of reform, Prison Labor/for-profit prison, Harm reduction/safety v security

Reading:

"Mass Incarceration: the Whole Pie 2020" (Prison Policy Initiative)

<https://www.prisonpolicy.org/reports/pie2020.html>

Dylan Rodriguez, "[Reform Isn't Liberation, It's Counterinsurgency](#)," 2020.

Naomi Murakawa, "[Police Reform Works—For the Police](#)," 2020.

*Survived and Punished*, "[Preserving Punishment Power: A Grassroots Abolitionist Assessment of New York Reforms](#)," 2020.

Ruth Wilson Gilmore and James Kilgore, "[Some Reflections on Prison Labor](#)," 2019.

Kay Whitlock, "[Prison Reform Misdirection: 5 Caveats About Private Prisons and Mass Incarceration](#)," 2016.

Darren Klimek, "[Abolishing Private Prisons Is a Start, But It Will Not End Mass Incarceration](#)," 2020.

**Week 12:** Cases for Abolition III: Transformative and Restorative Justice

Mariame Kaba, "[Transformative Justice](#)," 2012.

Ruth Morris, "[Why Transformative Justice?](#)", 1999.

Sujatha Baliga, "[What is Restorative Justice? A Different Path for Confronting Sexual Assault](#)," 2018.

Mia Mingus, "[Transformative Justice: A Brief Description](#)," 2019.

Mia Mingus, "[Pods and Pod Mapping Worksheet](#)," 2016.

*Anti-Oppression Resource and Training Alliance*, "[Punitive, Restorative, and Transformative Justice: The Basics](#)," 2013.

**Week 13:** Abolishing Borders and ICE

\*\*Second short paper due by classtime!\*\*

Kelly Lytle Hernández, "[Amnesty or Abolition? Felons, Illegals, and the Case for a New Abolition Movement](#),"

Mike Ludwig, "[Grassroots Activists: "Abolish ICE" Means Disband, Not Reform the Agency,](#)" 2018.

Rania Unzueta, Maru Mora Willalpnado, and Angélica Cházaro, "[We Fell in Love in a Hopeless Place: A Grassroots History from #Not1More to Abolish ICE,](#)" *Medium*, June 29, 2018.

César Cuauhtémoc García Hernández, "[Abolish Immigration Prisons,](#)"

Primary Source Assignment:

Crimmigration

<http://crimmigration.com/>

**Week 14:** Queer and Trans Abolitionist Thought

Reading:

*Transformative Justice Law Project of Illinois*, "[Quick Guide to the Criminalization of Transgender and Gender Non-Conforming People.](#)"

Dean Spade, "[The Queer and Trans Fight For Liberation — and Abolition,](#)" 2020.

*Captive Genders: Trans Embodiment and Prison Industrial Complex* (Eric Stanley and Nat Smith):  
<https://drive.google.com/file/d/1yi7cgh2R9cdXH8EcFVtN9DpsOAKQRF-8/view>  
(Introduction and Chapter 1)

"What Abolitionists Do" (Dan Berger, Mariame Kaba, and David Stein)

<https://www.jacobinmag.com/2017/08/prison-abolition-reform-mass-incarceration>

Week 15: Final Exam period \*\*Final Paper due by \_\_\_\_ via email!\*\*

## 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)	<b>SOC 213</b>	
Course Title	<b>Sociology of Race and Ethnic Relations</b>	
Department(s)	Sociology	
Discipline	Sociology	
Credits	3	
Contact Hours	3	
Pre-requisites (if none, enter N/A)	ENG 101 and one of the following: SOC 101, PSY 101 or ANT 101	
Co-requisites (if none, enter N/A)	None	
Catalogue Description	This course provides a critical analysis of the social and symbolic construction of race and ethnic relations in the US. By examining the fluidity of ideas in shaping institutional policies and practices in forming those relations, the varied and similar experiences of racial and ethnic groups will be examined to explain the past as well as the persistence of inequality and injustice in society. Throughout the course students will examine both historical and contemporary issues in analyzing how race and ethnic relations have evolved, been sustained, challenged, and changed over time, with a focus on the role of such things as culture, law, public policy, and protest.	
Special Features (e.g., linked courses)	n/a	
Sample Syllabus	See Attached	
Indicate the status of this course being nominated:		
<input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> 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.)		
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input checked="" type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Learning Outcomes	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
<p><b>II. Flexible Core (18 credits)</b> 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.</p>	
<p><b>B. U.S. Experience in its Diversity</b> A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p>SOC 213 incorporates sources and theories from a variety of perspectives on race and ethnicity such as sociology, critical race theory, immigration studies, culture, and identity. Students will “gather, interpret, and assess information from a variety of sources and points of view” via Readings, Audio/Visual Productions, and Assignments:</p> <p>Readings (as ways of interpreting and assessing points of view/arguments in the form of how race/ethnicity is defined and how race/ethnicity is lived):</p> <p>Week 1 introduces the idea of a Black-White binary in the study of race/ethnicity (Hacker, 2003) and the idea of historical erasure for Black history in the U.S. (Johnson, 2017).</p> <p>Week 3 and 4 introduces the idea of how race/ethnicity is the result of expression, identity, and policy, and is a social construct (Rodriguez, 2000; Arboleda, 2001; Tatum, 2001; West, 2001; Steele, 1990).</p> <p>Week 4 and 5 exposes students to race/ethnicity as something that is learned and contested (Conley, 2001).</p> <p>Week 6 argues how race/ethnicity is policed (Staples, 1991).</p> <p>Weeks 7, 8, and 9 show how historical processes, housing policies, laws, and economic systems affect race/ethnicity (Omi and Winant, 1994; Brodtkin, 2001; Conley, 2001; Snipp, 2012; Brown, 1995).</p>	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>

Week 10 exposes students to multiracial identities and “model minorities” (Ojito, 2001; Pryce, 2001; Noda, 1991).

Week 11 exposes students to politics, political campaigning, and the complexities of social mobility as relates to race/ethnicity (Obama, 2012; Egan, 2001; Rodriguez, 1991; Takaki, 1998).

Readings (as ways of interpreting and assessing points of view via personal narratives):

The following readings contain personal narratives/information from authors who also embody the identity that they study/write about: (Arboleda, 2001; Tatum, 2001; West, 2001; Steele, 1990; Beck, 1995; Conley, 2001; Lai, 1995; Staples, 1991; Brodtkin, 2001; Pryce, 2001; Noda, 1991; Rodriguez, 1991).

Readings also highlight feminist perspectives: The following readings utilize feminist perspectives to explore race/ethnicity: Beck, 1995; Lai, 1995; Crenshaw, 1992; Pryce, 2001.

Audio/Visual Productions (as ways of interpreting and assessing points of view about race/ethnicity as part of a research agenda, scientific inquiry, policy, and identity): Documentaries are used to: Debunk the belief of race as part of one’s DNA/biology (*The Difference Between Us*, 2003); Show differing points of view regarding race and policy (i.e., Affirmative Action debates – C-SPAN) (*Affirmative Action Debate*, 1998; *Conversation with Cornel West*, 2004; *In Depth with Shelby Steele*, 2006); Show opposing testimonies regarding sexual misconduct and race (i.e., the confirmation hearings for Supreme Court Justice Clarence Thomas – C-SPAN) (*Anita Hill’s Opening Statement*, 1991; *Clarence Thomas’ Opening Statement*, 1991); Understand how housing policies have been used to discriminate on the basis of race (*The House We Live In*, 2003); Review the basics of sociological research (*Sociological Inquiry*, 2002); Understand how cultural artifacts can cause harm on the basis of race/ethnicity (*In Whose Honor*, 1997); Identify how poverty, race/ethnicity, and success can come together in significant ways for one family in Brooklyn, NY (*Nuyorican Dream*, 2000).

Assignments as ways of gathering, interpreting, and assessing information from a variety of sources and



<p>points of view: The following are some assignments that require students to gather, interpret, and assess information from a variety of sources and points of view:</p> <p>In-Class Informal Writings/Journals: These short (10-minute) exercises ask students to identify a concept from that week’s readings and apply it to their lives. Some examples include: how does Affirmative Action as a concept appear in your life?; how does anti-Blackness or erasure appear in your daily life?; how do you identify who is a racist?; how can your racial/ethnic identity be used as a source of agency?; as you achieve success in life, how does this affect your identity as a racialized person?</p> <p>Formal Reaction Papers as ways of gathering, interpreting, and assessing information from a variety of sources and points of view: One Reaction Paper asks students to take a stance on Affirmative Action and to support their argument with one example from the readings and one example from their own lives.</p> <p>The Proposal, the Draft, the Presentation, and the Final Research/Summary Report as ways of gathering, interpreting, and assessing discipline-specific research and information. Each of these assignments is scaffolded and asks students to gather, summarize, and interpret academic, peer-reviewed journal articles related to the sociological study of race/ethnicity.</p> <p>The Film Review as a way to interpret and assess a cinematic cultural artifact. This exercise asks students to critically assess a documentary by applying a sociological concept and by suggesting ways to gather more data.</p>	
<p>Soc 213 utilizes both a presentation assignment and a Research Summary assignment. Students “evaluate evidence and arguments critically and analytically” via the following:</p> <p>Reaction Paper Assignment: Typically, Reaction Papers ask students to take a stand on a controversial issue or an issue from the readings where different authors have expressed opposing opinions. Once such example is the Affirmative Action-related Reaction Paper. Here, students are asked to take a stance either in support of or</p>	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>

<p>against Affirmative Action as a policy and/or concept. They must use an example from one of the readings (West, 2001; or Steele, 1990) and then come up with an example from their own life experience. This Reaction Paper builds upon several in-class exercises where students are asked to apply a concept to their own lives.</p> <p>Film Review Assignment: Students are asked to analyze a documentary as a cultural artifact that highlights a director’s point of view and uses exaggeration to explore an issue. Here, students are also asked to use an author from the course readings and show how the author adds to, or goes against, the issue explored in the documentary. Finally, students are also asked to add to the documentary by identifying areas of “future inquiry” using some key sociological perspectives (namely, functionalism, feminism, conflict theory, or interactionism). This Film Review builds upon several in-class exercises where students are asked to identify how a sociological perspective can be applied to various social issues.</p> <p>The Proposal, The Draft, The Presentation, and The Research/Summary Report: For each of these assignments, students are asked to critically evaluate evidence from academic, peer-reviewed journal articles. They do this by summarizing the main findings of each source and then comparing this to what other authors from the course have stated. In addition, students are asked to extend these arguments by suggesting steps for future research. These assignments build upon each other. The Proposal is completed before the middle of the semester; and the Draft is completed before the Presentation and Research/Summary Report. This scaffolding technique gives students an opportunity to build upon an issue (or explore one topic of their choice) throughout the semester. One goal here is to show how analysis and critique changes/develops over time.</p>	
<p>SOC 213 uses both the presentation assignment and the Research Summary assignment</p> <p>Students produce “well-reasoned written or oral arguments using evidence to support conclusions.” This can be seen most clearly with two assignments: The Presentation and The Research Summary Report.</p>	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

<p>Beginning with the Proposal Assignment (and going through the subsequent Draft, Presentation, and Research Summary Report), students are asked to produce arguments using their own lives, and materials from readings and academic peer-reviewed journal articles. [see above for specifics].</p> <p>The written components of these are within the Proposal, Draft, and Research/Summary Report [see above]. The oral components of these are within the Presentation assignment, which asks students to produce a 12-minute presentation that can be delivered in front of the class live or in front of the class via a recording of themselves. Within this presentation, students are asked to summarize materials from external sources and to explain their definition of race and of ethnicity.</p>	
<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>One major theme from U.S. history that is explored is Affirmative Action policy and how it informs institutional racism and identity formation. Via formal and informal writing exercises, students are asked to explain (U.S. Black) conservative as well as (U.S. Black) liberal writings on this subject. Throughout the course, students are asked to apply key sociological perspectives to their own lives (via informal and formal writing assignments mentioned above) and to various social issues (i.e., Affirmative Action, Cultural Representation, Racial Appropriation, Assimilation, Social Mobility).</p> <p>Some sociological concepts explored in the course include, but are not limited to, the following: Functionalism (via the use of a racial binary); Social Constructionism (via shifting definitions of racial categories in the U.S. Census); Feminism (via the use of racial/ethnic narrative in legal processes and in everyday life that highlights White patriarchal formations); and Symbolic Interactionism (via the use of symbols to represent races/ethnicities).</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
<p>Via readings (see above), the course begins with an introduction to the racial binary (Black and White) in the U.S. and its ties to slavery, policy, and science. Later, immigration, intermarriage, and sex are</p>	<ul style="list-style-type: none"> <li>• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>

<p>explored as ways in which the binary is challenged and how race and ethnicity – as concepts and identities – are fluid, contested, affirmed and integral to how policymakers define them in the U.S. In addition, building upon the social construction of identity via policy (i.e., laws and the ways that the U.S. government constructs racial categories), students are exposed to how Indigenous groups in the U.S. are systematically excluded from many social and political activities today.</p> <p>Then, via informal and formal writing exercises, students are asked to develop their own definitions of race and ethnicity, which ultimately include evaluations of the binary and of the social construction of race and ethnicity. Another writing exercise and documentary (week 9) asks students to evaluate how the experiences of an Indigenous activist can be used to understand how race/ethnicity as an identity can be expressed visually. This ultimately leads to a revisiting of issues explored previously in class: social constructionism, cultural and racial appropriation, personal narrative as part of activism and identity.</p>	
	<ul style="list-style-type: none"> <li>• Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
<p>Institutional racism – as a pattern of life in the U.S. – is a central theme explored in the course. Exploring “institutional” as actual physical settings (within companies, colleges, and universities, etc.) and then as a set of social relations (within the family, within everyday interactions via assumptions, etc.) ties the readings for this course. Intersectionality as a method and a lived experience is also central to the course; this is how students are exposed to discussions and analyses of the intersection of such things as race and power, sex, class, misogyny, homophobia, language ability, and cultural production. Institutional racism and intersectionality are discussed via readings and students are expected to analyze these via formal and informal writing exercises.</p> <p>In terms of readings, some of the following themes are explored: how institutional racism exists (Hacker, 2003; West, 2001); how the U.S.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

government defines and redefines “race” and “ethnicity” (Rodriguez, 2000); how social movements develop definitions of “minority” and how this influences racial/ethnic identity (Berbrier, 2004); how everyday people and academics identify who is a “racist” (Hacker, 2003; Tatum, 2001); how one’s ethnicity defines “race” (Arboleda, 2001; Rodriguez, 2000); how race and gender or sex intersect (Beck, 1995; Conley, 2001; Lai, 1995; Crenshaw, 1992; Staples, 1991; Pryce, 2001; Rodriguez, 1991); how race and class intersect (Conley, 2001a; Lai, 1995; Brodtkin, 2001; Conley, 2001b; Rodriguez, 1991); and how race and language ability intersect (Rodriguez, 1991).

As this is a course on race and ethnic relations, every written assignment centers race and/or ethnicity. From the very beginning of the course, when students are asked to label and describe their own racial and ethnic identity on Day 1, to the very end of the course, when students are asked to produce a 6-page Research/Summary Report that explores a topic of interest to them and to a specific racial/ethnic group, students are expected to develop a way to think and write about race and ethnicity that is informed by key sociological concepts that link race/ethnicity to every social institution and to every social interaction.

## SOC 213 SOCIOLOGY OF RACE & ETHNIC RELATIONS

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

### Course Description

This course provides a critical analysis of the social and symbolic construction of race and ethnic relations in the US. By examining the fluidity of ideas in shaping institutional policies and practices in forming those relations, the varied and similar experiences of racial and ethnic groups will be examined to explain the past as well as the persistence of inequality and injustice in society. Throughout the course students will examine both historical and contemporary issues in analyzing how race and ethnic relations have evolved, been sustained, challenged, and changed over time, with a focus on the role of such things as culture, law, public policy, and protest.

### Learning Objectives

By the end of the semester, it is expected that students will have an applied understanding of sociological inquiry as it relates to the broad field of race and ethnicity in the U.S. One of the most important goals of this course is to help you develop a critical capacity to look beyond what may seem to be obvious relationships, and to examine the ways in which these are constructed. This process will expose you to the tools of sociological inquiry – from drafting brief responses to contemporary issues, to critically assessing cinematic, documentary, or artistic productions and presenting your own ideas to your peers and others interested in the study of race and ethnicity. In sum, students will be able to digest, assess, and create sociological inquiries concerning the area of race and ethnicity in the contemporary U.S., while focusing on what it means to be a racialized person.

By the end of the semester, students will have:

- An applied understanding of key definitions of race and ethnicity from a variety of perspectives
- An understanding of select sociological research methodologies related to the study of race and ethnicity
- The ability to evaluate how indigenous populations, slavery, and migration have shaped the development of the United States.
- An understanding of how race and ethnicity intersect with other forms of social differentiation in the U.S.
- A more developed sense of presenting course material to an audience of peers; and
- A thorough exposure to developing a research paper

### Assessment

*Readings.* All reading assignments are to be done prior to the class time. We will be doing in-class readings and analyses.  
*Note: This is a discussion-led course which requires ACTIVE participation. Therefore, it is important for you to attend every time we meet.*

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

*Formal (Writing) Assignments.* There will be assignments that require work conducted outside of the classroom. It is expected that you submit these course assignments on time and during class time. *Lateness in submitting any assignment will result in a decrease in the grade for that assignment.* Three points will be subtracted for every subsequent class meeting until you submit your assignment. These course assignments are designed to be an extended reflection of, and reaction to, our class discussions. Formal writings will vary in length from 1 to 3 pages (Times New Roman, 12-point font, 1-inch margins, double-spaced). Further instructions provided in class.

*Exam I.* This is a take-home essay exam with questions related to the lectures and readings covered from the beginning of the semester.

*In-Class Presentation.* Everyone must prepare and deliver a 12- to 15-minute multi-media presentation using PowerPoint. Further instructions will be discussed and distributed during class time.

*Research Summary Paper.* You will be required to submit a 6-page research summary report. The topic will require you to discuss course concept(s) and/or theories within a research paper/proposal format. Some topic areas include, but are not limited to, the following: Family; Government; Education; Religion; Media; and Health.

### Grading

<b>Task</b>	<b><u>Percent of Course Grade</u></b>
In-Class Writings/Informal Reactions	10%
Formal (Writing) Assignments	25%
Exam I	20%
In-Class Presentation	20%
Research Summary Paper	25%

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

### In-Class Expectations

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

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

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

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

### Accessibility Services/ADA Policy

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L.66.00 (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

### The Writing Center

The Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. The office is in Room 1.68 – New Building.

### Plagiarism

Plagiarism and cheating are violations of CUNY's policy on academic integrity. By registering for this course, you are promising to abide by all the requirements stated in this policy.

From the Undergraduate Bulletin: Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

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

## Course Outline

### WEEK 1

**Tuesday** Introductions and course overview

**Thursday** ASSIGNMENT #1 DUE: Email me using your John Jay account  
 READ:  
 Johnson, G.M. (2017). The erasure of Black history in our classrooms is a crime. (pp. 1-3).  
 Hacker, A. (2003). Dividing American society. (pp. 3-22).  
 Hacker, A. (2003). Race and racism: Inferiority or equality? (pp. 23-40).

### WEEK 2 **Race and Ethnicity: Definitions and Boundaries**

**Tuesday** Viewing: *The Difference Between Us*, (2003)

**Thursday** READ: Berbrier, M. (2004). Why are there so many "minorities"? (pp. 26-33).

### WEEK 3 **More Definitions and Boundaries**

**Tuesday** ASSIGNMENT #2 DUE: Letter Assignment  
 READ: Rodriguez, C. (2000). The idea of race. (pp. 27-46).

**Thursday** READ:

Approved by UCASC, 12/17/21, to College Council, 2/24/22



Arboleda, T. (2001). Race is a four-letter word. (pp. 420-424).  
 Tatum, B.D. (2001). Defining racism: "Can We Talk?" (pp. 100-107).

**WEEK 4 Affirmative Action Debates; Whiteness and White Ethnics**

**Tuesday**

READ:

West, C. (2001). Demystifying the new Black conservatism. (pp. 73-90).  
 West, C. (2001). Beyond affirmative action: Equality and identity. (pp. 93-99).  
 Steele, S. (1990). Introduction. (pp. ix-xii).  
 Steele, S. (1990). Affirmative action: The price of preference. (pp. 111-125).

