

JOHN JAY

**COLLEGE
OF
CRIMINAL
JUSTICE**

COLLEGE COUNCIL

AGENDA & ATTACHMENTS

TUESDAY, APRIL 12, 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

April 12, 2022 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the March 23, 2022 College Council (Attachment A), **Pg. 3**
- III. Members of the College Council Committees (Attachment B), **Pg. 5**
 - Shaniece Ellison Yong has resigned from the College Council and Executive Committee of the College Council.
 - Jamie Crowther has resigned from the Undergraduate Curriculum and Academic Standards Committee
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C12) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

- C1. Proposal for Dual Admission/Joint Degrees with LaGuardia Community College AA in Liberal Arts to John Jay College BA in Humanities (English, Global History, Humanities and Justice, and Philosophy), **Pg. 22**
- C2. Proposal to Revise the BS in Emergency Services Administration, **Pg. 45**
- C3. Proposal to Revise the Minor in Middle East Studies, **Pg. 50**
- C4. Proposal to Revise the Minor in Math, **Pg. 54**

New Courses

- C5. ISP 2CC (225) Re-envisioning the USA (US Exp), **Pg. 58**
- C6. LIT 2ZZ Latinx Graphic Novel (US Exp), **Pg. 78**

Mapping to Gen Ed Learning Outcomes

- C7. ISP 147 Life Stories (moving from Ind & Soc to Creative Exp), **Pg. 97**

Course Revisions

- C8. CSCI 360 Cryptography and Cryptanalysis, **Pg. 110**
- C9. HIS 201 American Civilization – From Colonialism through the Civil War, **Pg. 113**
- C10. HIS 202 American Civilization – From 1865 to the Present, **Pg. 116**
- C11. FIS 330 Building Construction and Life Safety Systems II, **Pg. 119**

Academic Standards

- C12. Policy on Accredited Institutions for Transfer Credit, **Pg. 121**

- V. Report from the Committee on Graduate Studies (Attachments D1-D3) – Dean of Graduate Studies Elsa-Sofia Morote

New Course

- D1. PMT 770 Climate Change Impacts and Emergency Management, **Pg. 123**

Degree Program Change

D2. Addition of PMT 770 Climate Change Impacts and Emergency Management as an elective, **Pg. 139**

D3. Increasing credit requirement to 36 credited from 33 credits for two courses in the capstone program, **Pg. 142**

- VI.** Commencement Awards Recommendations from the Honors, Prizes and Awards Committee (Attachment E) – Vice President for Enrollment Management and Student Affairs Brian Kerr, **Pg. 144**
- VII.** New Business
- VIII.** Announcements from the Student Council – President Andrew Berezhansky
- IX.** Announcements from the Faculty Senate – President Warren (Ned) Benton
- X.** Announcements from the HEO Council – President Brian Cortijo
- XI.** Administrative Announcements – President Karol Mason

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

March 23, 2022

The College Council held its sixth meeting of the 2021-2022 academic year on Wednesday, March 23, 2022. The meeting was called to order at 1:44 p.m. and the following members were present: Adam Wandt, Alex Alexandrou, Alexander Long, Catherine Kemp, Charles Stone, Chevy Alford, Christopher Herrmann, David Brotherton, Erica King-Toler, Francis Sheehan, Gerald Markowitz, Jay Hamilton, Jessica Gordon-Nembhard, John Gutierrez, Joyce Lau, Karen Kaplowitz, Heath Grant, Marta-Laura Haynes, Maureen Richards, Mickey Melendez, Ned Benton, Samantha Majic, Sung-Suk (Violet) Yu, Veronica Johnson, Silvia Dapia, Aiisha J. Qudusi, Andrew Berezansky, Katelynn Seodarsan, Samelia James, Fatumata Tunkara, Adam Ramirez, Yong Hao Zheng, Poonam Latchman, Tisha Brahmhatt, Cat Alves, Janet Winter, Rulisa Galloway-Perry, Karol Mason, Brian Kerr, Dara Byrne, Elsa-Sofia Morote, Mark Flower, Yi Li, Daniel Matos*, Anthony Carpi*, Helen Keier*, Jennifer Lorenzo*, Mohammed Islam*, Jonathan Epstein*, Maria (Maki) Haberfeld*, Hashaam Shahzad*, Nicole Calderon*, Lutful Mamun Shudin*.