**Thursday**

ASSIGNMENT #3 DUE: Reaction Paper

READ: E.T. Beck, E.T. (1995). From "Kike" to "Jap": How misogyny, anti-Semitism, and racism construct the "Jewish American Princess". (pp.87-95).

Viewing (C-SPAN clips): *Affirmative Action Debate*, (1998); *Conversation with Cornel West*, (2004); *In Depth with Shelby Steele*, (2006); *Anita Hill's Opening Statement*, (1991); *Clarence Thomas' Opening Statement*, (1991)

**WEEK 5 White Ethnics, Research, and Intersections: Race and Gender**

**Tuesday**

READ:

Conley, D. (2001). Universal freckle, or how I learned to be White. (pp.25-42).  
 Brandt, A.M. (2012). Racism and research: The case of the Tuskegee syphilis study. (pp. 64-75).

**Thursday**

ASSIGNMENT #4 DUE: Virtual Tour

READ: Lai, T. (1995). Asian American women: Not for sale. (pp.181-190).

Viewing: *Sociological Inquiry*, (2002)

**WEEK 6 Intersections: Race and Gender**

**Tuesday**

This class does not meet, but the readings continue.

READ: Crenshaw, K. (1992). Whose story is it, anyway? Feminist and antiracist appropriations of Anita Hill. (pp. 402-440).

**Thursday**

READ: Staples, B. (1991). Just walk on by: A Black man ponders his power to alter public space. (pp. 338-341).

**WEEK 7 Racialization**

**Tuesday**

ASSIGNMENT #5 DUE: (Research Summary Paper) Proposal

READ: Omi, M. & H. Winant. (1994). Racial formation. (pp.53-76).

**Thursday**

READ: Brodwin, K. (2001). How Jews became White. (pp. 30-45).

**WEEK 8 Race and our neighborhoods: Housing and Social Class; Exam I Distribution**

**Tuesday**

Viewing: *The House We Live In*

Exam I: Distribution of take-home exam

READ:

Massey, D.S. & Denton, N. (1987). Trends in the residential segregation of Blacks, Hispanics, and Asians: 1970-1980. (pp. 802-825).

Conley, D. (2001). Being Black, living in the red: Wealth matters. (pp. 284-292).

**Thursday** Workshopping of research proposals, presentations, and references.

**WEEK 9 EXAM I DUE; Representations of Race: Indigenous Peoples**

**Tuesday** Viewing: *In Whose Honor?*

Exam I DUE

**Thursday** ASSIGNMENT #6 DUE: References

READ:

Brown, C. (1995). *The vanished Native Americans*. (pp. 339-344).

Snipp, C.M. (2012). *The first Americans: American Indians*. (pp. 194-200).

**WEEK 10 On Being More than One: Colorful (Identity) Politics**

**Tuesday**

READ:

Ojito, M. (2001). *Best of friends, worlds apart*. (pp. 23-39).

Pryce, D.D. (2001). *Black Latina*. (pp. 361-363).

**Thursday** ASSIGNMENT #7 DUE: Reaction Paper

READ: Noda, K.E. (1991). *Growing up Asian in America* (pp. 107-114)

**WEEK 11 Colorful (Identity) Politics; Race and Social Mobility**

**Tuesday**

READ:

Obama, B. (2012). *A more perfect union* (pp.477-486)

Egan, T. (2001). *When to campaign with color*. (pp. 115-131).

**Thursday** READ:

Rodriguez, R. (1991). *Searching for roots in a changing world*. (pp. 486-491).

Takaki, R. (1998). EXCERPT, *Asian Americans: The myth of the model minority*. (pp. 1-6).

Viewing: *Nuyorican Dream*, (2000)

**WEEK 12 Presentation Preparation**

**Tuesday**

ASSIGNMENT #8 DUE: Draft of Research Paper (2 copies)

Workshopping of research proposals and presentations

**Thursday** ASSIGNMENT #9 DUE: 2 Presentation Slides

**WEEK 13 Presentations**

**Tuesday**

ASSIGNMENT #10 DUE: Film Review

Presentations Group X Peer Review DUE

**Thursday** Presentations Group X Peer Review DUE

**WEEK 14 Presentations**

**Tuesday**

Presentations Group X Peer Review DUE

**Thursday** Presentations Group X Peer Review DUE

**WEEK 15 Conclusions and Research Paper**

Approved by UCASC, 12/17/21, to College Council, 2/24/22

**Tuesday** Presentations Group X Peer Review DUE

**Thursday** DUE: Research Summary Paper + Letter to the Editor

## SOC 213 SOCIOLOGY OF RACE & ETHNIC RELATIONS

### INSTRUCTIONS FOR WRITTEN ASSIGNMENTS

#### IN-CLASS WRITINGS/INFORMAL REACTIONS

On any given day, a short writing exercise may be administered. These will tend to be at the beginning of class but can occur at other times. More than one writing exercise can be given during one class period. Unless otherwise noted, each writing exercise will be worth five points.

#### FORMAL REACTION PAPERS

Each reaction paper is worth 30 points. A week prior to the due date, I will provide the question or subject you are to discuss in these papers. Reaction Papers should not contain direct quotes from anywhere. Instead, summarize ideas and relate them to the question or topic of the paper. Each reaction paper may vary in length, from one full page (about 250 words) to three full pages (about 750 words).

#### LETTER ASSIGNMENT

This assignment is designed to get you to think about the ways in which you talk about your own racial identity and your ethnic identity. It is worth 40 points.

Write a letter to your 10-year-old child. Format the letter as you would format any letter you send to a colleague. That is, it should contain a salutation, a body (4 paragraphs long), and a closing. Begin the body of your letter with the following sentence: I want you to know what it means to be \_\_\_\_\_. (Here, indicate whether you identify as Black; Latinx or Hispanic; Asian / Pacific Islander; Indigenous / Native American; or White. Then, make some introductory statements.)

Paragraphs 2 and 3 should discuss the following: Be as descriptive as possible. Remember, you are writing a letter to your 10-year-old child.

- Three (3) things that make you similar to other people who also use the racial identity term you chose above.
- Three (3) things that make you different from others who may also use the same racial identity term you chose above. [In one paragraph, identify and describe each of these 3 examples.]

Finally, wrap up your letter with a conclusion paragraph. Hint: If I identify as Latino, I would describe three things that make me similar to others who identify as Latino, and then three things that would make me different from others who also identify as Latino. [Stay within your racial category and avoid examples that are about psychological or individual characteristics (i.e., the fact that you like the color red, and others might not is NOT an appropriate example to discuss).]

#### PROPOSAL

This assignment is designed to help you get more focused on your presentation and summary paper. It is worth 100 points. There are four (4) very simple questions to ask whenever reading and writing. These questions help all of us to organize our thoughts and to focus on main ideas. In thinking about your proposal and subsequent presentation and summary paper, answer the four questions below. You will not be required to collect your own data for this proposal. Instead, this proposal is an exercise about how well you can put together the key ingredients of a research project.

There should be 5 parts to this proposal. For each part, start with the corresponding Roman numeral. Write one paragraph (about 4 to 5 sentences) for each question in bold below, and don't forget to come up with a title for your project. Four basic questions sociologists use when crafting a research proposal: I. What do I want to know? (The

Approved by UCASC, 12/17/21, to College Council, 2/24/22

Question) Start this section with your main research question (also known as your originating question). What do you really want to know? (You may not be able to answer this question right away.) How does your question differ from the questions that others have explored in the readings thus far? How is it similar? What other questions are you interested in?

II. Why do I want to know this? (The Rationale) Why is your originating question important to you? Why does this question matter (to others)? Why should we (the readers of your proposal) care about this? Here, you should state why your research question matters to you personally and why it is important for the study of race and ethnic relations (consult your readings for possible ways in which your question is linked to key race and ethnic studies perspectives, issues, etc.).

III. What do I think the answer is? (The Thesis) What is your argument? What is your hypothesis? Why do you think this is the answer to your originating question? What might other race and ethnic relations scholars, sociologists, thinkers, or writers think the answer to your question is (Hint: What would some of the authors in our syllabus, thus far, say about your question? How would they answer your question?)

IV. How will I find the answers to my question/s? (The Methods) In thinking about the 3 (three) main tools of inquiry that sociologists use – (observation, survey, existing data) – which one would you use to explore your research question? What sources would you consult? Which sources have others used in examining similar questions? Why are you using these methods and not others? How will you find out if your thesis makes sense? What additional sources would you recommend others (interested in this question) to use? One additional question that is relevant to this class:

V. How do I define race in my research? (The Definition) Given the scope of your project and the group you are studying, what is your definition of race and ethnicity? Who is included in your study and who isn't included? Why or why not? For this part of the proposal, it is important for you to identify which race you are studying and which ethnicity you are interested in exploring as well. the questions above]

## REFERENCES

This assignment is designed to help you get started on another aspect of your professional communication skills: Crafting a bibliography, or references section. It is worth 20 points. Using EBSCO and/or Sociological Abstracts, list 10 references that you might use for a paper related to the proposal you submitted earlier in the semester. There should be 10 different references listed. ALL of these references MUST be from peer-reviewed journals. Note that these must be listed in APA style.

## FILM REVIEW

As cultural artifacts, films usually portray issues, dilemmas, and celebrations that reflect reality. As such they combine elements that are important components of sociological analysis – personal biographies, social structural forces, and historical context. Within the context of sociological analysis, films have the capacity to highlight social issues in ways that ordinary research cannot. This film review assignment is designed to help you stretch your sociological imagination and apply it to a cultural artifact that is very popular today: the documentary. Below are some questions to address when crafting your review:

### 1. TO WHAT DEGREE DOES THE FILM SHED LIGHT ON COMMON OR UNIVERSAL SOCIAL AND HUMAN PROBLEMS?

Throughout this semester, we have discussed how inequality and identity continue to be inextricably linked to discussions of race and ethnicity. How is the theme of inequality reflected and/or portrayed in this film?

### 2. TO WHAT DEGREE DOES THE FILM PROVIDE EVIDENCE FOR OR AGAINST SOCIOLOGICAL THEORY AND RESEARCH?

Given what the film portrays (i.e., its argument or subject matter), what sociological issues are addressed (besides inequality)? What more can be said about the people portrayed or the characters contained in the film? What areas of

future research would you like to see and why? Here, it would be appropriate to consult your readings for other relevant or intersecting themes or issues.

NOTE: A film review is not a summation of what you saw. Rather, a review for this class is about how well you apply a sociological idea to what you saw in the film. Use the movie to tell your sociological story. FILM REVIEW PAPER

DIRECTIONS: • This film review paper is worth 100 points. It is to be about 2 pages in length (about 500 words) • Given the questions provided for the Film Review Assignment (see above), what is your overall analysis of one or two of the films we watched together as a class? • You must make connections to the readings of this course. One should be from before our Exam I and the other should be from after Exam I on our syllabus. • Avoid using direct quotes for this assignment.

### **LETTER TO THE EDITOR**

Your Research Summary Paper must be accompanied by a short “Letter to the Editor” where you explain to me what you have changed, what you have kept, and what you have learned from writing this paper. Here, you must talk about the differences between your draft and your final version. Below is an example of how to write your letter:

Dear Editor, attached is the final draft of my paper titled, “[Theory and Practice: How Sociology Works].” I received a review from [First and last name of peer reviewer] and made changes to my original draft. I changed and/or added many things. [In this paragraph, summarize what you changed, added, or kept from your draft to your final paper.] From this process, I learned...[In this paragraph, summarize what you have learned from your peer reviews and from piecing together a final paper using components you handed in throughout the semester.] Thank you for your time and consideration. Sincerely, [Sign and Print your full name.]

### **RESEARCH SUMMARY / PRESENTATION**

For writing your paper, you MUST use the format and Roman numeral headings provided below (i.e. I, II, III, IV, and V) but do not include the lettered sub-headings (A, B, C, etc.) in your paper. As you organize your paper, remember you only have six full pages of text to write (about 1,500 words).

#### I. Introduction – at most two paragraphs long

- A. Begin with your research question; be sure it includes key concepts
- B. Indicate why this topic is important for other people to know about

#### II. Methodology – about one paragraph long

- A. Describe how you did your research for this paper. For instance, I know you used the library, so what areas/topics specifically did you pursue as you did your search?
- B. Which keywords did you use when you searched for the peer-reviewed articles?
- C. If you had preconceived expectations, opinions, or hypotheses about what you would find in this research, state what they were

#### III. Findings – this should be longest part of your paper

- A. Describe what you discovered or learned about your topic
- B. Discuss and evaluate the methodology used by other authors of the articles you summarized or referenced

C. Though not required, it may be useful to include tables, charts, or illustrations to better describe the findings [include any in an APPENDIX section, NOT in the text of your paper]

#### IV. Discussion & Summary – about three paragraphs long

- A. In what ways were you surprised by your findings, or did they confirm what you expected
- B. Explicitly make direct connections between your research material and concepts, theories, or other material from this course; it would be good to use your course readings as sources here. Use at least one reading from before the midterm and another from after the midterm.
- C. Use 2 short direct quotes from 2 peer-reviewed articles you found (1 quote from each article).
- D. Give your own opinions, evaluations, and/or predictions on this issue
- E. Indicate what unanswered questions still remain on this topic which could be researched in the future F. If you can, revisit your question and provide a one sentence answer or suggestion

#### V. Definition of Race and Ethnicity

A. Throughout the semester we have encountered various measures and definitions of race. For this section, provide YOUR OWN definition of race AND ethnicity as it applies to the group that you are writing about.

#### VI. References

- A. For a format, refer to the References Assignment for this class.
- B. The list of references for this paper should include 2 readings from our syllabus and 2 peer-reviewed articles you found.

Space requirement does not include the bibliography or any charts contained in an appendix.

Once again, be careful not to spend more than a few sentences or so on this part. You are required to comment on what you have learned from researching your paper. Though I think it is important, I am not interested in what you learned about the research process (save that for the “Letter to the Editor”). I am much more interested in what you learned about your topic as a result of doing the research.

I am often asked how many references you can cite. For this paper, you must use two academic journal articles (see library handout) AND two articles from our syllabus as sources.

This assignment is worth 100 points. The final paper must be six full pages (about 1,500 words), 3 word-processed, double-spaced, 12 point font, Times New Roman (NO SMALLER), contain one inch side margins all around, have an unjustified right margin, and must be free of spelling and grammar errors. PRESENTATION, SPELLING, AND GRAMMAR WILL AFFECT YOUR GRADE ON EVERY WRITTEN ASSIGNMENT YOU PRODUCE FOR THIS CLASS. Below is a list of items students sometimes forget and can be costly in terms of points. Please read these items before you write your paper and again before you print the final version. If you have any questions, don’t hesitate to ask me.

- ✓ Include a title page. A sample is included in this handout.
- ✓ Use proper internal documentation. Look at the last page of this handout for examples.
- ✓ You MUST use the format and Roman numeral headings provided (i.e. I, II, III, IV, and V)

Approved by UCASC, 12/17/21, to College Council, 2/24/22

✓ Introduction, Methodology, and Discussion & Summary should take a total of about 2.5 pages. Findings should be about three pages.

✓ Submit your already-graded proposal with the final paper, along with the peer-reviews you received. ✓ Submit your Letter to the Editor and Peer Reviews with the final paper.



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

## Course Revision Form

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

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

Date Submitted: 11/10/2021

1. Name of Department or Program: Africana Studies

2. Contact information of proposer(s):

Name(s): Crystal Endsley

Email(s): [cendsley@jjay.cuny.edu](mailto:cendsley@jjay.cuny.edu)

Phone number(s): 212-393-6402

3. Current number and title of course: **AFR 377 Field Education in Community Organizing and Practice**

4. Current course description:

Field Education in Community Organizing & Practice I is an applied field work experience in community practice and community-based approaches to justice. This course is designed to provide students the opportunity to develop a practical understanding of community organizing; community planning; community and non-profit organizations; community advocacy; and community-based economic development. Students draw connections between theory and practice, and actively participate and support efforts to assist individuals and programs that address community action and wellbeing. The practicum experience heightens student awareness of the skills required of an effective human service provider and/or community advocate and affords them the opportunity to determine their appropriateness for the profession. Students will provide 10-12 hours per week (150 hours total) of fieldwork, attend classes, and attend assigned supervision meetings throughout the semester. Assigned readings, fieldwork logs and reflections, and a culminating research paper/project will be required.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, AFR 227

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

**The prerequisites need to be adjusted to include:** ENG 201; and AFR 227; and CHS 310; and permission of the instructor/department

**Current Notes online read as follows:**

In order to register for this class: HSCJ majors must get approval from the HSCJ adviser AND need an approved internship before class starts. HSCJ Majors contact: [bltaylor@jjay.cuny.edu](mailto:bltaylor@jjay.cuny.edu). Any other student (not majoring in HSCJ) needs to complete the CCPD process in order to register. Contact: [internships@jjay.cuny.edu](mailto:internships@jjay.cuny.edu). In addition, students who are NOT HSCJ Majors will work with the course instructor for internship placements.

**\*\*proposed revision for Notes section is to add the following text:**

Regarding internships:

Human Services and Community Justice majors must get permission from the HSCJ adviser AND need an approved internship before class starts. HSCJ Majors contact the field education specialist: Ingrid Camacho, Field Education Specialist

Other students need to complete the Center for Career and Professional Development internship process to register. Contact: [internships@jjay.cuny.edu](mailto:internships@jjay.cuny.edu) or visit: <http://www.jjay.cuny.edu/career-services/internships> .

For students in the Africana Studies minors, please contact Africana Studies Academic Advising Director Rulisa Galloway-Perry ([rgalloway@jjay.cuny.edu](mailto:rgalloway@jjay.cuny.edu)) or Program Coordinator Omari Joseph ([ojoseph@jjay.cuny.edu](mailto:ojoseph@jjay.cuny.edu)).

6. Rationale for the proposed change(s):

The current prerequisites are expanded in order to accommodate the incoming AFR minors, HSCJ majors and transfer students. The additional notes in the course catalog are revised to include the updated contact information current internship and field education specialist, as well as the Africana Studies staff who are responsible for creating permissions for students to enroll.

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

a. Revised course description: N/A

b. Revised course title: N/A

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

d. Revised learning outcomes N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 201; AFR 227; and CHS 310; and permission of the instructor/department

8. Enrollment in past semesters: 12 students in Fall 2021

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: N/A

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

On 10/28/2021 Teresa Booker, Katherine Stavrianopoulos, and Kathy Killoran met via telephone to discuss the needed changes. So, there was no need for the department's curriculum committee to meet.

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

## Course Revision Form

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

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

Date Submitted: 11/10/2021

1. Name of Department or Program: Africana Studies

2. Contact information of proposer(s):

Name(s): Crystal Endsley

Email(s): [cendsley@jjay.cuny.edu](mailto:cendsley@jjay.cuny.edu)

Phone number(s): 212-393-6402

3. Current number and title of course: **AFR 378 Field Education in Community Organizing and Practice II**

4. Current course description:

Field Education in Community Organizing & Practice II is an advanced applied fieldwork experience in community-based approaches to justice and policy analysis. This course is designed to provide students the opportunity to further develop a practical understanding of community organizing; community planning; local, state and national social policy development; community advocacy; and community-based economic development. Students draw connections between theory and practice, and actively participate and support efforts to assist individuals and programs that address community policy making. The practicum experience heightens student awareness of the skills required of an effective community advocate and policy analyst. Students must provide 10-12 hours per week (150 hours total) of fieldwork, attend classes, and attend assigned supervision meetings throughout the semester. Assigned readings, fieldwork logs and reflections, and a culminating research paper/project will be required.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201; AFR 377 or CHS 381 or CSL 311

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

**The prerequisites need to be adjusted to include:** ENG 201; and CHS 310; and AFR 377 or CHS 381 or CSL 311; and permission of the instructor/department

**Current Notes online read as follows:**

In order to register for this class: HSCJ majors must have taken [CHS 310](#) Advanced Interpersonal Counseling; be approved by the HSCJ adviser for this class; AND need an approved internship before class starts. HSCJ Majors contact: [bltaylor@jjay.cuny.edu](mailto:bltaylor@jjay.cuny.edu). Any other student (not majoring in HSCJ) need to complete the Center for Career and Professional Development process in order to register. Contact: [internships@jjay.cuny.edu](mailto:internships@jjay.cuny.edu). In addition, students who are NOT HSCJ Majors will work with the course instructor for internship placements.

**\*\*proposed revision for Notes section is to add the following text:**

Regarding internships:

Human Services and Community Justice majors must get permission from the HSCJ adviser AND need an approved internship before class starts. HSCJ Majors contact the field education specialist: Ingrid Camacho, Field Education Specialist

Other students need to complete the Center for Career and Professional Development internship process to register. Contact: [internships@jjay.cuny.edu](mailto:internships@jjay.cuny.edu) or visit: <http://www.jjay.cuny.edu/career-services/internships> .

For students in the Africana Studies minors, please contact Africana Studies Academic Advising Director Rulisa Galloway-Perry ([rgalloway@jjay.cuny.edu](mailto:rgalloway@jjay.cuny.edu)) or Program Coordinator Omari Joseph ([ojoeph@jjay.cuny.edu](mailto:ojoeph@jjay.cuny.edu)).

6. Rationale for the proposed change(s):

The current prerequisites are expanded in order to accommodate the incoming AFR minors, HSCJ majors and transfer students. The additional notes in the course catalog are revised to include the updated contact information current internship and field education specialist, as well as the Africana Studies staff who are responsible for creating permissions for students to enroll.

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

a. Revised course description: N/A

b. Revised course title: N/A

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

d. Revised learning outcomes N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites:: Prerequisites: ENG 201; **and CHS 310**; and AFR 377 or CHS 381 or CSL 311; **and permission of the instructor/department**

8. Enrollment in past semesters: N/A

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: N/A

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

On 10/28/2021 Teresa Booker, Katherine Stavrianopoulos, and Kathy Killoran met via telephone to discuss the needed changes. So, there was no need for the department's curriculum committee to meet.

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

## Course Revision Form

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

Date Submitted: **11/1/2021**

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

2. Contact information of proposer(s):

Name(s): **Kimberley McKinson**  
Email(s): **kmckinson@jjay.cuny.edu**  
Phone number(s): **650-714-4273**

3. Current number and title of course: **ANT 330: American Cultural Pluralism and the Law**

4. Current course description:

**Culturally different groups use law in the United States to assert their rights and to maintain their cultural autonomy. They may also avoid courts and solve disputes within their communities. This course examines, through legal and ethnographic cases, the ways in which culturally different groups interact with law in the United States. The groups studied may include Native Americans and Native Hawaiians, African Americans, Asian Americans, Mormons, Amish, Rastafarians, Hasidic Jews, Latinos, Gypsies, gays, women and the homeless.**

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 201**

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

**The title and course description are being updated. The course is being added to the Gen Ed program. Learning objectives are being identified.**

6. Rationale for the proposed change(s):

**The course description is being revised to make its language more congruent with contemporary anthropological theory. The old course description takes “culturally different**

groups” as a given and sees them using law and other processes of dispute resolution to maintain “cultural autonomy.” The new course description posits both law and cultural identity as contested terrains of struggle. It also focuses on struggles for inclusion or enfranchisement, not just autonomy. Finally, the revised course description eliminates the long list of “may include” identities, many of which are not included.

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

a. Revised course description:

**People’s struggles in the law against injustice in the U.S. are also cultural struggles. Sometimes, those struggles are for equal legal rights and recognitions. Other times, oppressed groups struggle to maintain their self –determination and sovereignty. Collective legal aspirations are intertwined with custom and definitions of community. Through legal and ethnographic cases, this course examines the anthropological concept of cultural pluralism and the ways in which different racial, ethnic, new immigrant, LGBTQ and other identity groups struggle to assert cultural and legal claims in the context of United States law.**

b. Revised course title: **American Cultural Pluralism, Justice, and the Law**

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

d. Revised learning outcomes

- 1. Students will analyze course material focused on the legal and cultural struggles for justice in the US including white peoples’ relations with Native Americans, African Americans, new immigrants, and 1st Amendment issues.**
- 2. Students will analyze and synthesize a variety of sources including court decisions, legislative acts, and anthropology texts. From this material, students will interpret the multiple perspectives behind conflicts of identity and legal rights.**
- 3. Students will critically analyze legal texts, specifically court decisions and acts of congress.**
- 4. Students will synthesize various texts and ideas to make evidence based arguments about cultural pluralism and struggles for justice in the US.**

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

f. Revised number of credits: **N/A**

g. Revised number of hours: **N/A**

h. Revised prerequisites: **ENG 201 and junior standing or above**

8. Enrollment in past semesters: Typically, four sections are offered each semester and run fully enrolled.

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

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



**College Option:**

Justice Core 100-level: Justice and the Individual	
Justice Core 300-level: Struggle for Justice & Inequality in the U.S.	<b>XX</b>
Justice Core 300-level: Justice in Global Perspective	
Learning from the Past	
Communications	

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

**This course meets all learning objectives for this College Option**

- 1. Students will analyze course material focused on the legal and cultural struggles for justice in the US including white peoples' relations with Native Americans, African Americans, new immigrants, and 1st Amendment issues.**
- 2. Students will analyze and synthesize a variety of sources including court decisions, legislative acts, and anthropology texts. From this material, students will interpret the multiple perspectives behind conflicts of identity and legal rights.**
- 3. Students will critically analyze legal texts, specifically court decisions and acts of congress.**
- 4. Students will synthesize various texts and ideas to make evidence based arguments about cultural pluralism and struggles for justice in the US.**

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

Every semester XX                      Number of sections: 4  
 Fall semesters only \_\_\_\_\_              Number of sections: \_\_\_\_\_  
 Spring semesters only \_\_\_\_\_              Number of sections: \_\_\_\_\_

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: **October 4, 2021**

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

**Professor Edward Snajdr, Chair**  
**Department of Anthropology**

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

<b>Course Prefix &amp; Number</b>	ANT 330
<b>Course Title</b>	Cultural Pluralism and the Law in the US
<b>Department or Program</b>	Anthropology
<b>Discipline</b>	Anthropology
<b>Credits</b>	3
<b>Contact Hours</b>	3

<b>Prerequisites</b> (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	<u>ENG 201</u> and junior standing or above
<b>Co-requisites</b>	None
<b>Course Description</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

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

current course  
  revision of current course  
  a new course being proposed

**John Jay College Option Location**

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

<p><b>Justice Core</b></p> <p><input type="checkbox"/> Justice &amp; the Individual (100-level)</p> <p><input checked="" type="checkbox"/> <b>Struggle for Justice &amp; Inequality in U.S. (300-level)</b></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>
---	--	---

**Learning Outcomes**

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

I. **Justice Core II: Struggle for Justice and Equality in the U.S. (300 Level)** - Please explain how your course meets these learning outcomes

Students will:

Students will analyze course material through four essays and a cumulative final exam focused on the legal and cultural struggles for justice in the US including white peoples' relations with Native Americans, African Americans, new immigrants, and 1<sup>st</sup> Amendment issues. For example, students examine the history and current state of Native American sovereignty and examine the history and current status of African American struggles for full enfranchisement.

- Contextualize and analyze struggles for justice

Students will analyze and synthesize a variety of sources including court decisions, legislative acts, and anthropology texts and use them in their essays. From this material, students will interpret the multiple perspectives behind conflicts of identity and legal rights. For example, students learn about the critical legal cases such as Grutter v. Bollinger and Gratz v. Bollinger, where white students challenged university admissions policy, and larger arguments about identity and access.

- Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches

<p>Students will critically analyze legal texts, specifically court decisions and acts of congress in their essays and cumulative final exam. For example, students summarize and explain key acts of Congress and critical, learning the general format of the genres and therein some of the methods through which it was produced (such as appeals processes or the revision of US code).</p>	<ul style="list-style-type: none"> <li>Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline</li> </ul>
<p>Students will synthesize various texts and ideas in each essay to make evidence-based arguments about cultural pluralism and struggles for justice in the US. For example, students utilize constitutional law, court decisions and historical texts to explain the changing lines on the use of race as a consideration in college admissions, and synthesize such sources to argue where religious law and First Amendment rights conflict with the Equal Protection Clause of the Fourteenth Amendment, such as heteronormativity requirements.</p>	<ul style="list-style-type: none"> <li>Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form</li> </ul>



## American Cultural Pluralism, Justice, and the Law

### ANT 330

Professor:  
Email:  
Office:  
Office Hours:

#### COURSE DESCRIPTION

People's struggles in the law against injustice in the US have are also cultural struggles. Sometimes, those struggles are for equal legal rights and recognitions. Other times, oppressed groups, struggle to maintain their self-determination and sovereignty. Collective legal aspirations are intertwined with custom and definitions of community. Through legal and ethnographic cases, this course examines the anthropological concept of cultural pluralism and the ways in which different racial, ethnic, new immigrant, LGBTQ and other identity groups struggle to assert cultural and legal claims in the context of United States law.

#### LEARNING OBJECTIVES

1. Students will analyze course material focused on the legal and cultural struggles for justice in the US including white peoples' relations with Native Americans, African Americans, new immigrants, and 1st Amendment issues.
2. Students will analyze and synthesize a variety of sources including court decisions, legislative acts, and anthropology texts. From this material, students will interpret the multiple perspectives behind conflicts of identity and legal rights.
3. Students will critically analyze legal texts, specifically court decisions and acts of congress.
4. Students will synthesize various texts and ideas to make evidence-based arguments about cultural pluralism and struggles for justice in the US.

#### REQUIRED TEXT

Norgren, Jill and Serena Nanda. 2006. *American Cultural Pluralism and Law*, Third Edition. New York: Praeger. [ISBN: 978-0275986995]

<b>READINGS ON BLACKBOARD RESERVE</b>
---------------------------------------

**Articles**

Young, Iris (2015) “The Five Faces of Oppression” Diversity, Social Justice, and Inclusive Excellence. Seth N. Asumah and Mechthild Nagel, eds. SUNY Albany Press.

Martin, Philip (2014) “What Happened to the Sixth Graders Who Wrote Essays About Busing?” WGBH Available at: <https://www.wgbh.org/news/post/what-happened-sixth-graders-who-wrote-essays-about-busing>

**Acts of Congress**

Indian Removal Act 1830

Dawes Act 1887

Indian Reorganization Act 1934

Chinese Exclusion Act 1882

Voting Rights Act (Civil Rights Act) 1965

Immigration and Nationality Act (Hart-Cellar Act) 1965

Deferred Action for Childhood Arrivals (DACA)

Indian Arts and Crafts Act of 1990

Native American Graves Protection and Repatriation Act (1990)

**Court Case Decisions**

California v. Cabazon Band Mission Indians

Inyo County v. Paiute-Shoshone Indians

Scott v. Sanford

Plessy v. Ferguson

Brown v. Board of Education

Regents of the University of California v. Bakke

Gratz v. Bollinger

Grutter v. Bollinger

Korematsu v. United States

Hassan v NYPD

Hoffman Plastics v. National Labor Relations Board

Reynolds v. United States

Murray v. Curlett (School District v. Schempp)

Burwell v. Hobby Lobby

United States v. Windsor

Hollingsworth v. Perry

Bradwell v. Illinois

<b>GRADING</b>
----------------

**Grades & Weighting**

Participation & Attendance	15%
----------------------------	-----

First Essay	15%
-------------	-----

Second Essay	15%
--------------	-----

Third Essay	15%
-------------	-----

Fourth Essay	15%
--------------	-----

Pop Quizzes (2)	10%
-----------------	-----

Final Exam	15%
------------	-----

**Grading Scale:** Please, note that the professor will not curve grades in this class. In addition, there will be no extra credit provided. The final grade will be based on the following scale:

A: 93-100  
 A-: 90-92.9  
 B+: 87.5-89.9  
 B: 83-87  
 B-: 80-82.9  
 C+: 78-79.9  
 C: 73-77.9  
 C-: 70-72.9  
 D+: 67-69.9  
 D: 63-66.9  
 D-: 60-62.9  
 F: 0-59.9

## COURSE REQUIREMENTS

**Readings.** All readings assigned for this course are mandatory, unless otherwise stated. All readings must be done before class to facilitate discussion. Lectures will follow the readings, and students are expected to participate in class discussions with thoughtful comments and constructive feedback to peers' comments. This will not be possible if you do not come well-prepared to class.

**Class Participation.** You are required to participate and make meaningful contributions to class discussions. Through your participation, you should demonstrate thorough understanding of the reading materials and the lecture discussions.

**Writing Assignments.** This class requires four essays of about 1500 words. Each essay will respond to a prompt for the section and ask student to integrate ideas from different readings and class discussion.

**Pop Quizzes.** Students will be given two unannounced pop quizzes during the semester that will test their knowledge of the reading assigned for the day.

**Final Exam.** A final, comprehensive exam will be given during the exam period. This exam will require students to show some fluency with the court cases, congressional acts, and key ideas covered in the course regarding culture and law.

## ACADEMIC INTEGRITY AND OTHER ISSUES

**Academic Honor Code:** Academic dishonesty (i.e. cheating, plagiarism, copying someone else's work) will not be tolerated. Students are expected to uphold the Academic Honor Code published in the student handbook. This includes upholding the highest standards of academic integrity in your own and other students' work and fostering a high sense of integrity and social responsibility on behalf of the University community. Any form of academic dishonesty will

result in a “zero” for that particular assignment or possibly an “F” for the course, and will be reported to the University Judicial Officer. If you have any questions about this policy, please speak with me. The student handbook outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

**John Jay College of Criminal Justice Statement of College Policy on Plagiarism:** Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation (*John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php>, see Chapter IV Academic Standards)

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

<b>CLASS SCHEDULE</b>
-----------------------

Week 1 - Introduction

Norgren and Nanda, Introduction pp. xiiv-xvii,  
Young, “The Five Faces of Oppression”

Week 2 - Native Americans

Norgren and Nanda, Chapter 1: Native Americans, Land, Law pp. 3-19  
Indian Removal Act  
Dawes Act  
Indian Reorganization Act

Week 3 - Native Americans

California v. Cabazon Band Mission Indians  
Inyo County v. Paiute-Shoshone Indians

Week 4 - Native Americans

Indian Arts and Crafts Act of 1990  
Native American Graves Protection and Repatriation Act (1990)

**First Essay Due**

Week 5 - African Americans and Civil Rights

Norgren and Nanda, Chapter 3: African Americans pp.43-63

Scott v. Sanford

Plessy v. Ferguson

Week 6 - African Americans and Civil Rights

Brown v. Board of Education

Martin, "What Happened to the Sixth Graders Who Wrote Essays About Busing?"

Voting Rights Act (Civil Rights Act) 1965

Week 7 - African Americans and Civil Rights

Regents of the University of California v. Bakke, 438 U.S. 265,

Grutter v. Bollinger

Gratz v. Bollinger

**Second Essay Due**

Week 8 - Immigration

Norgren and Nanda, Chapter 4: Immigration; Latinos & Law pp. 65-74

Chinese Exclusion Act

Immigration and Nationality Act (Hart-Cellar Act) 1965

Week 9 - Immigration

Norgren and Nanda, Chapter 12: 100 Percent American: Who Qualifies in a National Emergency? Japanese Americans and the Law pp. 225-243

Korematsu v. United States

Hassan v NYPD

Week 10 - Immigration

Norgren and Nanda, Chapter 4: Immigration; Latinos & Law pp. 74-82,

Hoffman Plastics v. National Labor Relations Board

Deferred Action for Childhood Arrivals (DACA)

**Third Essay Due**

Week 11 - Religion

Norgren and Nanda, Chapter 7: The Culture Wars in American Schools pp. 119-136

Murray v. Curlett (School District v. Schempp)

Burwell v. Hobby Lobby

Week 12 – Religion

Norgren and Nanda, Chapter 10: Family Values: Gays and Marriage pp.183-201,

Defense of Marriage Act

United States v. Windsor

Hollingsworth v. Perry

Week 13 – Religion

Norgren and Nanda, Chapter 9: Women's Nature, Women's Lives, Women's Rights pp. 157-179

Bradwell v. Illinois

**Fourth Essay Due**



Week 14 – Review Major Acts, Cases and Issues

Week 15 – **Final Exam**

### **ESSAY QUESTIONS**

At the end of each section of the course, students must write a 4 to 5-page essay in which they use class resources to answer the assigned question. The essays should provide some historical context and specific references to law and legal decisions. Further instructions on the content and format of the essays will be provided.

1. In July 2020, a Supreme Court ruling said much of eastern Oklahoma is legally within an Indian reservation. Explain how this decision could reshape the criminal prosecution offenses there that involve Native Americans in those area.
2. When does the use of race as a consideration in college admissions violate the Equal Protection Clause of the Fourteenth Amendment and when does it not?
3. Have immigration laws and enforcement reflected a racial bias?
4. When does religious law and custom violate the Equal Protection Clause of the Fourteenth Amendment and when does it not?

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

## Course Revision Form

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

Date Submitted: 11/1/2021

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

2. Contact information of proposer(s):

Name(s): **Kimberley McKinson**  
Email(s): **kmckinson@jjay.cuny.edu**  
Phone number(s): **650-714-4273**

3. Current number and title of course: **ANT 332: Class, Race, Ethnicity and Gender in Anthropological Perspective**

4. Current course description:

**This course examines the cultural constructions of race, ethnicity, class and gender to better understand the emergence and reproduction of social inequality and its implications for individuals, communities and nations. Through ethnographic and theoretical readings, students gain a deeper understanding of how each social category intersects with each of the others. The curriculum will examine the ideologies, practices, performances, and relations between class, race, ethnicity, and gender and the complex of their socio-cultural dynamics.**

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 201, ANT 101**

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

**A minor edit is being made to the course title. In addition, the course description and objectives are being revised.**

6. Rationale for the proposed change(s):

**The title is being changed to list "race" first, followed by "ethnicity," "class," and "gender." The**

approach to the course is one that begins with a deep theoretical and historical engagement with the social construction of race as way for students to then meditate on the construction of the other social categories, namely, ethnicity, class, and gender. As such, it is appropriate that the course title lists the correct order in which each category will be studied. This ordering has less to do with random chronology but is rather tied to the pedagogical framing of the course. The description is being revised to more robustly account for the ways in which the course will allow students to gain a deep understanding of the complexities of the categories of race, ethnicity, class, and gender in relation to anthropological and other social science theories of social construction, intersectionality, and social stratification. In addition, the revised description accounts for the ways in which students will be expected to interrogate the performance of race, ethnicity, class and gender by distilling the intersectionality of these categories in their own personal lives. The learning objectives are being revised to more accurately account for the breath of theoretical, ethnographic, and methodological engagement that students will be able to take away from the course.

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

a. Revised course description:

**This course considers how anthropologists and other social scientists view the cultural construction of race, ethnicity, class, and gender - the social categories underpinning social stratification and social inequality. These categories, their intersections, and identities built on them have major implications for us as individuals and for our communities. In this course students will engage with theoretical and ethnographic texts in order to gain a deeper understanding of each social category in relation to theories of social construction and intersectionality. The curriculum will examine the ideologies, practices, performances, and relations between race, ethnicity, class, and gender and the complexity of their socio-cultural dynamics. In this course, students will be asked to apply the analytic tools of anthropology to their lives in order to make sense of their own racialized, ethnic, classed, and gendered identities through auto-ethnographic reflection.**

b. Revised course title: **Race, Ethnicity, Class and Gender in Anthropological Perspective**

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

d. Revised learning outcomes

**1. Confidently articulate key social science concepts and theories such as social construction and intersectionality in relation to the concepts of race, ethnicity, class, and gender;**

**2. Do close readings of theoretical and ethnographic texts and be able to critically engage and constructively critique the argumentation; and**

**3. Turn analytic concepts into usable tools in order to write auto-ethnographic accounts of one's racial, ethnic, class, and gender life experiences.**

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: **25**

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: October 4, 2021

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

**Professor Edward Snajdr**  
**Chair, Department of Anthropology**

**ANT 332**  
**RACE, ETHNICITY, CLASS AND GENDER IN ANTHROPOLOGICAL PERSPECTIVE**

**College Name and Address:**

John Jay College of Criminal Justice  
524 W. 59<sup>th</sup> Street, New York, NY 10019

**Professor:****Office Location:****Contact Hours:****Phone:****Email Address:****COURSE DESCRIPTION:**

This course considers how anthropologists and other social scientists view the cultural construction of race, ethnicity, class, and gender - the social categories underpinning social stratification and social inequality. These categories, their intersections, and identities built on them have major implications for us as individuals and for our communities. In this course students will engage with theoretical and ethnographic texts in order to gain a deeper understanding of each social category in relation to theories of social construction and intersectionality. The curriculum will examine the ideologies, practices, performances, and relations between race, ethnicity, class, and gender and the complexity of their socio-cultural dynamics. In this course, students will be asked to apply the analytic tools of anthropology to their lives in order to make sense of their own racialized, ethnic, classed, and gendered identities through auto-ethnographic reflection.