Absent: Andrea Balis, Elton Beckett, Fritz Umbach, Gregory Sheppard, Mohamed Ben-Zid, Brian Cortijo, Anru Lee*, Marta Concheiro-Guisan*, Patrick Raftery*, Yousof Abdelreheem*.

Guests: Carla Barrett, Jill Maxwell, Katherine Killoran, Tony Balkissoon, Alexander Bolesta, Robert Till, Malleidulid (Maggie) Arismendi, Parkinson Vernetta, Peter Romaniuk, Shania Roseborough.

* 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 February 24, 2022 College Council

A motion was made to approve the minutes. The motion was seconded and approved:

In Favor: 42

Opposed: 0

Abstention: 1

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.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C6) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

A motion was made to adopt the proposal marked C1. Proposal to Revise the BA in International Criminal Justice. The motion was seconded and approved unanimously.

A motion was made to adopt the proposal marked C2. Proposal to Revise the BA in Political Science. The motion was seconded and approved unanimously.

A motion was made to adopt the proposal marked C3. Proposal to Revise the BA in Sociology. The motion was seconded and approved unanimously.

Course Revisions

A motion was made to vote on the course revisions marked C4-C6 as a slate:

C4. ISP 101 Ways of Knowing: Interdisciplinary Perspectives on the Past

C5. ISP 134 Alternate Worlds

C6. SOC 282 Selected Topics in Sociology

The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked C4-C6. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (Attachments D1-D3) – Dean of Graduate Studies Elsa-Sofia Morote

Policy Revisions

A motion was made to vote on the policy revisions marked D1-D3 as a slate:

D1. Graduate Dismissal Policy

D2. Graduate Failing Grade Repeat Policy

D3. Graduate Grade of F Policy

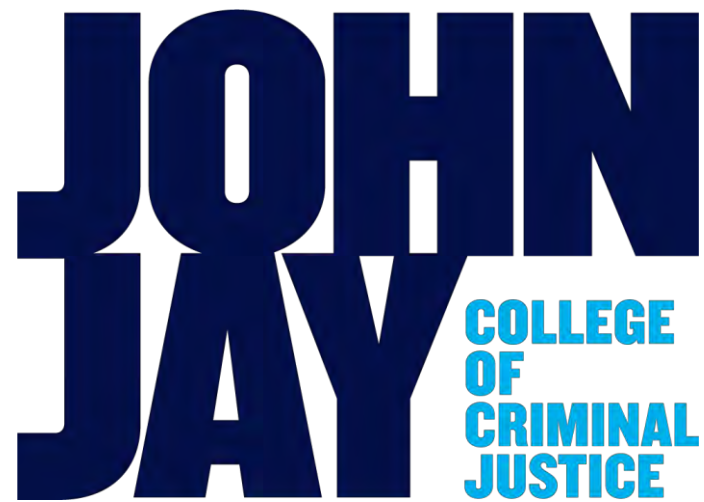
The motion was seconded and approved unanimously.

A motion was made to adopt policy revisions marked D1-D3. The motion was seconded and approved unanimously.

VI. New Business

No new business was presented.

The meeting was adjourned at 2:10 p.m.



**College Council
Membership**

&

**College Council
Committees**

2021-2022

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College Council Membership

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

Administration

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

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

1. Anthony Carpi	2. Daniel Matos
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Faculty

- | | |
|---|-------------------------|
| a. Full-time faculty elected from each academic department: | |
| 7. Africana Studies | Jessica Gordon-Nembhard |
| 8. Anthropology | Marta-Laura Suska |
| 9. Art & Music | Gregory Sheppard |
| 10. Communications & Theatre Arts | Elton Beckett |
| 11. Counseling | Mickey Melendez |
| 12. Criminal Justice | Violet Yu |
| 13. Economics | Jay Hamilton |
| 14. English | Alexander Long |
| 15. History | Fritz 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) Habersfeld	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:

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

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

1. Helen Keier	2. Jennifer Lorenzo
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Students

41. President of the Student Council	Andrew Berezhansky
42. Vice President of the Student Council	Aiisha J. Qudusi
43. Treasurer of the Student Council	Samelia James
44. Secretary of the Student Council	Katelynn Seodarsan
45. Elected At-Large Representative	Vacant
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:

- | | |
|---|---|
| <ul style="list-style-type: none"> • President (Chairperson) • Provost and Vice President for Academic Affairs • Vice President and Chief Operating Officer • Vice President for Enrollment Management and Student Affairs • President of the Faculty Senate • Vice-President of the Faculty Senate • Two (2) other members of the Faculty Senate <ol style="list-style-type: none"> 1. Andrea Balis 2. Francis Sheehan • President of the Higher Education Officers Council • Vice-President of the Higher Education Officers Council • President of the Student Council • Vice-President of the Student Council | <p>Karol Mason
Yi Li
Mark Flower
Brian Kerr</p> <p>Warren (Ned) Benton
Karen Kaplowitz</p> <p>Brian Cortijo
Vacant
Andrew Berezhansky
Aiisha Qudusi</p> |
|---|---|

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:

- | | |
|--|---|
| <ul style="list-style-type: none"> • President (Chairperson) • Provost and Vice President for Academic Affairs • Vice President and Chief Operating Officer • Vice President for Enrollment Management and Student Affairs | <p>Karol Mason
Yi Li
Mark Flower
Brian Kerr</p> |
|--|---|

- 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. Vacant

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:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) | Dara Byrne |
| <ul style="list-style-type: none"> • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| <ul style="list-style-type: none"> • Assistant Dean of Undergraduate Studies | Katherine Killoran |
| <ul style="list-style-type: none"> • Registrar | Daniel Matos |
| <ul style="list-style-type: none"> • 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 <ol style="list-style-type: none"> 1. Africana Studies 2. Anthropology 3. Art and Music 4. Communication & Theater Arts 5. Counseling and Human Services 6. Criminal Justice 7. Economics 8. English 9. History 10. Interdisciplinary Studies Program (ISP) 11. Library | Crystal Endsley
Kimberley McKinson
Erin Thompson
Marsha Clowers
Maat Lewis
Valerie West
Sara Bernardo
Bettina Carbonell
Ray Patton
Nina Rose Fischer
Marta Bladek |

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. Vacant
 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. Peggilee Wupperman

- Two (2) full-time members of the faculty, as defined in the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
 1. Claudia Calirman
 2. Jamie Longazel
 3. Aida Martinez-Gomez
 4. Maureen Richards
 5. Martin Wallenstein
 6. Vacant

- The HEO members shall be selected by lot from a panel of six (6) HEOs appointed biennially by the President, upon recommendation by the HEO Council.
 1. Omari Joseph
 2. Maria Vidal
 3. Justin Barden
 4. Yolanda Casillas
 5. Jarrett Foster
 6. Vacant

- The student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
 1. Michaela Herrit
 2. Adam Ramirez
 3. 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
33. Toxicology	Marta Concheiro-Guisan

*Co-coordinators

Committee on Honors, Prizes and Awards

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

- Vice President for Enrollment Management and Student Affairs (Chairperson) Brian Kerr
- Assistant Vice President and Dean of Students Michael Sachs
- Senior Director for Student Affairs Danielle Officer
- Three (3) full-time members of the faculty
 1. Catherine Mulder
 2. Anru Lee
 3. Gloria Proni
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of 3.0. Student representatives shall not be seniors.
 1. Michaela Herrit
 2. Lyniah Mungin
 3. Vacant

College-Wide Grade Appeals Committee

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

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

College-Wide Assessment Committee

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

- Director of Assessment (ex officio) Dyanna Pooley
- Interim Associate Provost for Institutional Effectiveness Allison Pease
(ex officio)
- Seven (7) Full-time Faculty Members
 1. Jennifer Holst
 2. Edward Kennedy
 3. Peter Marni
 4. Tim McCormack
 5. Shilpa Viswanath
 6. David Shapiro
 7. Sandra Swenson
- Three (3) Higher Education Officers
 1. Jonathan Salamak
 2. Demy Spadideas
 3. Gulen Zubizarreta

Special Committee of the College Council

Committee on Faculty Elections

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

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



ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: LaGuardia Community College
Program: Liberal Arts—Social Sciences & Humanities
Degree: Associate in Arts (A.A.)