**LEARNING AND KNOWLEDGE OBJECTIVES:**

By the end of this course students will be able to:

1. Confidently articulate key social science concepts and theories such as social construction and intersectionality in relation to the concepts of race, ethnicity, class, and gender;
2. Do close readings of theoretical and ethnographic texts and be able to critically engage and constructively critique the argumentation; and
3. Turn analytic concepts into usable tools in order to write auto-ethnographic accounts of one's racial, ethnic, class, and gender life experiences.

**COURSE PRE-REQUISITES:** ENG 201 and ANT 101**COURSE EXPECTATIONS:**

Mutual respect, tolerance, considerate and thoughtful interactions with your peers and your instructor, preparation, regular attendance, and participation are expected of all students. If you need to miss a class, please notify the instructor in advance of your anticipated absence and make arrangements to access notes. We will establish an

intellectually vital community where the voice and experiences of every student are welcomed and appreciated. Bullying, harassment, over-domination of discussion, and degradation of any kind will not be tolerated.

Students are expected to complete all of the assigned readings before class and arrive prepared for class discussions. I expect everyone to be active participants - ask questions and engage deeply in the course content. Laptop computers are permitted as long as they are used for class work. **Cell-phones must be out of sight for the duration of each class session.**

### **ACADEMIC INTEGRITY:**

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

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

**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.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation at: [http://guides.lib.jjay.cuny.edu/citing\\_sources](http://guides.lib.jjay.cuny.edu/citing_sources) .

Academic dishonesty is prohibited in The City University of New York and is punishable by penalties including failing grades, suspension, and expulsion. Academic dishonesty includes, but is not limited to, plagiarism, copying another person's exam answers, turning in work that is not yours, allowing another person to take an exam for you, etc. For more information, please review the CUNY Policy on Academic Integrity:

<https://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/> . By registering for this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action.

### **REQUIRED TEXTS:**

There is no singular required text/s for this course. Texts for the course will include journal articles, book chapters, podcasts, and films. Students will be responsible for finding journal articles on their own using the John Jay library's e-journal database. This important skill will be discussed during the first class meeting. If you are absent during the first class meeting, please see the guide located in Blackboard on how to do this. Links to podcasts and films are included in the syllabus. Please note that some films will need to be accessed via John Jay's Films on Demand and/or Kanopy.

**COPYRIGHT:**

This course contains copyright protected materials such as audio or video clips, images, text materials etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, or distribute these items. The use of these materials is strictly reserved for the ANT 332 classroom environment and your use only. All copyright materials are credited to the copyright holder. Also, please note that all materials associated with this class, including lectures, are subject to copyright laws and may not be distributed or sold without instructor permission.

**COURSE REQUIREMENTS**

As a seminar course, ANT 332 will require a lot of discipline on your part. The requirements for this course are as follows:

Participation	10%
Presentation	20%
Auto-Ethnographic Papers (3, each worth 5%)	15%
Précis (5, each worth 5%)	25%
Final Social Issue Paper	30%

Participation (10% of overall grade)

This class will be conducted as a seminar in which our primary goal is to engage with an extensive body of literature on race, ethnicity, class, and gender. In order for this course to be successful, we all need to come to class having done the readings and prepared to discuss them. Preparation for discussion includes identifying puzzling aspects of the text, highlighting passages for analysis, and raising questions for debate. As a community of scholars, it is important that we actively reflect, engage, and discuss key concepts and issues highlighted in the assigned texts. Moreover, it is important to recognize that we benefit and grow as a community from diverse and at times divergent perspectives. The expectation is that, barring emergencies, you will attend every class session. Please note that each student will be given his/her participation grade at the mid-point in the semester so that adjustments to participation can be made if necessary.

Presentation (20% of overall grade)

Each student will be responsible for giving a 15-minute presentation. Presenters will be expected to develop questions and themes from that day's assigned readings AND also introduce a current event or current debate article/posting/blog that allows the class to see how the readings are connected to social experience. Assignments will be determined on the first day of class. Detailed information about presentation expectations can be found in Blackboard.

Auto-Ethnographic Papers (15% of overall grade)

Each student will be expected to write THREE mini-papers throughout the semester that address, from an auto-ethnographic perspective, his/her experiences related to race, ethnicity, class, and gender (students will choose to write on three of the four social categories). Each paper should be 2-3 pages and double-spaced. Each will be worth 5%. Please see Blackboard for the writing prompts for each paper. Papers will be submitted in Blackboard by 9am on the due date.

Précis (25% of overall grade)

Each student will be expected to write a total of FIVE 1pg, single-spaced précis on session readings. You may choose to discuss one or all of the readings for the chosen class session. Précis should highlight the major themes of the readings and critically engage the major points. Students will choose when they would like to submit their five précis. Précis are due on the day of the assigned reading/s by 9AM and will be submitted via Blackboard in weekly folders. Each précis will be worth 5%.

Social Issue Final Paper (30% of overall grade)

The final paper will be a 10-12 paged social issue paper that addresses, from an anthropological perspective a contemporary social issue or problem related to race, ethnicity, class, and/or gender that you find of interest eg. racial discrimination in the criminal justice system; under-representation of girls/women in science and math courses and careers. Papers should consist of a robust description of the social issue and an anthropological analysis of the social problem that integrates concepts and theories from the course. The Final Social issue paper will be submitted via Blackboard.

**Further details on assignments will be provided throughout the semester to help guide you to completion. In addition, please do not hesitate to contact your instructor regarding any questions related to course assignments.**

**ASSIGNMENT GUIDELINES:**

All written assignments should be typed, double-spaced, in 12-point Times New Roman font, and formatted according to the Chicago Manual of Style, 17th edition as followed by the American Anthropological Association (unless otherwise noted). A style guide can be found here:

<https://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044> In addition, select language for your writing and speaking that communicates clearly and appeals to the intellect. Informal language and jargon are not appropriate forms of communication for written assignments. I expect all assignments to be turned in by the due date. Points will be deducted for papers submitted after the due date. Remember that both the content and the quality of your writing will be assessed. Written assignments should show: (a) Understanding and use of relevant readings, (b) Scholarly use and citation of theoretical literature, (c) Critical engagement with the idea presented, (d) Clear organization and structure and, (e) Fluent and accurate writing.

Written assignments should be submitted electronically via Blackboard. I will grade these electronically and return with comments that you can read at your convenience.

Accepted document formats include .doc and .docx. Do not submit documents in .pdf or .rft format.

**RESOURCES:**Students with Disabilities

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS)

(<https://www.jjay.cuny.edu/accessibility> ) Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 NB (212-237-8031). It is the student's responsibility to



initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

### Wellness and Student Resources

Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.68 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.

### The Writing Center

John Jay College's Writing Center, located in room 2450 North Hall, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it.

### **LATE WORK:**

If an assignment is due on a specific date, it is **your responsibility** to make sure you have adequate access to technology in order to submit it. If you must submit an assignment late, you will lose 2% for each day it is late, up to five calendar days. No late work will be accepted after five days from the due date.

### **GRADING**

Under John Jay College's plus/minus grading system (see <https://jjay.smartcatalogiq.com/en/2018-2019/Undergraduate-Bulletin/Academic-Standards-and-Policies/Grades/Letter-Grades> ), final grades will be assigned on the following numeric scale:

A = 93.0 - 100.0	A- = 90.0 - 92.9	B+ = 87.1 - 89.9	B = 83.0 - 87.0
B- = 80.0 - 82.9	C+ = 77.1 - 79.9	C = 73.0 - 77.0	C- = 70.0 - 72.9
D+ = 67.1 - 69.9	D = 63.0 - 67.0	D- = 60.0 - 62.9	F = Below 60.0

More information on John Jay's **INC grade policy** can be found here:

<http://jjay.smartcatalogiq.com/en/2021-2022/Graduate-Bulletin/Academic-Requirements/Grades/Grade-of-INC-Incomplete>

### **NOTE ABOUT THE SYLLABUS:**

Please note that the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

### **COURSE SCHEDULE:**

#### **WEEK 1**

Introduction to the course, Review of syllabus

#### **WEEK 2**

Intersectionality

READ:

1. Crenshaw, Kimberle. 1991. "Mapping the margins: Intersectionality, identity politics, and violence against women of color." *Stanford Law Review* 43 (6): 1241-1300.

WATCH:

1. Kimberle Crenshaw TED talk "The Urgency of Intersectionality"  
[https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality?language=en](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en)

**WEEK 3**

Social Construction

READ:

1. Haslanger, Sally. 1995. "Ontology and Social Construction" *Philosophical Topics* 23: 95-125 (Blackboard)

**RACE**

**WEEK 4**

The Myth of Race

READ:

1. Marks, Jonathan 1997. "Scientific and Folk Ideas about Heredity"  
[https://www.pbs.org/race/000\\_About/002\\_04-background-01-12.htm](https://www.pbs.org/race/000_About/002_04-background-01-12.htm)
2. Mukhopadhyay, Carol, Rosemary Henze, and Yolanda T. Moses. 2013. "Why Contemporary Races are not Scientifically Valid." In *How Real is Race?* Pp. 1-16

How is Race Real?

READ:

1. M'charek, Amade. 2013. "Beyond Fact or Fiction: On the Materiality of Race in Practice." *Cultural Anthropology* 28(3): 420-442.

**WEEK 5**

Interrogating Whiteness

READ:

1. Brodtkin Sacks, Karen. "How Did Jews became White Folks?" In *Race*. Pp. 78-102.

WATCH:

2. In The White Man's Image (film) <https://www.youtube.com/watch?v=RUCIMqlztd0>

White Privilege

READ:

1. McIntosh, Peggy. 1989. "White Privilege and Male Privilege" Pp. 95-105

WATCH:

2. "White Like Me" (Tim Wise, 2013, 1hr 9mins ) \*\*Please watch via John Jay Library's Kanopy access\*\*

## **WEEK 6**

### "Post-Raciality"

READ:

1. Roberts, Dorothy. 2011. "Biological Race in a 'PostRacial' America." In *Fatal Invention: How Science, Politics, and Big Business Recreate Race in the Twenty-First Century*. Pp. 287-308

### Rap on Race

LISTEN:

Mead, Margaret and James Baldwin. 1971. "A Rap on Race"  
<https://www.youtube.com/watch?v=3WNO6f7rjE0>

## **ETHNICITY**

## **WEEK 7**

### Identity and Ethnicity

READ:

1. Hall, Stuart. 1997. "Old and New Identities, Old and New Ethnicities." In *Culture, Globalization and the World-system: Contemporary Conditions for the Representation of Identity*. Pp. 41-68

**\*\*AUTO-ETHNOGRAPHIC PAPER ON RACE DUE IN BLACKBOARD\*\***

## **WEEK 8**

### Anthropologizing Ethnicity

READ:

1. Jenkins, Richard. 1996. "Ethnicity etcetera: social anthropological points of view". *Ethnic and Racial Studies* 19(4): 807-822.

## **WEEK 9**

### The Latinx "Threat"

READ:

1. Chavez, Leo. 2008. "The Latino Threat Narrative" in *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Pp. 23-48

### Blackness and Ethnicity

READ:

1. Pierre, Jemima 2004. Black Immigrants in the United States and the "Cultural Narratives" of Ethnicity. *Identities* 11(2): 141-170.

**WEEK 10**The Model Minority

## LISTEN:

1. Speak Out with Time Wise “Episode 57: Affirmative Action, the Model Minority Myth and Right-Wing Divide-and-Conquer”

[https://www.podomatic.com/podcasts/speakoutwithtimwise/episodes/2019-10-14T09 33 59-07 00](https://www.podomatic.com/podcasts/speakoutwithtimwise/episodes/2019-10-14T09%2033%2059-07%2000)

Beyond Ethnicity?

## READ:

1. Anthias, Floya. 1998. “Evaluating Diaspora: Beyond Ethnicity?” *Sociology* 32(3): 557–580.

**CLASS****WEEK 11**Theorizing Class

## READ:

1. Marx, Karl. “Classes in Capitalism and Pre-Capitalism.” In *The Inequality Reader*. Pp. 36-47

**\*\*AUTO-ETHNOGRAPHIC PAPER ON ETHNICITY DUE IN BLACKBOARD\*\***

**WEEK 12**The Reproduction of Class

## READ:

1. Kendall, Diana. 2006. “Class in the United States: Not only Alive but Reproducing.” *Research in Social Stratification and Mobility* 24(1): 89-104.

Class in the US

## WATCH:

1. People Like Us (film) – Access via John Jay Kanopy

**WEEK 13**Class in the US cont’d

## LISTEN:

1. This American Life podcast, episode 550 - “Three Miles”  
<https://www.thisamericanlife.org/550/three-miles>

## READ:

1. Ehrenreich, Barbara. "Nickel and Dimed: On (not) Getting by in America"  
<https://www.wesjones.com/ehrenreich.htm#author>

## GENDER

### WEEK 14

Monday, 11/25

Re-thinking Male Dominance

READ:

1. Ortner, Sherry. 1974 (1972). "Is Female to Male as Nature is to Culture?" In *Woman, Culture, and Society*. Pp. 67-88

**\*\*AUTO-ETHNOGRAPHIC PAPER ON CLASS DUE IN BLACKBOARD\*\***

### Gender and Scientific Fairytales

READ:

1. Martin, Emily. 1991. "The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles." *Signs* 16(3): 485-501.

### WEEK 15

Problematizing the West: Gender/Sex Categories

READ:

1. Kulick, Don. 1997. "The Gender of Brazilian Transgendered Prostitutes." *American Anthropologist* 99(3): 574-585.

Wednesday, 12/4

Problematizing the West: Cultural Relativism and Feminism

READ:

1. Abu Lughod, Lila. 2002. "Do Muslim Women Really Need Saving: Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* 104(3): 783-790.

### WEEK 16

Re-shaping Our Tools

READ:

1. Lorde, Audre. "The Master's Tools Will Never Dismantle the Master's House."  
<https://www.muhenberg.edu/media/contentassets/pdf/campuslife/SDP%20Reading%20Lorde.pdf>

**\*\*AUTO-ETHNOGRAPHIC PAPER ON GENDER DUE IN BLACKBOARD\*\***

**\*\*\*SOCIAL ISSUE FINAL PAPER DUE BY END OF FINALS  
WEEK IN BLACKBOARD\*\*\***

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

## Course Revision Form

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

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

Date Submitted: April 30, 2021

1. Name of Department or Program:

Latin American and Latinx Studies Department

2. Contact information of proposer(s):

Name(s): Prof. José Luis Morín  
 Email(s): jmorin@jjay.cuny.edu  
 Phone number(s): 212-393-6481

3. Current number and title of course: **LLS 245 - Dominican Identity and Society**

4. Current course description:

Introduction to historical, economic, political and social processes, which have contributed to the development of Dominican culture. Factors contributing to immigration, settlement patterns and social adaptation in the United States will be explored.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101, and sophomore standing or above or permission of the section instructor

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

Changes to the course description and learning outcomes are being proposed. The course is also being added to the Gen Ed Program for the Flexible Core: World Cultures area.

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

This course examines the development of Dominican identity, culture, and society in the Dominican Republic and among Dominicans in the United States, which has the largest Dominicans population residing outside this island nation. The current course description does not adequately reflect the significant number of new critical analyses nor the depth of new research on race, anti-Blackness, Dominican-Haitian relations, white supremacy, racism, colorism, resistance, gender, intersectionality, and social movements that contribute to contemporary debates in Dominican and Latinx studies. Updating the course description and learning outcomes will make explicit that this course centers on the latest discourse and research in the field.

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

a. Revised course description:

**This course explores the development of Dominican national identity, culture, and society in the context the historical, racial, gender, sexual, social, and political dynamics of the Dominican Republic and Dominicans in the diaspora. Anti-Blackness, white supremacy, and colorism as well as the Dominican Republic's relations with Haiti and the impact of U.S. policies, military interventions, and neocolonialism are examined. Dominicans' transnational identities, their migration, settlement, adaptation patterns, and social justice activism in the United States will also be studied.**

b. Revised course title: N/A

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

d. Revised learning outcomes

- Gather, interpret, and assess information from a variety of sources and points of view that critically discuss and analyze contemporary notions of identity, nation, race, class, gender, sexualities, and migration that provide a foundation for understanding the identity formation, culture, and society of the Dominican Republic.
- Critically evaluate and analyze evidence and arguments contemporary issues facing Dominican society, including race and the impact of anti-Blackness and colorism on public policies, intra-generational relations, and the process of socio-cultural change in Dominican society.
- Produce well-reasoned written or oral assignments using evidence to support conclusions relevant to issues and topics central to this course.

- Analyze the historical development of the Dominican Republic in relation to Haiti and the United States, and how its history with these two countries has shaped Dominican society and identity.
- Analyze Dominican culture and the development of its cultural expressions from national and transnational perspectives from different points of view.
- Critically analyze and discuss the role of race and its intersectionality with ethnicity, gender, sexuality, disability, social economic standing to assess the U.S. Dominican experience and activism for social justice on issues of immigration, education, housing, criminal justice, and human rights.

e. Revised assignments and activities related to revised outcomes

See the sample syllabus.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters:

This course typically enrolls 25 students or more. Having the course offered in Gen Ed is expected to increase student demand for this course.

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

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

**Flexible Core:**

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

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

This course fits into the Flexible Core category of “World Cultures and Global Issues” because it centers culture in examining Dominican identity and society. Students will critically assess issues of global significance, including but not limited to identity, nation, race, class, gender, sexuality, migration, globalization, and disability as well as the impact of race, anti-Blackness, colorism on Dominican identity and society.



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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval:

The Latin American and Latinx Studies Department's Curriculum Committee this proposal on April 27, 2021.

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

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

### 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 245
Course Title	Dominican Identity and Society
Department(s)	Latin American and Latinx Studies
Discipline	Latin American and Latinx Studies
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 101
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	This course explores the development of Dominican national identity, culture, and society in the context the historical, racial, gender, sexual, social, and political dynamics of the Dominican Republic and Dominicans in the diaspora. Anti-Blackness, white supremacy, and colorism as well as the Dominican Republic's relations with Haiti and the impact of U.S. policies, military interventions, and neocolonialism are examined. Dominicans' transnational identities, their migration, settlement, adaptation patterns, and social justice activism in the United States will also be studied.
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.)

<b>Required</b> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	<b>Flexible</b> <input checked="" type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
--	--

#### 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.

A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
<p>Through a series of scaffolded assignments students in this course will be engaged in gathering, interpreting, and assessing a range of interdisciplinary texts and other sources to develop their final research paper. Specifically, to produce an annotated bibliography for their term paper will require students to gather and assess a variety of sources and points of view on a topic related to the course.</p> <p>Over the course of the semester, students will also submit four critical reflection essays that will require that they interpret and assess assigned readings from an array of sources that present different points of view. Students will be exposed to an interdisciplinary body of literature that address, contemporary notions of identity, nation, race, class, gender, sexualities, and migration that provide a foundation for understanding the identity formation, culture, and society of the Dominican Republic.</p>	<ul style="list-style-type: none"><li>• Gather, interpret, and assess information from a variety of sources and points of view.</li></ul>
<p>Students will evaluate evidence and arguments critically and analytically in various ways in this course:</p> <p>(1) Four low-stakes critical reflection essays will require that students to critically and analytically examine evidence and arguments presented in the readings.</p> <p>(2) Class discussions will focus on weekly assigned readings, and students will be prompted to interact with each other, debate the merits of arguments made in the readings, and present arguments of their own based on evidence they can point to from the readings any reliable sources.</p> <p>(3) Students will work on developing a final research paper that will engage them in evaluating evidence and arguments critically or analytically on a topic related to this course. Student paper topics must be approved by the professor and will be supervised by the professor. Support of students own thesis and arguments in their papers must be based on reliable scholarly works and evidence.</p> <p>(4) Students will give brief presentations focused on the main arguments in their final research paper. They will be prompted to present key evidence to support their arguments.</p>	<ul style="list-style-type: none"><li>• Evaluate evidence and arguments critically or analytically.</li></ul>
<p>Throughout the semester, different students will be assigned to lead a class discussion on the topic of the week. They will be prompted to use assigned readings to inform the discussion and support their arguments and conclusions.</p> <p>In weeks 3, 6, 9, and 12, students will be required to submit critical reflection essays in which they will be</p>	<ul style="list-style-type: none"><li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>

<p>prompted to provide well-reasoned analyses and arguments on assigned readings. Their analyses, arguments, and conclusions must be based on evidence found in the readings and other course materials.</p> <p>Students' final research papers and brief in-class oral presentations provide additional opportunities to produce and present well-reasoned written arguments using evidence to support their arguments. The final paper will be the produced through a process of scaffolded assignments. One of the assignments is to develop and submit a thesis statement that identifies and articulates their main argument. Students will also submit an outline, which will engage them in developing well-organized and well-reasoned arguments. Their work on an annotated bibliography will also focus students on identifying and evaluating sources and evidence to be used in their final papers as well as their in-class presentations. Feedback that students receive on their annotated bibliography and other assignments will help them better organize and sharpen their arguments for the final paper and class oral presentations to be made during the last four weeks of the semester.</p>	
<p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Through class discussions, critical reflection essays, class presentations and a final research project, students will engage in identifying concepts and methods from the scholarly works from leading Dominican historians (e.g., Moya, Paulino, and others) and prominent Dominicanists from different disciplines (e.g., Peña-Garcia, Torres-Saillant, Candelario, and others). This course will expose students to concepts and methods from the fields, such as Latin American studies, Latinx Studies, Anthropology, Cultural Studies, Political Science, and History when examining the cultural, political, and ethno-racial experiences of Dominicans and Dominicans in the United States. Concepts explored include but are not limited to racial and gender inequalities, racial formation, nationalism, transnationalism, colonialism, migration, sexuality, social justice, and civil and political rights.</p>	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul>
<p>Consistent with the fifth learning outcome, course readings, writing assignments and class discussions for this course will engage students in analyzing Dominican culture and the development of cultural expressions from national and transnational perspectives from different points of view, including from historical, political, racial, and ethnic viewpoints. Cultural adaptations within the Dominican society, including that of Dominicans who live in the United States, will be examined from various disciplines and from various scholarly perspectives, highlighting the research conducted by Dominican and non-Dominican scholars. For this specific reason, a module on the role of music and culture and national identity is incorporated into the syllabus.</p>	<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
<p>The fourth learning outcome identifies the significance of studying the historical development of Haitian-Dominican</p>	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>

<p>relations in the formation of Dominican society and identity, as these two countries share both the island of Hispaniola and a long historical trajectory together. The history of Haitian-Dominican relations is incorporated in readings and assignments throughout this course. Similarly, students will analyze the historical impact of U.S. policies and influence on the political, economic, and social development of the Dominican society and identity. Students will produce critical reflection essays that will prompt them to analyze the history of Haitian-Dominican and U.S.-Dominican relations. See, for example, critical reflection essays for 6 and week 9 on the sample syllabus.</p>	
<p>This course requires students to examine and critically assess the U.S. Dominican movement and activism for social justice on issues of immigration, education, housing, criminal justice, and human rights cognizant of the intersectionality of race with gender, sexuality, disability, social economic standing, and other dimensions of the Dominican experience.</p>	<ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
<p>As reflected in learning outcomes 1, 2 and 6, students will analyze and discuss the role of race, racism, class, gender, sexual orientation, and other forms of social differentiation in the formation of Dominican identity and society throughout this course. Students will produce written analyses (e.g., through critical reflection essays) and engage in class discussions on the reading materials covering issues of race, class, gender, sexuality, disability, and other forms of social differentiation in the context of Dominicans living in the United States as well as those living on their island nation.</p>	<ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>

SAMPLE SYLLABUS - 2021  
 JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
 LATIN AMERICAN AND LATINX STUDIES DEPARTMENT

<b>LLS 245, Section ____</b> <b>Dominican Society and Identity</b> <b>SEMESTER ____ YEAR ____</b> <b>DAYS: _____ TIMES: _____</b>
--

**Instructor:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Office Hours:** \_\_\_\_\_

**Tel.:** \_\_\_\_\_

**Office:** \_\_\_\_\_

**COURSE DESCRIPTION:**

This course explores the development of Dominican national identity, culture, and society in the context the historical, racial, gender, sexual, social, and political dynamics of the Dominican Republic and Dominicans in the diaspora. Anti-Blackness, white supremacy, and colorism as well as the Dominican Republic's relations with Haiti and the impact of U.S. policies, military interventions, and neocolonialism are examined.

Dominicans' transnational identities, their migration, settlement, adaptation patterns, and social justice activism in the United States will also be studied.

(3 credits; Prerequisite: ENG 101, and sophomore standing or above or permission of the section instructor.)

**LEARNING OUTCOMES:**

In this course, students will learn to:

- Gather, interpret, and assess information from a variety of sources and points of view that critically discuss and analyze contemporary notions of identity, nation, race, class, gender, sexualities, and migration that provide a foundation for understanding the identity formation, culture, and society of the Dominican Republic.
- Critically evaluate and analyze evidence and arguments contemporary issues facing Dominican society, including race and the impact of anti-Blackness and colorism on public policies, intra-generational relations, and the process of socio-cultural change in Dominican society.
- Produce well-reasoned written or oral assignments using evidence to support conclusions relevant to issues and topics central to this course.
- Analyze the historical development of the Dominican Republic in relation to Haiti and the United States, and how its history with these two countries has shaped Dominican society and identity.
- Analyze Dominican culture and the development of its cultural expressions from national and transnational perspectives from different points of view.
- Critically analyze and discuss the role of race and its intersectionality with ethnicity, gender, sexuality, disability, social economic standing to assess the U.S. Dominican experience and activism for social justice on issues of immigration, education, housing, criminal justice, and human rights.

**REQUIRED COURSE READINGS:**

**Readings from an array of books, journal articles, and other sources will be made accessible through Blackboard. Key readings used in this course are from the following books:**

Cambeira, A. (1997). *Quisqueya La Bella: The Dominican Republic in historical and cultural perspective*. New York: M.E. Sharpe, Inc. (Hereafter "Cambeira").

Moya, F. (1995). *The Dominican Republic: A national history*. New Rochelle, New York: Hispaniola Books. (Hereafter "Moya").

Paulino, E. (2016). *Dividing Hispaniola: The Dominican Republic's border campaign against Haiti, 1930 -1961*. Pittsburgh: Pittsburgh University Press. Available free online through the John Jay Library at <https://ebookcentral.proquest.com/lib/johnjay-ebooks/detail.action?docID=4525854&pq-origsite=primo>

(Hereafter “Paulino”).

Peña-Garcia, L. (2016). *The borders of Dominicanidad: Race, nation, and archives of contradiction*. Duke University Press. (Hereafter “Peña-Garcia”).

- **Additional readings**, including journal articles, movies, and videos, are properly referenced in the course outline below and will be accessible through Blackboard.
- **Supplemental readings and other materials** are optional, but highly recommended. Students are encouraged to use supplemental readings for assignments and in your final research paper.

#### **COURSE REQUIREMENTS AND GRADING:**

1. **Submit Final Paper Topic for Approval:** **5% of final grade**  
One paragraph with topic you will research related to Dominican history and identity, your research plan and reason for interest.
2. **Thesis statement and outline of final paper:** **10% of final grade**
  - For more information about **thesis statements**, see [https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/thesis\\_statement\\_tips.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html)
  - For more information about **outlines**, see [https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/developing\\_an\\_outline/how\\_to\\_outline.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/developing_an_outline/how_to_outline.html)
3. **Abstract and annotated bibliography on research paper topic:** **10% of final grade**
  - Students will submit an **abstract** on their research paper topic. For further information on how to write abstracts, see: [https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_engineering/handbook\\_on\\_report\\_formats/abstracts\\_and\\_executive\\_summaries.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_engineering/handbook_on_report_formats/abstracts_and_executive_summaries.html)
  - A sample **annotated bibliography** of AT LEAST 5 annotated sources relevant to your final paper topic must also be submitted. Sources should be cited APA style and annotations/summary should be at least 3 sentences long and in your own words.
  - For further information about annotated bibliographies, see: [https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)
4. **Four Critical Reflection Essays:** **20% of final grade**
  - During the course of the semester (see Course Outline), students will be required to submit four (4) critical essay papers, worth 5% each, that provide critical analysis and reflections on specifically assigned readings, videos, and/or movies. These papers are not intended to be a mere summary of the content of the readings or other materials. The essays must include an original analysis and an interpretive point of the topic. You must also explain why that material was important and support your points with appropriate examples and evidence from the readings and other materials. Papers must be at least two pages in length. Papers should follow proper format and citation for, as stated in the final paper outline below.
5. **Final Research paper:** **35% of final grade**
  - **Final research paper on an approved topic related to Dominican society and identity experience:** (A 8-page minimum—not including cover page and references—typewritten, APA-style research paper, standard 12-point font and 1-inch margins). Topics must be drawn from this syllabus and/or assigned reading materials from this class.
  - **All final papers must be in APA format:**  
Students in this class are expected to be familiar with and to follow proper APA format. For further information, please see John Jay Library resources at <http://guides.lib.jjay.cuny.edu/content.php?pid=136486&sid=1169197>

<https://guides.libraries.psu.edu/apaquickguide/intext>

- All final papers **must** incorporate and cite relevant reading materials from the assigned readings in this course.
- All assignments should be typed, double-spaced in a suitable 12-point font, and use one-inch margins. All assignments should have your name, title, and the date the assignment is due.
- **TURNITIN.COM and SAFE ASSIGN:** Students enrolled in this class are hereby placed on notice the professor reserves the right to use TURNITIN.COM and SAFE ASSIGN.

**6. Class presentations: 10% of final grade**

- All students will give a short class presentation summarizing their final paper assignments. A portion of the classes in weeks 12 through 15 will be reserved for student presentations. Additional instructions and prompts will be provided.

**7. Attendance and Participation: 10% of final grade**

- Vibrant and engaged class discussion relies on student completion of all required readings prior to class and attendance in every class. Throughout the semester, different students will be assigned to lead a class discussion on the topic of the week. Assigned readings, including supplemental readings, should be used to inform the discussion.

**COURSE OUTLINE AND READING ASSIGNMENTS:**

All reading assignments will be posted on Blackboard.

WEEKS	FOCUS	REQUIRED AND SUPPLEMENTAL READINGS
WEEK 1: Dates	Introduction and course overview	<b><u>Required Readings:</u></b> <ul style="list-style-type: none"> <li>• Peña-Garcia, Dominicanidad in contradiction, pp. 1-19</li> <li>• Paulino, Introduction, pp. 1-12</li> </ul>
WEEK 2: Dates	Colonization of the "New World" and its Impact	<b><u>Required Readings:</u></b> <ul style="list-style-type: none"> <li>• Moya, Chapt. 2, pp. 29-50</li> <li>• Torres-Saillant, S. (1995). Dominican Republic minority rights. In <i>No longer invisible: Afro Latin Americans today</i>, Minority Rights Group, eds. London: Minority Rights Group Publications.</li> </ul>
WEEK 3: Dates	Indigenous and Spanish Heritage	<b><u>Required Readings:</u></b> <ul style="list-style-type: none"> <li>• Cambeira, Chapt. 3, pp. 33-43</li> <li>• Cambeira, Chapt. 4, pp. 45-55</li> </ul> <p>➤ <b>CRITICAL REFLECTION ESSAY #1 DUE</b></p>
WEEK 4: Dates	Early African Presence and Heritage and Hispaniola's Slave-Labor Plantation Economy	<b><u>Required Readings:</u></b> <ul style="list-style-type: none"> <li>• Cambeira, Chapt. 8, pp. 79-92</li> <li>• Dominican Studies Institute. <a href="http://www.firstblacks.org/en/summaries/arrival-01-free-and-enslaved/">First Blacks in the Americas</a>: Both free and enslaved blacks arrived since early on. <a href="http://www.firstblacks.org/en/summaries/arrival-01-free-and-enslaved/">http://www.firstblacks.org/en/summaries/arrival-01-free-and-enslaved/</a>.</li> </ul> <b><u>Supplemental Reading:</u></b> <ul style="list-style-type: none"> <li>• Cambeira Chapt. 10, pp. 100-105</li> </ul>



<p><b>WEEK 5:</b> Dates</p>	<p><b>Dominican/ Haitian Relations</b></p>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Paulino, pp. 13-35</li> <li>• Podcast: <a href="#">The Dominican Republic and Haiti: Two Nations, One Island</a></li> <li>• Pod Cast: <a href="#">The Haitian Immigrant Dilemma in the Dominican Republic</a></li> <li>• <a href="#">VOX Video: Divided Island how Haiti and DR became two worlds:https://www.youtube.com/watch?v=4WvKeYuwifc&amp;feature=youtu.be</a></li> </ul> <p><b>Supplemental Readings:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Ayuso, M. (2011). How Lucky for You That Your Tongue Can Taste the 'r' in 'Parsley': Trauma Theory and the Literature of Hispaniola. <i>Afro-Hispanic Review</i>, 30(1): 47-62.</a></li> <li>• Moya, Chapt. 5</li> <li>• Moya, Chapt. 7</li> </ul>
<p><b>WEEK 6:</b> Dates</p>	<p><b>Dominican/ Haitian Relations (continued)</b></p>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Strongman, R. (2006). Reading through the Bloody Borderlands of Hispaniola: Fictionalizing the 1937 Massacre of Haitian Sugarcane Workers in the Dominican Republic. <i>Journal of Haitian Studies</i>, Vol. 12, No. 2 (Fall 2006), pp. 22-46.</a></li> <li>• Paulino, pp. 116-149; 150-159</li> </ul> <p>➤ <b>CRITICAL REFLECTION ESSAY #2 DUE</b></p>
<p><b>WEEK 7:</b> Dates</p>	<p><b>U.S. Military Interventions and White Supremacy</b></p>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Peña-Garcia, Of Bandits and Wenches: The US Occupation (1916-1924) and the Criminalization of Dominican Blackness, pp. 58-92.</li> <li>• Cambeira, Chapt. 20, pp. 164-177.</li> </ul> <p><b>Supplemental Reading:</b></p> <ul style="list-style-type: none"> <li>• Moya, Chapt. 16, pp. 321-339</li> </ul> <p>➤ <b>SUBMIT FINAL PAPER TOPIC FOR APPROVAL</b></p>
<p><b>WEEK 8:</b> Dates</p>	<p><b>Era of Trujillo</b></p>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Paulino, A Systematic Campaign of Extermination, pp. 56-83</li> <li>• Cambeira, Chapt. 21 pp. 178-188</li> </ul> <p><b>Supplemental Readings:</b></p> <ul style="list-style-type: none"> <li>• Moya Chapt. 19 pp. 381-404</li> <li>• Cambeira, Chapt. 22, pp. 189-210</li> </ul>
<p><b>WEEK 9:</b> Dates</p>	<p><b>The Legacy of Trujillo and U.S. Interventions on Dominican Society and Identity</b></p>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Paulino, Demands of Civilization: Changing Identity by Remapping and Renaming, pp. 84-115.</li> <li>• Candelario, G.E.B. (2007). <i>Black behind the ears: Dominican racial identity from museums to beauty shops</i>. Durham: Duke University Press. Chapt. 2, pp. 83-118. (African and Indigenous Displays in the Museo del Hombre Dominicano)</li> <li>• Alcántara, A. (2019, November 25). In Dominican Republic, thousands join 'March of the Butterflies' protest against gender violence. <i>Latino USA</i>. <a href="https://www.latinousa.org/2019/11/25/marchofbutterflies/">https://www.latinousa.org/2019/11/25/marchofbutterflies/</a></li> </ul>

		<p>➤ <b>CRITICAL REFLECTION ESSAY #3 DUE</b></p>
<p><b>WEEK 10:</b> Dates</p>	<p><b>The Dominican Migration Experience and Identity</b></p>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>Hernández, R. and Marrara, S. (2015). Old Places, New Places: Geographic Mobility of Dominicans in the U.S. <i>CUNY Academic Works</i>. CUNY Dominican Studies Institute Monograph Series. <a href="https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1017&amp;context=dsi_pubs">https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1017&amp;context=dsi_pubs</a></li> <li>Levitt, P. (2004). Transnational Ties and Incorporation: The Case of Dominicans in the United States. In D.G. Gutierrez (Ed.), <i>The Columbia History of Latinos in the United States Since 1960</i> (pp. 229-256). New York: Columbia University Press.</li> <li>Candelario, G.E.B. (2001). 'Black behind the ears' -and up front too?: Dominicans in the Black Mosaic. <i>Public historian</i>, 23 (4): 55-72. Available through the John Jay Library at <a href="https://www.jjay.cuny.edu/black-behind-the-ears-and-up-front-too-dominicans-in-the-black-mosaic-on-jstor">"Black Behind the Ears"—and Up Front Too? Dominicans in The Black Mosaic on JSTOR (cuny.edu)</a></li> </ul> <p><b>Supplemental Reading:</b></p> <ul style="list-style-type: none"> <li>García-Peña, L. (2013). Being black ain't so bad... Dominican immigrant women negotiating race in contemporary Italy. <i>Caribbean Studies</i>, 41(2): pp. 137-161.</li> </ul> <p>➤ <b>THESIS STATEMENT AND OUTLINE OF FINAL PAPER DUE</b></p>
<p><b>WEEK 11:</b> Dates</p>	<p><b>The U.S. Dominican Experience, Activism, and Social Justice Movements</b></p>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>Segura, O. (2020, June 8). Remembering the NYPD shooting of Dominican immigrant Kiko García and what it means during today's #BlackLivesMatter Movement. <i>Latino USA</i>. <a href="https://www.latinousa.org/2020/06/08/kikogarcia/">https://www.latinousa.org/2020/06/08/kikogarcia/</a></li> <li>Hernandez, R., Kucheva, Y., Marrara, S. and Sezgin, U. (2018). Restoring Housing Security and Stability in New York City Neighborhoods: Recommendations to Stop the Displacement of Dominicans and Other Working-Class Groups in Washington Heights and Inwood. CUNY Dominican Studies Institute.</li> <li>García, O. &amp; Bartlett, L. (2011). Dominican Youth in New York City Schools: A community stands up and delivers. <i>Camino Real</i>, 3(4): 95-117.</li> </ul> <p>➤ <b>ABSTRACT AND ANNOTATED BIBLIOGRAPHY ON RESEARCH PAPER TOPIC DUE</b></p>
<p><b>WEEK 12:</b> Dates</p>	<p><b>Colorism, Anti-Blackness, and Anti-Haitianism in the Dominican Republic</b></p>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>Candelario, G.E.B. (2017). Color Matters-Latina/o Racial Identities and Life Chances, In J. Flores &amp; R. Rosaldo (Eds.), <i>A Companion to Latina/o Studies</i> (pp. 337-350). Malden, MA: Blackwell. Available at <a href="https://onlinelibrary-wiley-com.ez.lib.jjay.cuny.edu/doi/10.1002/9781405177603.ch30">https://onlinelibrary-wiley-com.ez.lib.jjay.cuny.edu/doi/10.1002/9781405177603.ch30</a></li> <li>Torres-Saillant, S. (2010). Introduction to Dominican Blackness. CUNY Dominican Studies Institute. pp.1-28</li> <li>Malone, G. (2020). Mamá Tingo: The Black Dominicana Revolutionary You Should Know. <i>BElatina</i>. <a href="https://belatina.com/mama-tingo-dr-revolutionary/">https://belatina.com/mama-tingo-dr-revolutionary/</a></li> </ul> <p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li>Mamá Tingó - Dominicana Revolutionary <a href="https://www.instagram.com/mamatingo">#Afrolatino</a></li> </ul>