Receiving College: John Jay College of Criminal Justice
Department: Philosophy
Program: Philosophy
Degree: Bachelor of Arts (B.A.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Liberal Arts and Sciences – Social Sciences and Humanities and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

Total credits required for the John Jay baccalaureate degree: 120

C. SUMMARY OF TRANSFER CREDITS FROM LAGCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from LAGCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	39	0-15	24-39
Electives	45	15-30	15-30
Total	120	60	60

D. TRANSFER CREDITS AWARDED

LaGuardia Community College (LAGCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts and Sciences – Social Sciences and Humanities will receive 60 credits toward the Bachelor of Arts degree in Philosophy at John Jay College of Criminal Justice (John Jay) as indicated below.

COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED: LIBERAL ARTS--SOCIAL SCIENCES & HUMANITIES

Sending College LaGuardia Community College		Receiving College Equivalent John Jay College	Credit Granted
Required Core			
ENG 101 English Composition I	3	ENG 101 Comp I Expl & Auth	3
ENG 102 Writing through Literature	3	ENG 201 Comp II Discip Inves	3
Mathematics and Quantitative Reasoning	3	Mathematics and Quantitative Reasoning	3
Life and Physical Sciences	3	Life and Physical Sciences	3
Flexible Core			
World Cultures and Global Issues	3-6	World Cultures and Global Issues	3-6
US Experience in Its Diversity	3-6	US Experience in Its Diversity	3-6
Creative Expression	3-6	Creative Expression	3-6
Individual and Society	3-6	Individual and Society	3-6
Scientific World	3-6	Scientific World	3-6
Program Core			
LIF 101 First Year Seminar for Liberal Arts	3	General Elective Credit	3
LIB 200 Humanism, Science and Technology*	3	Elective or History Elective *	3
ENG 103 Preparing and Writing the Research Paper	3	English Blanket	3
ELL 101 Introduction to Language	3	ENG 228 Introduction to Language	3
Education and Language Acquisition: Modern Language or Literature	3	Modern Language or Literature Elective Credit	3
English: Literature	3	LIT Blanket Elective	3
Humanities**: Philosophy	3	Core PHI course or Philosophy Blanket elective	3
Humanities Electives	3	Art, Literature, Music or Philosophy Blanket Elective	3
Social Sciences Anthropology, Sociology, Psychology, Political Science or Economics	3	Social Sciences Electives	3
History	3	History Electives	3
Liberal Arts Electives**	0-18	Electives**	0-18

*LIB 200 will be evaluated individually and awarded as PHI elective credit if possible, or alternately, as general elective credit.

**See section F for recommended courses for Liberal Arts majors who intend to pursue a Philosophy B.A. at John Jay College. PHI blanket electives cannot be used to satisfy a 300-level elective requirement in the major at John Jay.

E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
College Option	Learning from the Past or Communications	3
General Education Subtotal		6
Major Courses		
Part One: Core Courses		
PHI 105	Critical Thinking and Informal Logic	3
PHI 210	Ethical Theory may be satisfied by HUP 104 at LAGCC	0-3
PHI 231	Big Questions: Introduction to Philosophy May be satisfied by HUP 101 at LAGCC	0-3
PHI/LAW 310	Ethics and Law	3
PHI 330	Philosophical Modernity	3
Subtotal		9-15
Critiques of Philosophical Modernity (choose one)		
PHI 343	Existentialism	3
PHI 351	Classical Chinese Philosophy	3
PHI/AFR 354	Africana Philosophy	3
Subtotal		3
Part Two: Ethics and Value Theory (choose one)		
PHI 201	Philosophy of Art	3
PHI 203	Political Philosophy May be satisfied by HUP 106 at LAGCC	0-3
PHI 214	Environmental Ethics	3
PHI 216	Ethics and Information Technology	3
PHI 238	Philosophy of Comedy	3
PHI 302	The Philosophy of Rights	3
PHI 315	Philosophy of the Rule of Law: Theory and Practice	3
PHI 317	Philosophy of Law in Global Perspective	3
PHI/CRJ 322	Judicial and Correctional Ethics	3
PHI/GEN 333	Theories of Gender and Sexuality	3
PHI 340	Utopian Thought	3
PHI/POL 423	Selected Topics in Justice	3
Subtotal		0-3
Part Three: History of Philosophy (choose one)		
PHI 202	Philosophical Visions of American Pluralism	3
PHI 326	Topics in the History of Modern Thought	3
PHI 327	19th-century European and American Philosophy	3
PHI 343	Existentialism	3
PHI 351	Classical Chinese Philosophy	3
PHI/AFR 354	Africana Philosophy	3
Subtotal		3
Part Four: Metaphysics and Epistemology (choose one)		
PHI 104	Philosophy of Human Nature	3
PHI 204	Symbolic Logic	3
PHI 205	Philosophy of Religion May be satisfied by HUP 105 at LAGCC	0-3
PHI 235	Philosophy of Science	3
PHI 304	Philosophy of the Mind	3