		<p><a href="https://www.youtube.com/watch?v=5gE5pv3L5jc">https://www.youtube.com/watch?v=5gE5pv3L5jc</a></p> <ul style="list-style-type: none"> <li>• Torres-Saillant, S. (1998). The tribulations of Blackness stages in Dominican racial identity. <i>Latin American Perspectives</i>, 25(3): 126-146.</li> </ul> <p>➤ <b>CRITICAL REFLECTION ESSAY #4 DUE</b></p> <p>➤ <b>CLASS PRESENTATIONS BEGIN (A portion of this class will be dedicated to brief student presentations)</b></p>
WEEK 13: Dates	<b>Intersections of Gender, Race, Sexuality, and Activism</b>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Maillo-Pozo, S. (2018). Reconstructing Dominican <i>Latinidad</i>: Intersections between gender, race, and hip-hop. <i>Small Axe</i> 22(2), 85-98. <a href="https://www.muse.jhu.edu/article/701222">https://www.muse.jhu.edu/article/701222</a>. Available through the John Jay Library at <a href="#">Project MUSE - Reconstructing Dominican Latinidad: Intersections between Gender, Race, and Hip-Hop (cuny.edu)</a></li> <li>• Quinn, R.A. (2018). Dominican pride and shame: Gender, race, and LGBT activism in Santo Domingo. <i>Small Axe</i> 22(2), 128-143. <a href="https://www.muse.jhu.edu/article/701225">https://www.muse.jhu.edu/article/701225</a>. Available through the John Jay Library at <a href="#">Project MUSE - Dominican Pride and Shame: Gender, Race, and LGBT Activism in Santo Domingo (cuny.edu)</a></li> </ul> <p><b>Supplemental Reading:</b></p> <ul style="list-style-type: none"> <li>• Lara, A. (2018). Strategic universalisms and Dominican LGBT activist struggles for civil and human rights. <i>Small Axe</i> 22(2), 99-114. <a href="https://www.muse.jhu.edu/article/701223">https://www.muse.jhu.edu/article/701223</a>. Available through the John Jay Library at <a href="#">Project MUSE - Strategic Universalisms and Dominican LGBT Activist Struggles for Civil and Human Rights (cuny.edu)</a></li> </ul> <p>➤ <b>CLASS PRESENTATIONS (continued)</b></p>
WEEK 14: Dates	<b>Music, Culture, and Identity</b>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Puleo, G. (1997). Merengue and the politics of nationhood and identity in the Dominican Republic. <i>Cielo Naranja</i>, <a href="http://www.cielonaranja.com/puleo.htm">http://www.cielonaranja.com/puleo.htm</a></li> <li>• Torres-Santos, R. (2013). Juan Luis Guerra and the Merengue: Toward a New Dominican National Identity National Identity. <i>CUNY Academic Works: Dominican Studies Institute Research Monograph</i>. <a href="https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1001&amp;context=dsi_pubs">https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1001&amp;context=dsi_pubs</a></li> </ul> <p><b>Supplemental Reading:</b></p> <ul style="list-style-type: none"> <li>• CUNY Dominican Studies Institute. <i>A History of Dominican Music in the U.S.</i> <a href="http://dominicanmusicusa.com/about">http://dominicanmusicusa.com/about</a></li> </ul> <p>➤ <b>CLASS PRESENTATIONS (continued)</b></p>
WEEK 15: Dates	<b>Prospects and Solutions</b>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Paulino, pp. 160-168</li> <li>• Bonilla-Silva, E. and Dietrich, D. (2008). <i>The Latin Americanization of Racial Stratification in the U.S. Racism in the 21<sup>st</sup> Century</i>. Springer. pp. 151-167.</li> </ul> <p>➤ <b>CLASS PRESENTATIONS (continued)</b></p>

➤ <b>FINAL RESEARCH PAPERS: DUE DATE</b>
--

**RELEVANT WEB SITES** (These sources can be used for your final research paper):

- **Dominican Studies Institute (CUNY):** <http://www1.cuny.cuny.edu/ci/dsi/>
- American Civil Liberties Union: <http://www.aclu.org/>
- Center for Constitutional Rights: <http://ccrjustice.org/>
- Human Rights Watch: <http://www.hrw.org>
- Immigration Policy Center <http://www.immigrationpolicy.org>
- LatinoJustice/PRLDEF: <http://latinojustice.org/>
- NACLA Report on the Americas: <http://www.nacla.org>
- New York Civil Liberties Union: <http://www.nyclu.org/>
- Open Society Institute: <http://www.soros.org/>
- Pew Hispanic Center: <http://pewhispanic.org>
- Southern Poverty Law Center: <http://www.splcenter.org/>

**ONLINE RESOURCES:**

- How to Listen to a Podcast for Class: <http://abbymullen.org/how-to-listen-to-a-podcast-for-class/>
  - Abstracts: [https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_engineering/handbook\\_on\\_report\\_formats/abstracts\\_and\\_executive\\_summaries.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_engineering/handbook_on_report_formats/abstracts_and_executive_summaries.html)
  - Annotated bibliographies: [https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)
  - APA format: <http://guides.lib.jjay.cuny.edu/content.php?pid=136486&sid=1169197>
  - Outlines: [https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/developing\\_an\\_outline/how\\_to\\_outline.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/developing_an_outline/how_to_outline.html)
  - Thesis statements: [https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/thesis\\_statement\\_tips.htmlh](https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.htmlh)

**PLEASE NOTE THAT THE FOLLOWING POLICIES APPLY TO THIS COURSE:**

- **Statement of the College Policy on Plagiarism:** Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified.

Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

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

- **Americans with Disabilities Act (ADA) Policies:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor. Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4<sup>th</sup> ed., City University of New York, p.3. [http://www.jjay.cuny.edu/studentlife/Reasonable\\_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

- **Student Support Services:** If you or your family face any challenges, including economic, social, legal, medical, or emotional, please feel free to make an appointment to discuss with me. There are many resources on campus that could help. One source assistance is the Wellness Center, which provides a variety of services, free legal advice, health and counseling services, a Food Bank, emergency MetroCards, and other forms of emergency funds and other essential services. **The Wellness Center** is located in L.68. More information can be found at <https://www.jjay.cuny.edu/wellness-resources>.
- The faculty in the Latin American and Latina/o Studies Department are keenly aware of the concerns and stress that immigrants in the United States are currently experiencing. Our department is committed to supporting immigrant students at John Jay to the best of our abilities. If you or your family need support regarding their immigration status/es, including legal support, mental health support, Know Your Rights Information, etc., please feel free to see me and/or please visit **The Immigrant Student Success Center** located in L2.69.11. More information can e found at the *Resources for Undocumented and DACAStudents* webpage: <http://www.jjay.cuny.edu/undocumentedstudents>. Contact Denise Vivar Her bio: <https://www.jjay.cuny.edu/meet-team>. EMAIL: Denise Vivar, [dvivar@jjay.cuny.edu](mailto:dvivar@jjay.cuny.edu)

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

## **Course Revision Form**

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

Date Submitted: 10/29/2021

1. Name of Department or Program: Psychology

2. Contact information of proposer(s):

Name(s): Elizabeth Jeglic (on behalf of Curriculum Committee)

Email(s): [ejeglic@jjay.cuny.edu](mailto:ejeglic@jjay.cuny.edu)

Phone number(s): 212-484-1195

3. Current number and title of course: **PSY 242 Abnormal Psychology**

4. Current course description: This course offers an introduction to psychological approaches to understanding, defining and treating psychological disorders that can affect children, adolescents, and adults. During the course students will learn several distinct perspectives that explain psychological problems and guide psychological treatment and assessment.

a. Number of credits: 3 credits

b. Number of class hours (please specify if the course has lab hours): 45

c. Current prerequisites: ENG 101 and PSY 101

5. Describe the nature of the revision (what are you changing?): We are proposing to change the name of the course to PSY 242 Psychological Disorders and Distress (formerly Abnormal Psychology) and the reflect the new name and shift in focus in the course description.

6. Rationale for the proposed change(s): Abnormal psychology implies pathology and a deviation from the norm. Such a characterization increases stigma toward those who are experiencing psychological disorders and distress and can in fact increase the severity and duration of their symptoms and prevent them from seeking treatment. In an effort to overcome this stigma, especially among students who will be practicing in the field, we propose to change the course title to better reflect a broader understanding of psychological disorders and distress without value labels. We believe that this is in line with the mission of the college and its focus on social justice and the way the field of psychology is moving in general. While some colleges and

universities have already made changes to the name of this course, others have not yet. Therefore, to avoid confusion, we propose to refer to the old course name (formerly Abnormal Psychology) in the new course title so it will appear on transcripts and will not impact students should they transfer or apply to graduate school where this course is often a required prerequisite. We also wanted to highlight the importance of studying psychological disorders and distress with a focus on culture and individual differences and this is reflected in the updated course description.

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

a. Revised course description: **This course offers an introduction to psychological approaches to understanding, defining and treating psychological disorders and distress that can affect children, adolescents, and adults. During the course students will learn several distinct perspectives that explain psychological disorders and distress, their assessment and treatment with a particular focus on how these may be impacted by culture and individual differences.**

b. Revised course title: **PSY 242 Psychological Disorders and Distress (formerly Abnormal Psychology).**

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

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: 500 plus

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 10/28/2021

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

**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 complete every item and submit this form to the Office of Undergraduate Studies via email to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

Date Submitted: November 2, 2021

1. Name of Department or Program: Modern Languages and Literatures

2. Contact information of proposer(s):

Name(s): Vicente Lecuna

Email(s): [vlecuna@jjay.cuny.edu](mailto:vlecuna@jjay.cuny.edu)

Phone number(s): 646-557-4413

3. Current number, title, and abbreviated title of course: **SPA 215 –Spanish Conversation & Composition**

4. Current course description:

Spanish Conversation and Composition is designed to promote written and oral fluency through listening, reading, writing and speaking. The course will focus on language through structure in the context of short language documentaries, reading and writing short stories and presentations. This course presumes knowledge of language fundamentals that will permit students to function at an intermediate high level. Grammatical structures will be reviewed and re-tested in the context of writing and speaking. This course will serve to improve and enhance students' writing and oral skills by emphasizing proper use of grammatical structures, syntax and pronunciation.

a. Number of credits: 3 credits

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

c. Current prerequisites: ENG 101, SPA 202 or SPA 212, or placement exam

5. Describe the nature of the revision: Prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives. Heritage student's language level allows them to reach higher courses with fewer prerequisites

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

a. Revised course description: N/A



b. Revised course title: N/A

c. Revised number of credits and hours: N/A

d. Revised number of hours: N/A

e. Revised prerequisites: **ENG 101; SPA 112 Introductory Spanish II for Heritage Students or SPA 202 Intermediate Spanish II or placement exam**

8. Enrollment in past semesters: approximately 18-25 students

9. Does this change affect any other departments?

No

Yes

What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: November 1, 2021.

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

Vicente Lecuna  
Chair, MLL

**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 complete every item and submit this form to the Office of Undergraduate Studies via email to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

Date Submitted: March 6, 2012

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):

Name(s): Vicente Lecuna

Email(s): [sdapia@jjay.cuny.edu](mailto:sdapia@jjay.cuny.edu)

Phone number(s): 646-557-4413

3. Current number, title, and abbreviated title of course: **SPA 250 – Spanish for Criminal Justice**

4. Current course description:

An intermediate course in Spanish to enhance students' ability to communicate within a criminal justice setting by employing the five language skills (listening, speaking, reading, writing, and cultural awareness). Through the analysis of texts and other artifacts, students also develop critical thinking skills regarding current topics of criminal justice including issues of gender, race, class, and ethnicity, among others. The course is conducted in Spanish.

a. Number of credits and hours: 3 credits

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

c. Current prerequisites: ENG 101, SPA 202 or SPA 212 or placement exam

5. Describe the nature of the revision: Prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives. Heritage student's language level allows them to reach higher courses with less prerequisites

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

a. Revised course description: N/A

b. Revised course title: N/A

c. Revised number of credits and hours: N/A

d. Revised number of hours: N/A

e. Revised prerequisites: **ENG 101, SPA 112 Introductory Spanish for Heritage Students II or SPA 202 Intermediate Spanish II or placement exam**

8. Enrollment in past semesters: typically 20-28 students per semester.

9. Does this change affect any other departments?

No

Yes

What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: November 1, 2021.

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

Vicente Lecuna  
Chair, MLL

**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 complete every item and submit this form to the Office of Undergraduate Studies via email to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

Date Submitted: November 2, 2021

1. Name of Department or Program: Modern Languages and Literatures

2. Contact information of proposer(s):

Name(s): Vicente Lecuna

Email(s): [vlecuna@jjay.cuny.edu](mailto:vlecuna@jjay.cuny.edu)

Phone number(s): 646-557-4413

3. Current number, title, and abbreviated title of course: **SPA 255 – Spanish for the Professional**

4. Current course description: This course expands Spanish-language proficiency at the Intermediate-Advanced level. The course provides written and oral practice through hands-on real-life activities that engage in expanding language and cultural competency in order to be successful in the professional workplace. Focus is placed on the development of business and legal communication skills and inter-cultural competency needed for a wide variety of fields including law, public service, advocacy and human services.

a. Number of credits and hours: 3 credits

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

c. Current prerequisites: ENG 101, SPA 202 or SPA 212, or placement exam

5. Describe the nature of the revision: Prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives. Heritage student's language level allows them to reach higher courses with less prerequisites

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

a. Revised course description: N/A

b. Revised course title: N/A

c. Revised number of credits and hours: N/A

d. Revised number of hours: N/A

e. Revised prerequisites: ENG 101, SPA 112 Introductory Spanish for Heritage Students II or SPA 202 Intermediate Spanish II or placement exam

8. Enrollment in past semesters: Has not been recently offered.

9. Does this change affect any other departments?

No

Yes

What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: November 1, 2021.

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

Vicente Lecuna  
Chair, MLL

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

**PROPOSAL FOR A NEW GRADUATE COURSE**

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

**Date submitted to the Office of Graduate Studies:** November 29, 2021

**Date of Program Approval:** November 17, 2021

**Date of CGS Approval:** **December 6, 2021**

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

Name(s)	Email(s)	Phone number(s)
Gohar Petrossian	<a href="mailto:gpetrossian@jjay.cuny.edu">gpetrossian@jjay.cuny.edu</a>	212-393-6409
Jelena Pia-Comella	<a href="mailto:jpiacomella@jjay.cuny.edu">jpiacomella@jjay.cuny.edu</a>	646-410-7564

**2. Course details:**

<b>Program Name</b>	International Crime And Justice
<b>Course Prefix &amp; Number</b>	ICJ 735
<b>Course Title</b>	Gender justice for conflict-related sexual and gender-based violence (SGBV) and crimes
<b>Catalog Description</b>	The course is designed to provide students with an in-depth overview of the road towards ending impunity for conflict-related sexual and gender-based crimes at the international level. Particularly, the course will focus on the gender provisions of the Rome Statute, the work of the International Criminal Court (ICC), as well as the work of the United Nations towards addressing and ending impunity for conflict-related sexual and gender-based violence and crimes. Current court cases of gender-based crimes during conflict situations are discussed in accomplishing prosecution, protection, and prevention and in addressing the challenges in holding perpetrators accountable for setting international standards.
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	NA
<b>Credits</b>	3

<b>Contact Hours (per week)</b>	2
<b>Lab Hours</b>	NA

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

The program has only one gender-based (internationally focused) course, which has been developed and taught many years ago (ICJ721: International Perspectives on Women in Criminal Justice). This course is a broad overview and focuses mainly on policing and the role of women in international law enforcement. The current course will primarily focus on the cross-cultural perspectives as they relate to women as victims of violence in various conflict-related settings and circumstances. Conflict-related sexual and gender-based violence is one of the major international crime and justice issues prevalence across the globe, and through this course, our students will be well equipped with the knowledge on the various dimensions of violence against women in conflict areas, as well as how these conflicts have been handled by the International Criminal Court and the UN.

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

This course will be taught as an ICJ MA elective.

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

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

If yes, please provide the following:

- I. Semester(s) and Year(s): **Fall 2021**
- II. Teacher(s): **Jelena Pia-Comella**
- III. Enrollment(s): **5**
- IV. Prerequisite(s): **NA**

**6. Learning Outcomes:**

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

Learning objective 1: students will gain knowledge on the work of Rome Statute System and of the United Nations, in particular the work of the UN Security Council in setting new international standards to address and end impunity for conflict-related sexual and gender-based violence.

Learning objective 2: students will analyze landmark cases brought up at the International Criminal Tribunals for the Former Yugoslavia and Rwanda, as well as current International Criminal Court cases.

Learning objective 3: students will apply research on the status of the implementation of the gender provisions of the Rome Statute based on scholarly articles, policy recommendations and the current situations under investigation and preliminary examinations of the International Criminal Court.

Learning objective 4: through a series of discussions with practitioners, policymakers, students will develop their analytical and communications skills.

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

The course outcomes align with the four learning outcomes outlined in the program, which are knowledge (e.g. attainment of factual knowledge in international crime); analysis (e.g. critical assessment of an international crime); research (e.g. knowledge of the literature in the field) and communication (e.g. demonstration of thorough knowledge in the field through presentation).

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

By participating actively and engaging into every week's discussion and based on student's answers to the weekly reflection questions, the professor will be able to measure and assess the progress on the level of gained knowledge on the subject matter of each week's course. Through the discussions with experts which will occur towards the end of the course and based on student's questions, reflections, the professor will be able to assess student's communication and analytical skills gained throughout the course. Also, through the final research paper, the professor will be able to assess and grade the level of knowledge gained as well as to assess the analytical and communications skills of the students.

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

1. Champell, L. (2016). *The politics of gender justice at the international criminal Court: Legacies and Legitimacy* ISBN-13: 9780199927890
2. de Beauvoir, S. (1949). *The Second Sex*. Vintage, 1st edition ISBN 10: 030727778X ISBN 13: 9780307277787
3. Grey, R. (2019). *Prosecuting sexual and gender-based crimes at the ICC: practice, progress and potential*. Cambridge Studies in International and Comparative Law Online ISBN 9781108652346
4. Rai, S.M (2009). *Global Governance – Feminist perspectives*. (Chapter 7 pp.160- 184). Palgrave Macmillan. ISBN 0230537057 ISBN-13: 9780230537057



5. Rose S.O. (2010). *What is Gender History?* Polity Press. ISBN-13: 978-0745646152  
ISBN-10: 0745646158

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

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

### a. Databases

### b. Books, Journals and eJournals

Bacio Terracino, J. (2007). National Implementation of ICC Crimes: Impact on National Jurisdictions and the ICC. *Journal Of International Criminal Justice*, 5(2), 421-440.

<https://doi.org/10.1093/jicj/mqm010>

Ferizović, J., & Mlinarević, G. (2020). Applying International Experiences in National Prosecutions of Conflict-related Sexual Violence. *Journal Of International Criminal Justice*, 18(2), 325-348. <https://doi.org/10.1093/jicj/mqaa037>

*Sexual violence in armed conflict, Vol. 96, no. 894.* International Committee of the Red Cross. (2021). Retrieved 23 November 2021, from <https://www.icrc.org/en/publication/sexual-violence-armed-conflict-vol-96-no-894>. (pp.503-539).

Pia-Comella, J (2020), The Women, Peace and Security Agenda as a tool for proving CRSV. *Politorbis: Prévenir les atrocités: vers de nouveaux paradigmes? Preventing atrocities; towards new paradigms?* (N. 68 , pp. 65-70) Federal Department of Foreign Affairs FDFA

Unict.irmct.org. (2021). Retrieved 23 November 2021, from <https://unict.irmct.org/sites/unict.irmct.org/files/publications/compendium-documents/ii-procedures-a-dressing-sexual-gender-violence-legacy-application-oosterveid.pdf>.

Seelinger, K. (2020). Close to Home. *Journal Of International Criminal Justice*, 18(2), 219-242. <https://doi.org/10.1093/jicj/mqaa029>

Van Schaak, B. (2009). Obstacles on the road to gender justice: the international criminal tribunal for Rwanda as object lesson. *Am. UJ Gender Soc. Pol'y & L.*, 17, 361  
Digitalcommons.wcl.american.edu. (2021). Retrieved 23 November 2021, from <https://digitalcommons.wcl.american.edu/cgi/viewcontent.cgi?article=1028&context=jgspl>.

## 9. Identify recommended additional library resources

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

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

1. de Beauvoir, S. (1949). *The Second Sex*. Vintage, 1st edition  
We have a print copy on Reserve (HQ1208.B352 2011) and a couple of copies in the Stacks. I will try to order a couple copies of e-edition.
2. Grey, R. (2019). *Prosecuting sexual and gender-based crimes at the ICC: practice, progress and potential*. Cambridge Studies in International and Comparative Law.  
An ebook is on order (multi-user access).
3. Rose S.O. (2010). *What is Gender History?* Polity Press.  
(We have this book in print, I will move it to Reserve (library use only).  
Call number HQ1075 .R665 2010)  
Ebook is available for a purchase by an individual (not library) for \$18.

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

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

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

**13. Proposed instructors:**

*Jelena Pia-Comella*

*Rosemary Barberet*

*Mangai Natarajan*

**14. Other resources needed to offer this course:**

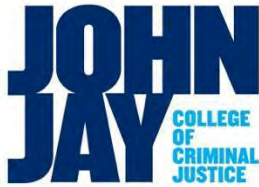
N/A

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

None identified.

**16. Syllabus**

Attached is the model syllabus for this course.



## **IC&J 7XX GENDER JUSTICE FOR CONFLICT-RELATED SEXUAL AND GENDER-BASED VIOLENCE AND CRIMES**

Teaching Faculty: **Jelena PIA-COMELLA**  
Email: [jpiacomella@jjay.cuny.edu](mailto:jpiacomella@jjay.cuny.edu)

### **COURSE DESCRIPTION**

The course is designed to provide students with an in-depth overview of the road towards ending impunity for conflict-related sexual and gender-based crimes at the international level. Particularly, the course will focus on the gender provisions of the Rome Statute, the work of the International Criminal Court (ICC), as well as the work of the United Nations towards addressing and ending impunity for conflict-related sexual and gender-based violence and crimes. Current court cases of gender-based crimes during conflict situations are discussed in accomplishing prosecution, protection, and prevention and in addressing the challenges in holding perpetrators accountable for setting international standards.

### **COURSE GOALS AND OBJECTIVES**

The key goal of the course is to increase students' knowledge of gender justice for conflict-related sexual and gender-based violence crimes.

Learning objective 1: students will gain knowledge on the work of Rome Statute System and of the United Nations, in particular the work of the UN Security Council in setting new international standards to address and end impunity for conflict-related sexual and gender-based violence.

Learning objective 2: students will analyze landmark cases brought up at the International Criminal Tribunals for the Former Yugoslavia and Rwanda, as well as current International Criminal Court cases.

Learning objective 3: students will apply research on the status of the implementation of the gender provisions of the Rome Statute based on scholarly articles, policy recommendations and the current situations under investigation and preliminary examinations at the International Criminal Court.

Learning objective 4: through a series of discussions with practitioners, policymakers, students will develop their analytical and communications skills.

## **REQUIRED READINGS**

6. de Beauvoir, S. (1949). *The Second Sex*. Vintage, 1st edition
7. Grey, R. (2019). *Prosecuting sexual and gender-based crimes at the ICC: practice, progress and potential*. Cambridge Studies in International and Comparative Law.
8. Rose S.O. (2010). *What is Gender History?* Polity Press.
9. Other additional readings per class

Please purchase the course textbooks before the start of the course. Please read *The Second Sex* and before the start of the course.

## COURSE REQUIREMENTS

### I. Readings

Students must complete the reading before class and engage actively in class preparations and discussions.

### II. Assignments

- a) Class participation: Class participation consists of attending class and actively participating in the discussion.
- b) Elaborating reflection questions and moderating class discussions: This assignment consists of elaborating on reflection questions for the given class and moderating the discussion.
- c) Research paper on case analysis (group assignment): The final research paper is a group assignment and consists of an in-depth research and a 10-page paper analyzing the status of the implementation of the gender provisions of the Rome Statute. Each group will present its selected country and the division of labor and responsibilities for each member of the group. This will be based on the relevant recommendations of the Committee on the Elimination of Discrimination Against Women of a country of your choice under investigation of the ICC: Afghanistan, Bangladesh/Myanmar, Burundi, Central African Republic, Côte d'Ivoire, Democratic Republic of Congo, Georgia, Kenya, Libya, Mali, Palestine, Sudan, Uganda.  
*See Global Justice Center (2018) Iraq's Criminal Laws Preclude Justice for Women and Girls*  
<https://globaljusticecenter.net/files/IraqiLawAnalysis.4.6.2018.pdf>

### III. Late Assignment Policy

All assignments must be turned in on time. Late assignments will be accepted with a penalty of 5% per each day submitted after the deadline.

#### IV. Grading Policy and Grade breakdown

Item	Due Date	Weight	Description
Class participation		15%	1 % per class Class participations consists of attending the class and actively participating in class discussions
Elaborating on reflection questions and moderating class discussions		35%	This assignment consists of elaborating on reflection questions for that class and moderating the discussion
Research paper on case analysis (group assignment)  Assignments * create a group and choose a country  *Group oral presentation  *Final written submission of the research paper		5%  10%  35%	The final research paper is a group assignment and consists of elaborating within your group in a 10-page paper analysis on the status of the implementation of the gender provisions of the Rome Statute based on the relevant recommendations of the Committee on the Elimination of Discrimination Against Women of a country of your choice under investigation of the ICC: Afghanistan, Bangladesh/Myanmar, Burundi, Central African Republic, Côte d'Ivoire, Democratic Republic of Congo, Georgia, Kenya, Libya, Mali, Palestine, Sudan, Uganda. <ul style="list-style-type: none"> <li>- Comparative analysis – status – definitions etc... constitution, legal penal codes</li> <li>- Recommendations from CEDAW: status of implementation</li> </ul> <p>10% of the grade will be allocated to the oral presentation of the draft report.</p> <p><i>See GJC's example</i>  <a href="https://globaljusticecenter.net/files/IraqiLawAnalysis.4.6.2018.pdf">https://globaljusticecenter.net/files/IraqiLawAnalysis.4.6.2018.pdf</a></p>
<b>TOTAL</b>		<b>100 %</b>	

Grading will follow the standards of the College. The table below indicates the index values and the suggested numerical values as a guide for students to understand their grades:

93.0-100.0 =	A (outstanding)
90.0-92.9 =	A- (excellent)
87.1-89.9 =	B+ (very good)
83.0-87.0 =	B (good)
80.0-82.9 =	B- (marginal)
77.1-79.9 =	C+ (non-satisfactory)
73.0-77.0 =	C (poor)
70.0-72.9 =	C- (very poor)
00.0-69.9 =	F (failure)

## THE CUNY POLICY ON ACADEMIC INTEGRITY

Academic dishonesty is prohibited at The City University of New York and is punishable by penalties, which may include failing grades, suspension, and expulsion.

**I. 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 the list exhaustive:

- 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.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without receiving advance permission from each instructor to do so.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write papers that have been assigned to you, or to do projects that have been assigned to you. This includes the 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, computers or other technologies to retrieve or send information

**II. Plagiarism** is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's creation. Using the ideas or work of another is permissible only when

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

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

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

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

Be aware of self-plagiarism. Students are not allowed to submit assignments or parts of assignments for this course if they have been or are being used in other courses.

### **PLAGIARISM SANCTION**

The detection of intentional or unintentional plagiarism (15% or more) will cause the student to get: (a) first instance of plagiarism, an F first in the assignment; (b) second instance of plagiarism, an F in the course. In the event of each plagiarism case, the professor is required to submit an Academic Integrity Violation Form to the Office of the Provost.

### **LATE SUBMISSIONS & MAKE-UP WORK**

All assignments must be turned in on time. Late assignments will be penalized by 3% of a grade for every day they are turned in late. Should you need an extension, talk to the instructor in advance. No extensions will be given after the due date.

## **CLASS SCHEDULE**



## PART I – DEFINITIONS AND SCOPE OF GENDER JUSTICE

### Week 1: Introduction to gender justice

#### **Background: path to gender justice**

Week 1 is meant to provide you with an introduction to gender justice: foundation, normative framework, and evolution.

#### **Learning Objectives:**

Get familiar with the course content and expectations.

Increase knowledge on the concept of gender justice.

#### **Readings**

1. The notion of gender, gender equality and gender justice

Champell, L. (2016). *The politics of gender justice at the international criminal Court: Legacies and Legitimacy*. (Chapter 1 pp. 1-26). Oxford University Press.

Grey, R. (2019). Seeing Gender amid “Unimaginable Atrocities” and Gender-based crimes *Prosecuting sexual and gender-based crimes at the ICC: practice, progress and potential*. (Chapter 1 & Chapter 2 pp. 1-66). Cambridge Studies in International and Comparative Law.

Rose S.O. (2010). What is gender history, Bodies and sexuality in gender history. *What is Gender History?* (Chapters 1, 2 and 3 pp 10-48). Cambridge Studies in International and Comparative Law.

2. International human rights treaties and their monitoring bodies promoting gender equality

Ohchr.org. 2021. *OHCHR | Combating discrimination against women*. [online] Available at: <[https://www.ohchr.org/en/issues/discrimination/pages/discrimination\\_women.aspx](https://www.ohchr.org/en/issues/discrimination/pages/discrimination_women.aspx)> [Accessed 23 November 2021].

*Ending violence against women*. UN Women. (2021). Retrieved 23 November 2021, from <https://www.unwomen.org/en/what-we-do/ending-violence-against-women>.

*OHCHR | Special Rapporteur on violence against women, its causes and consequences*. Ohchr.org. (2021). Retrieved 23 November 2021, from <https://www.ohchr.org/en/issues/women/srwomen/pages/srwomenindex.aspx>.

*OHCHR | Convention on the Elimination of All Forms of Discrimination against Women*. Ohchr.org. (2021). Retrieved 23 November 2021, from <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx>.

Un.org. (2021). Retrieved 23 November 2021, from [https://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.21\\_declaration%20elimination%20vaw.pdf](https://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.21_declaration%20elimination%20vaw.pdf).

Beijing20.unwomen.org. (2021). Retrieved 23 November 2021, from [https://beijing20.unwomen.org/~/\\_media/headquarters/attachments/sections/csw/pfa\\_e\\_final\\_web.pdf](https://beijing20.unwomen.org/~/_media/headquarters/attachments/sections/csw/pfa_e_final_web.pdf).

A/HRC/38/43. Undocs.org. (2021). Retrieved 23 November 2021, from <https://undocs.org/Home/Mobile?FinalSymbol=A%2FHRC%2F38%2F43&Language=E&DeviceType=Desktop>.

***Reflection Questions:***

*What is gender justice and how it differs from gender equality?*

## PART II: LEGAL FRAMEWORKS TO DEAL WITH SEXUAL AND GENDER-BASED VIOLENCE – THE GENEVA CONVENTIONS VS. THE ROME STATUTE

### Week 2: The Geneva Conventions: contribution and limitations in the definitions and scope of conflict-related sexual and gender-based crimes

Week 2 is meant to provide you with an introduction to international humanitarian law as mechanisms to prevent and address conflict-related sexual and gender-based violence.

#### Learning Objectives:

Increase knowledge on international humanitarian law to address conflict-related sexual violence and crimes.

#### Readings

1. Foundation of gender power dynamics and gender-race power dynamics  
Rose S.O. (2010). Gender and other relations of difference and Men and Masculinity. *What is Gender History?* (Chapters 3 & 4 pp 53- 100). Cambridge Studies in International and Comparative Law.
2. Overview of on prosecutions conflict-related sexual and gender-based crimes at the national level  
Seelinger, K. (2020). Close to Home. *Journal Of International Criminal Justice*, 18(2), 219-242. <https://doi.org/10.1093/jicj/mqaa029>
3. Conflict-related sexual and gender-based violence and mass atrocity crimes: definitions and scope  
*Q&A: sexual violence in armed conflict*. International Committee of the Red Cross. (2021). Retrieved 23 November 2021, from <https://www.icrc.org/en/document/sexual-violence-armed-conflict-questions-and-answers>.  
*Sexual violence in armed conflict, Vol. 96, no. 894*. International Committee of the Red Cross. (2021). Retrieved 23 November 2021, from <https://www.icrc.org/en/publication/sexual-violence-armed-conflict-vol-96-no-894>. (selected articles pages 427 to 479)  
*Our Mandate - United Nations Office of the Special Representative of the Secretary-General on Sexual Violence in Conflict*. United Nations Office of the Special Representative of the Secretary-General on Sexual Violence in Conflict. (2021). Retrieved 23 November 2021, from <https://www.un.org/sexualviolenceinconflict/our-work/our-mandate/>.

4. Limitations in the definition and scope of conflict-related sexual and gender-based crimes: the Geneva Conventions

*Sexual violence in armed conflict*, Vol. 96, no. 894. International Committee of the Red Cross. (2021). Retrieved 23 November 2021, from <https://www.icrc.org/en/publication/sexual-violence-armed-conflict-vol-96-no-894>. (pp.503-539).

***Reflection Questions:***

*What are the limitations of IHL in criminalizing conflict-related sexual and gender-based crimes? How does sexual violence in times of war differs from sexual violence in times of peace?*

**Week 3: Gender provisions of the Rome Statute and elements of sexual and gender-based crimes**

**Accountability for gross violations of human rights and women's rights: the Rome Statute**

Weeks 3 is meant to provide you with an introduction to the Rome Statute and its gender provisions.

**Learning Objectives:**

Increase knowledge the gender provisions of the Rome Statute

**Readings**

1. Definitions, scope

Grey, R. (2019). *The Road to Rome. Prosecuting sexual and gender-based crimes at the ICC: practice, progress and potential.* (Chapter 3, pp. 67-122). Cambridge Studies in International and Comparative Law.

Champell, L. (2016). *The politics of gender justice at the international criminal Court: Legacies and Legitimacy.* (Chapter 4, part 2 pp. 92-103). Oxford University Press.

2. Definitions: as stipulated in the Statute

Icc-cpi.int. (2021). Retrieved 23 November 2021, from <https://www.icc-cpi.int/resource-library/documents/rs-eng.pdf> (2021).

**Reflection Questions:**

*What sexual and gender-based crimes are covered under the Rome Statute? How do the provisions the Rome Statute with regards victims' participation and reparation amplify survivors' voices and protect their interests?*

## PART III – CASE-STUDY APPROACH: CASE PROCESSING AND LESSONS-LEARNED FROM THE UN SECURITY COUNCIL AD HOC TRIBUNALS – ICTR AND ICTY

### Week 4: Case law provided by the UN Security Council ad hoc Tribunals for Rwanda and the Former Yugoslavia

Week 4 is meant to provide you with an overview of the work and track record of the ICTR and ICTY in prosecuting sexual and gender-based crimes.

#### Learning Objective:

Increase general knowledge on the ICRT and ICTY as landmark institutions for gender justice and setting case law for gender justice.

#### Readings

- 1 Overview of the work on gender justice of the UNSC ad hoc Tribunals

Ferizović, J., & Mlinarević, G. (2020). Applying International Experiences in National Prosecutions of Conflict-related Sexual Violence. *Journal Of International Criminal Justice*, 18(2), 325-348. <https://doi.org/10.1093/jicj/mqaa037>

Oosterveld V, *Procedural steps addressing sexual and gender-based violence: the Legacy of the International Criminal Tribunal for Rwanda and its application in the Special Court for Sierra Leone*

Unict.irmct.org. (2021). Retrieved 23 November 2021, from <https://unict.irmct.org/sites/unict.irmct.org/files/publications/compendium-documents/ii-procedures-addressing-sexual-gender-violence-legacy-application-oosterveid.pdf>.

Van Schaak, B. (2009). Obstacles on the road to gender justice: the international criminal tribunal for Rwanda as object lesson. *Am. UJ Gender Soc. Pol'y & L.*, 17, 361

Digitalcommons.wcl.american.edu. (2021). Retrieved 23 November 2021, from <https://digitalcommons.wcl.american.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1028&context=jgspl>.

*ICTR Milestones* | *United Nations International Criminal Tribunal for Rwanda*. Unict.irmct.org. (2021). Retrieved 23 November 2021, from <https://unict.irmct.org/en/ict-r-milestones>.

*Crimes of Sexual Violence* | *International Criminal Tribunal for the former Yugoslavia*. Icty.org. (2021). Retrieved 23 November 2021, from <https://www.icty.org/en/features/crimes-sexual-violence>.

*Landmark Cases | International Criminal Tribunal for the former Yugoslavia.* Icty.org. (2021). Retrieved 23 November 2021, from <https://www.icty.org/en/features/ crimes-sexual-violence/landmark-cases>.

## 2 – Landmark cases for gender justice

### ***Akayesu case ICTR***

Ucr.irmct.org. (2021). Retrieved 23 November 2021, from <https://ucr.irmct.org/LegalRef/CMSDocStore/Public/English/Judgement/NotIndexable/ICTR-96-04/MS15218R0000619893.PDF>.

Ucr.irmct.org. (2021). Retrieved 23 November 2021, from <https://ucr.irmct.org/LegalRef/CMSDocStore/Public/English/Judgement/NotIndexable/ICTR-96-04/MS44787R0000619822.PDF>.

*Akayesu.* International Justice Resource Center. (2021). Retrieved 23 November 2021, from <https://ijrcenter.org/international-criminal-law/icty/case-summaries/akayesu/>.

### ***Furundžija case ICTY***

Icty.org. (2021). Retrieved 23 November 2021, from [https://www.icty.org/x/cases/furundzija/cis/en/cis\\_furundzija.pdf](https://www.icty.org/x/cases/furundzija/cis/en/cis_furundzija.pdf).

*Furundžija.* International Justice Resource Center. (2021). Retrieved 23 November 2021, from <https://ijrcenter.org/international-criminal-law/icty/case-summaries/furundzija/>.

### **Reflection Questions:**

*How did the ad hoc International Tribunals contribute to making sexual and gender-based violence visible and establishing case law? What are the main advances in prosecuting rape in times of armed conflict provided by the ICTR, why are these important for women's rights in times of peace?*

## PART IV – ICC ROLE AND TRACK RECORD OF THE ICC IN INVESTIGATING AND PROSECUTING CONFLICT RELATED SEXUAL AND GENDER-BASED CRIMES

### Week 5: Gender justice in the 21<sup>st</sup> century – the role of the ICC in fighting impunity for conflict-related sexual and gender-based crimes

Week 5 is meant to provide you with an introduction to the International Criminal Court's gender justice politics.

#### Learning Objective:

Increase general knowledge on the ICC as a new institution for gender justice.

#### Readings

1. Introduction: the ICC transformation for gender justice?

Rai, S.M (2009). *Global Governance – Feminist perspectives*. (Chapter 7 pp.160- 184). Palgrave Macmillan.

Champell, L. (2016). *The politics of gender justice at the international criminal Court: Legacies and Legitimacy*. (Chapter 5, part II pp. 135-143). Oxford University Press.

2. Overview of the ICC structure: ICC at glance
- 3.

Overview of the ICC:

Youtube.com. (2021). Retrieved 23 November 2021, from [https://www.youtube.com/watch?v=Jw\\_cOrGwMJo&feature=youtu.be](https://www.youtube.com/watch?v=Jw_cOrGwMJo&feature=youtu.be).

Home | *The Trust Fund for Victims*. Trustfundforvictims.org. (2021). Retrieved 23 November 2021, from <https://www.trustfundforvictims.org/>.

4. Scope of the jurisdiction of the International Criminal Court: complementarity and the trigger mechanism

Bacio Terracino, J. (2007). National implementation of ICC crimes: Impact on national jurisdictions and the ICC. *Journal of International Criminal Justice*, 5(2), 421-440.

Icc-cpi.int. (2021). Retrieved 23 November 2021, from <https://www.icc-cpi.int/iccdocs/PIDS/publications/UICCEng.pdf>.

#### **Reflection Questions:**

*What triggers the jurisdiction of the Court? What is the mandate of the Trust Fund for Victims and how do victims get reparations?*



**Week 6: The work and track record of the International Criminal Court on gender justice**

Week 6 is meant to provide you with an overview of the ICC's work and track record on gender justice.

**Learning Objective:**

Get an in-depth knowledge on the ICC's track record on gender justice.

**Readings**

1. Grey, R. (2019). *The Road to Rome. Prosecuting sexual and gender-based crimes at the ICC: practice, progress and potential*. (Chapters 4.1 (4.1.1); 4.2, 4.4, 4.8 & 5.3, pp. 124-141; 168-178; 189-203; 233-246 & 274-294). Cambridge Studies in International and Comparative Law.
2. The ICC Office of the Prosecutor's (OTP) documents – Gender Policy

Icc-cpi.int. (2021). Retrieved 23 November 2021, from

[https://www.icc-cpi.int/iccdocs/otp/Policy\\_Paper\\_on\\_Sexual\\_and\\_Gender-Based\\_Crimes-20\\_June\\_2014-ENG.pdf](https://www.icc-cpi.int/iccdocs/otp/Policy_Paper_on_Sexual_and_Gender-Based_Crimes-20_June_2014-ENG.pdf).

3. Background on the track record of the ICC in investigating and prosecuting sexual and gender-based crimes and overview of current cases and situations of the ICC including sexual and gender-based crimes: the work of the Office of the Prosecutor, lessons-learned from the Lubanga and Bemba verdicts, overview

Champell, L. (2016). *The politics of gender justice at the international criminal Court: Legacies and Legitimacy*. (Chapter 4, part 3 pp. 103-277). Oxford University Press.

1), 0. (2021). *The ICC's Troubled Track Record on Sexual and Gender-Based Crimes Continues: The Yekatom & Ngaissona Case (Part 1)*. Opinio Juris. Retrieved 23 November 2021, from <http://opiniojuris.org/2020/07/03/the-iccs-troubled-track-record-on-sexual-and-gender-based-crimes-continues-the-yekatom-ngaissona-case-part-1/>.

**Reflection Questions:**

*Why did the ICC have such a mixed track-record in bringing charges of sexual and gender-based crimes? Why was it important for the ICC to adopt a prosecutorial gender policy?*

**Week 7: Cases to date dealt by the ICC in addressing gender justice**

Week 7 is meant to provide you with an update on the current cases including sexual and gender-based charges.

**Learning Objective:**

Get an in-depth knowledge on the ICC's current investigations and prosecutions of sexual and gender-based crimes.

**Fighting impunity sexual and gender-based crimes: the work and track record of the International Criminal Court on gender justice**

**Internal working document: compilation of charges of SGVC by preliminary examinations and Cases (Pia-Comella, J and Weizt, A)**

- PDF document (sent via email)

**The ICC documents**

Icc-cpi.int. (2021). Retrieved 23 November 2021, from <https://www.icc-cpi.int/itemsDocuments/2020-PE/2020-pe-report-eng.pdf>.

***Lubanga case***

Icc-cpi.int. (2021). Retrieved 23 November 2021, from <https://www.icc-cpi.int/CaseInformationSheets/LubangaEng.pdf>.

***Bemba case***

- Icc-cpi.int. (2021). Retrieved 23 November 2021, from <https://www.icc-cpi.int/CaseInformationSheets/BembaEng.pdf>.
- *Analysis of Jean-Pierre Bemba's Acquittal by the International Criminal Court – ACCORD.* ACCORD. (2021). Retrieved 23 November 2021, from <https://www.accord.org.za/conflict-trends/analysis-of-jean-pierre-bembas-acquittal-by-the-international-criminal-court/>.

***Ongwen case***

- *Dominic Ongwen declared guilty of war crimes and crimes against humanity committed in Uganda.* Icc-cpi.int. (2021). Retrieved 23 November 2021, from <https://www.icc-cpi.int/Pages/item.aspx?name=pr1564>.
- Youtube.com. (2021). Retrieved 23 November 2021, from [https://www.youtube.com/watch?v=\\_YHew2nEI5w&feature=youtu.be](https://www.youtube.com/watch?v=_YHew2nEI5w&feature=youtu.be).
- Icc-cpi.int. (2021). Retrieved 23 November 2021, from <https://www.icc-cpi.int/CaseInformationSheets/ongwenEng.pdf>.
- Icc-cpi.int. (2021). Retrieved 23 November 2021, from <https://www.icc-cpi.int/itemsDocuments/ongwen-verdict/qandq-ongwen-verdict-eng.pdf>.

***Al Hassan case***

- *Al Hassan Case*. Icc-cpi.int. (2021). Retrieved 23 November 2021, from <https://www.icc-cpi.int/mali/al-hassan>.

**Reflection Questions:**

*Why was the Ongwen verdict so important for women's rights? In your opinion and based on the charges of sexual and gender-based crimes investigated and prosecuted by the ICC do you think there is a shift towards increasing the track record of the Court towards gender justice?*

## PART V – FIGHTING IMPUNITY FOR SEXUAL AND GENDER-BASED VIOLENCE AND CRIMES AT THE UNITED NATIONS: THE WOMEN, PEACE AND SECURITY AGENDA

### Week 8: The “Women peace and security agenda” as a tool to prevent atrocity crimes and to fight impunity for conflict-related sexual and gender-based violence part I

Week 8 seeks to give you an overview of the normative framework of the Women, Peace and Security Agenda.

#### Learning Objectives:

Get familiar with the women peace and security agenda.

Get an in-depth knowledge of landmark initiatives to combat conflict-related sexual and gender-based violence.

#### Readings

1. Definitions and normative framework: preventing and addressing conflict-related sexual and gender-based violence

#### UN documents and videos

Resdal.org. (2021). Retrieved 23 November 2021, from <https://www.resdal.org/wps/assets/04dananalyticalinventoryofpeacekeepingpracti.pdf>.

Youtube.com. (2021). Retrieved 23 November 2021, from [https://www.youtube.com/watch?v=4LQHc\\_00KAw&feature=emb\\_logo](https://www.youtube.com/watch?v=4LQHc_00KAw&feature=emb_logo).

Compilation of resolutions on CRSV from the Office of the Special Representative of the SG on Sexual Violence in Conflict (2021). Retrieved 23 November 2021, from <https://www.un.org/sexualviolenceinconflict/digital-library/resolutions/>.

Pia-Comella, J (2020), The Women, Peace and Security Agenda as a tool for proving CRSV. *Politorbis: Prévenir les atrocités: vers de nouveaux paradigmes? Preventing atrocities; towards new paradigms?* (N. 68 , pp. 65-70) Federal Department of Foreign Affairs FDFA (2021). Retrieved 23 November 2021, from [https://www.eda.admin.ch/dam/eda/de/documents/publications/MenschenrechtshumanitaerePolitikundMigration/Politorbis-1%202020%20-%205%2011%2020\\_vrai.pdf](https://www.eda.admin.ch/dam/eda/de/documents/publications/MenschenrechtshumanitaerePolitikundMigration/Politorbis-1%202020%20-%205%2011%2020_vrai.pdf).

(English translation sent via email)

#### ***Reflection Questions:***

*Why are UN Security Council Resolutions 1325 (2000) and 1820 (2008) groundbreaking resolutions for gender equality and gender justice? Why women play a key role in the prevention of mass atrocities? Why is it important to increase female military contingents in UN Peacekeeping operations?*

**Week 9: The “Women peace and security agenda” as a tool to prevent atrocity crimes and to fight impunity for conflict-related sexual and gender-based violence part II**

Week 9 seeks to give you an overview of the Women, Peace and Security Agenda as a tool to prevent atrocity crimes and advance gender justice.

**Learning Objective:**

Get an in-depth knowledge of landmark initiatives to combat conflict-related sexual and gender-based violence.

**Readings**

1. The work of the UN Security Council and the UN Special Representative on Sexual Violence in conflict

**UN documents and videos on the mandate of the UN Special Representative on sexual violence in Conflict and on Stop the Rape campaign**

- (2021). Retrieved 23 November 2021, from <https://www.un.org/sexualviolenceinconflict/our-work/our-mandate/>.
- Un.org. (2021). Retrieved 23 November 2021, from <https://www.un.org/sexualviolenceinconflict/wp-content/uploads/2020/12/TOE-UPDATE-DEC-2020b-2.pdf>.
- Un.org. (2021). Retrieved 23 November 2021, from <https://www.un.org/sexualviolenceinconflict/wp-content/uploads/2020/07/report/conflict-related-sexual-violence-report-of-the-united-nations-secretary-general/2019-SG-Report.pdf>.
- Un.org. (2021). Retrieved 23 November 2021, from <https://www.un.org/sexualviolenceinconflict/wp-content/uploads/report/un-action-progress-report-2014-2015/UN-Action-Progress-Report-2014-2015.pdf>.
- Un.org. (2021). Retrieved 23 November 2021, from <https://www.un.org/sexualviolenceinconflict/wp-content/uploads/2020/05/report/14-agencies-committed-to-ending-sexual-violence-in-conflict/UN-Action-14-Agencies-Committed-to-Ending-SVC.pdf>.
- Un.org. (2021). Retrieved 23 November 2021, from <https://www.un.org/sexualviolenceinconflict/wp-content/uploads/2020/06/report/policy-brief-the-impact-of-covid-19-on-women/policy-brief-the-impact-of-covid-19-on-women-en-1.pdf>.
- Stoprapenow.org. (2021). Retrieved 23 November 2021, from <http://www.stoprapenow.org/uploads/aboutdownloads/1380734130.pdf>.
- Stoprapenow.org. (2021). Retrieved 23 November 2021, from <http://stoprapenow.org/uploads/aboutdownloads/1282162584.pdf>.

**Reflection Questions:**

*How can the international community, in particular how can the UN Security Council prevent mass atrocities? What is the mandate of the UN Special Representative on sexual violence in conflict and how does it reinforce the UN Security Council capacity to tackle conflict-related sexual and gender-based violence?*

**Week 10 : International initiatives to combat Conflict-Related Sexual Violence and towards a path to resilience**

Week 10 is meant to give you an overview on current international initiatives towards increasing survivors' resilience of conflict-related sexual and gender-based violence.

**Learning Objectives:**

Increase knowledge on initiatives to support and strengthen Congolese and Yazidi survivors' resilience of conflict-related sexual and gender-based violence.

**Readings**

1. The International community in action: landmark initiatives

**Dr. Mukwege's work**

(2021). Retrieved 23 November 2021, from

<https://www.mukwegefoundation.org/story/dr-denis-mukwege/>.

**“Murad” code of conduct**

*Second edition of the International Protocol on the Documentation and Investigation of Sexual Violence in Conflict.* GOV.UK. (2021). Retrieved 23 November 2021, from

<https://www.gov.uk/government/publications/international-protocol-on-the-documentation-and-investigation-of-sexual-violence-in-conflict>.

**Declaration of Commitment to end sexual violence in conflict**

Assets.publishing.service.gov.uk. (2021). Retrieved 23 November 2021, from

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/274724/A\\_DECLARATION\\_OF\\_COMMITMENT\\_TO\\_END\\_SEXUAL\\_VIOLENCE\\_IN\\_CONFLICT.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274724/A_DECLARATION_OF_COMMITMENT_TO_END_SEXUAL_VIOLENCE_IN_CONFLICT.pdf).

**Foreign and Commonwealth Office, Nadia's Initiative and the Institute for International Criminal Investigations background paper and draft Global Conduct for Documenting and Investigating Conflict-related sexual Violence (“the Murad Code”)**

Un.org. (2021). Retrieved 23 November 2021, from

[https://www.un.org/sexualviolenceinconflict/wp-content/uploads/2020/06/report/background-paper-draft-global-code-of-conduct-for-documenting-investigating-conflict-related-sexual-violence-the-murad-code/English\\_DraftMuradCode\\_June2020.pdf](https://www.un.org/sexualviolenceinconflict/wp-content/uploads/2020/06/report/background-paper-draft-global-code-of-conduct-for-documenting-investigating-conflict-related-sexual-violence-the-murad-code/English_DraftMuradCode_June2020.pdf).

***Reflection Questions:***

*What gaps does the Murad Code address? The work of Dr. Mukwege is not only key to restore the health and wellbeing of survivors, but also offers a groundbreaking approach to resilience, why in your opinion Dr. Mukwege's approach and methodology are so important to survivors?*

**PART VI – PREVENTION REMEDIES, DISCUSSION SERIES WITH PRACTITIONERS**

**Week 11 : Discussion with French Deputy Military Adviser**

**Case-study I – The UN Secretary General’s Uniformed parity strategy**

This week aims at showcasing the work of the UN Secretary General and its Member States with the regard increasing the participation of women in Peacekeeping operations.

**Learning Objective:**

Learn directly from the experience of Lieutenant-Colonel Nadia Riffi, Deputy Military Adviser of the Permanent Mission of France to the United Nations.

Discussion with Lieutenant-Colonel Nadia Riffi (bio attached)

**Week 12: Discussion with Senator McPhedran**

**Case-study II - Bringing justice to indigenous women in Canada**

This week aims at showcasing the work on gender justice for indigenous women in Canada.

**Learning Objectives:**

Increase knowledge on initiatives in Canada to end impunity sexual and gender-based violence and discrimination against indigenous women.

Learn directly from a long-time human rights lawyer and currently Senator on the role of members of parliaments on gender justice for indigenous women in Canada.

Discussion with Senator McPhedran) <https://sencanada.ca/en/senators/mcphedran-marilou/>



**Week 13: Discussion with Mr. Grant Shubin, Legal Director of the Global Justice Center**

**Case-studies III – Myanmar: Bringing justice for the Rohingya women at the International Court of Justice**

This week aims at showcasing a case study of gender justice in Myanmar.

**Learning Objectives:**

Increase knowledge on initiatives in Myanmar to end impunity for conflict-related sexual and gender-based violence.

Learn directly from activists and practitioners to further gender justice in Myanmar.

Discussion with the Legal Director of the Global Justice Center (GJC) – Grant Shubin

<https://www.globaljusticecenter.net/about-us/team/our-staff>

**Week 14: Discussion with Mr. Bakari Sidiki Diaby – General Coordinator of the Coordination Africaine des Droits de l’Homme pour les Armées (CADHA)**

**Case-study IV - Côte d’Ivoire: changing the culture amongst the armed and security forces towards respecting HRs and IHL**

This week aims at showcasing a case study of gender justice in Côte d’Ivoire.

**Learning Objectives:**

Increase knowledge on initiatives in Côte d’Ivoire to end impunity for conflict-related sexual and gender-based violence.

Learn directly from activists and practitioners to further gender justice in Côte d’Ivoire.

Discussion with the General Coordinator of the Coordination Africaine des Droits de l’Homme pour les Armées (CADHA) - <http://www.cadha-afrique.com/> (*Biography sent via email*)

**Week 15: ORAL PRESENTATION ON DRAFT FINAL PAPER BY GROUPS**

**Week 16: FINAL PAPER SUBMISSIONS IN WRITTEN BY GROUPS**

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

## CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. **For small course content changes please also submit a syllabus.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at [mdagostino@jjay.cuny.edu](mailto:mdagostino@jjay.cuny.edu).

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

**Date of Program approval: 11/22/2021**

**Date of CGS approval: 12/06/2021**

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

Name(s)	Email(s)	Phone number(s)
Mechthild Prinz	<a href="mailto:mprinz@jjay.cuny.edu">mprinz@jjay.cuny.edu</a>	212-621- 3751

**2. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.**

FROM ( <del>strike through</del> the changes)		TO ( <u>underline</u> changes)	
<b>Program</b>	MS in Forensic Science	<b>Program</b>	
<b>Course</b>	FOS795	<b>Course</b>	
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	Coursework necessary for admission to Master of Science in Forensic Science Program	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	
<b>Hours</b>	1	<b>Hours</b>	
<b>Credits</b>	1	<b>Credits</b>	
<b>Description</b>	The first in a series of three <del>seminar</del> courses is designed to introduce the student to scholarly research, <del>scientific writing</del> , library <del>research</del> and <del>professional and ethical issues in scientific research and forensic science</del> . Students will develop critical analysis and <del>oral communication</del> skills. Students should register for <u>FOS 795</u> in their first semester of study. <del>In FOS 795, students will be introduced to current topics in forensic</del>	<b>Description</b>	The first in a series of three <u>mandatory prospectus</u> courses is a <u>seminar</u> designed to introduce the student to <u>John Jay college resources, current topics in forensic science, and scientific research design</u> . In preparation for finding a <u>mentor and starting thesis research</u> , students will hear about scholarly research <u>by science faculty, research ethics, and library and writing center resources</u> . The class also covers <u>professional ethics and ethical issues in forensic science</u> . Students will develop

	science, John Jay college resources, and faculty research projects.		critical analysis and scientific writing skills. Students should register for FOS 795 in their first semester of study.
		<b>Effective Term</b>	Fall 2022

### Part II in Prospectus Course series

<b>Program</b>	MS in Forensic Science	<b>Program</b>	
<b>Course</b>	FOS796 Physical and Biological Evidence	<b>Course</b>	
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	FOS795 Thesis Prospectus I (pre-requisite)	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	
<b>Hours</b>	1	<b>Hours</b>	
<b>Credits</b>	1	<b>Credits</b>	
<b>Description</b>	<p>The second <del>in a series of three</del> required seminar courses is designed to introduce the student to scholarly research, and professional and ethical issues in scientific research and forensic science. In this formal seminar, presentations by a combination of invited experts, faculty, and/or students covering topics such as published work, original research, and other relevant topics will provide students with a broader perspective on forensic science and identify research needs.</p>	<b>Description</b>	<p>The second required <u>prospectus seminar course continues</u> to introduce the student to scholarly research, and professional and ethical issues in scientific research and forensic science. In this formal seminar, presentations by a combination of invited experts, faculty, and/or students <u>on published articles</u>, original research, and other relevant topics will provide students with a broader perspective on forensic science. <u>Students will develop critical literature review and oral and written communication skills. In FOS 796 students present the development of their thesis research, from literature review and experimental design to preliminary data. Students must develop and submit a thesis prospectus by the end of this course.</u></p>
		<b>Effective Term</b>	Spring 2023

### Part III in Prospectus course series

<b>Program</b>	MS in Forensic Science	<b>Program</b>	
<b>Course</b>	FOS797 Thesis Prospectus III	<b>Course</b>	
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	FOS796 Thesis Prospectus II: Graduate Seminar (pre-requisite)	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	
<b>Hours</b>	1	<b>Hours</b>	
<b>Credits</b>	1	<b>Credits</b>	
<b>Description</b>	<p>The third in a series of three seminar courses is designed to introduce the student to scholarly research, scientific writing, library research and professional and ethical issues in scientific research and forensic science. Students will develop critical analysis and oral communication skills. In FOS 797 students present the development of their thesis research, from literature review and experimental design to preliminary data. Students must develop and submit a thesis prospectus by the end of this course.</p>	<b>Description</b>	<p>The third <u>required prospectus class</u> requires the student to <u>work on a research project under the tutelage of a faculty member. Before registering for this class using the Graduate Thesis Prospectus form the student must have identified a faculty mentor, a thesis project, and if applicable obtained Human Subject Research approval. The purpose of this course is to assist the student to complete their thesis research requirement. Students will hone their research, data analysis, and scientific reasoning skills.</u></p>
		<b>Effective Term</b>	Fall 2023

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

The MS-FOS prospectus course sequence (FOS795 part I, FOS796 part II, and FOS797 part III) is currently taught over three semesters as a 1 credit class that all students take as a group. We are proposing to change the third prospectus class to the more traditional format, where each student signs up to work with an individual faculty mentor.

Thesis completion is mandatory in the MS-FOS program, but because the “prospectus class” is taught to a group, there is no formal relationship between the mentor and the student. Students are supposed to have the mentor sign an advisor agreement to be filed with the MS-FOS program director, and can only pass the last prospectus class (FOS797) if they submit their research plan (prospectus). But these requirements seem to fail to fully engage research mentors. A more formal agreement between student and mentor will strengthen the level of commitment on both sides. Enrolling in a class with their mentor with defined hours to be spent working together will ensure students schedule time for thesis research.

A second consideration is the level of workload compensation for thesis supervision. Currently MS-FOS faculty receive 0.6 workload credit for mentoring thesis research, but only after each student submitted their thesis and graduated. Sometimes students are unable to complete their thesis and remain at an “all but thesis” (ABT) stage. As of November 18, 2021, 23 students (or 16% of the 140 entering the program since 2012) are ABT, even though they had a mentor agreement in place. Faculty should receive some workload credit for time spent mentoring even if a student decides not to submit their thesis.

The requested change for FOS797 also requires new course descriptions for FOS795 and FOS796. These preceding prospectus classes must now cover content on professional and ethical issues in forensic science that is required by the program’s accreditation agency, the Forensic Science Educating Programs Accreditation Commission (FEPAC). While both topics are part of each course in the program, specific aspects are being taught in the prospectus class series. Before the requested change students had to complete a formal thesis prospectus to obtain a passing grade for FOS797. Moving this requirement to FOS796 (always taught in the spring) has the added advantage that the research timeline can now incorporate summer break.

#### **4. Enrollment in past semesters:**

The class sequence was created in 2008 and is mandatory for all. Between 12-22 students have been enrolled since 2009.

#### **5. Does this change affect other programs?**

No       Yes

If yes, what consultation has taken place?