PHI 374	Epistemology	3
PHI 377	Reality, Truth and Being: Metaphysics	3
Subtotal		0-3
Part Five: Electives		
Select (3) 300 level courses in consultation with an advisor		9
Subtotal		9
Capstone Course (choose one)		
PHI 400	Senior Seminar in Ethics	3
PHI 401	Senior Seminar in the History of Philosophy	3
PHI 402	Senior Seminar in Metaphysics and Epistemology	3
Subtotal		3
Major Requirements Subtotal		27-39
General Electives (Consult with an Advisor)		15-30
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
Total Credits Required for Degree		120

F. COURSE EQUIVALENCIES

To maximize transfer of courses to the Humanities and Justice Major, Liberal Arts and Sciences – Social Sciences and Humanities LAGCC may be advised to enroll in a selection of the following courses:

LAGCC Course Number	Course Title	JJAY Course Number	Course Title
HUP 101	Introduction to Philosophy	PHI 231	Big Questions: Introduction to Philosophy
HUP 104	Ethics and Moral Issues	PHI 210	Ethical Theory
HUP 105	Philosophy of Religion	PHI 205	Philosophy of Religion
HUP 106	Social and Political Philosophy	PHI 203	Political Philosophy

G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

1. *Procedures for reviewing, updating, modifying or terminating agreement:*

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by representatives from each institution's respective departments, selected by their chairpersons/program directors.

2. *Procedures for evaluation agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:*

Each semester John Jay will provide LAGCC with the following information: a) the number of LAGCC students who applied to the program; b) the number of LAGCC students who were accepted into the program; c) the number of LAGCC students who enrolled; and d) the aggregate GPA of these enrolled students.

3. *Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:*

This articulation agreement will be publicized on the LAGCC website, and on John Jay's website. Transfer advisers at LAGCC will promote this agreement with eligible students.

Effective Date: Fall 2022



ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: LaGuardia Community College
Program: Liberal Arts—Social Sciences & Humanities
Degree: Associate in Arts (AA.)

Receiving College: John Jay College of Criminal Justice
Departments: English
Program: English
Degree: Bachelor of Arts (B.A.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Liberal Arts and Sciences – Social Sciences and Humanities and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60
 Total additional credits required at the senior college to complete baccalaureate degree: 60
 Total credits required for the John Jay baccalaureate degree: 120

C. SUMMARY OF TRANSFER CREDITS FROM LAGCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from LAGCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	36	0-9	27-36
Electives	48	21-30	18-27
Total	120	60	60

D. TRANSFER CREDITS AWARDED

LaGuardia Community College (LAGCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts and Sciences – Social Sciences and Humanities will receive 60 credits toward the Bachelor of Arts degree in Humanities and Justice at John Jay College of Criminal Justice (John Jay) as indicated below.

**COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED:
LIBERAL ARTS--SOCIAL SCIENCES & HUMANITIES**

Sending College LaGuardia Community College		Receiving College Equivalent John Jay College	Credit Granted
Required Core			
ENG 101 English Composition I	3	ENG 101 Comp I Expl & Auth	3
ENG 102 Writing through Literature	3	ENG 201 Comp II Discip Inves	3
Mathematics and Quantitative Reasoning	3	Mathematics and Quantitative Reasoning	3
Life and Physical Sciences	3	Life and Physical Sciences	3
Flexible Core			
World Cultures and Global Issues	3-6	World Cultures and Global Issues	3-6
US Experience in Its Diversity	3-6	US Experience in Its Diversity	3-6
Creative Expression	3-6	Creative Expression	3-6
Individual and Society	3-6	Individual and Society	3-6
Scientific World	3-6	Scientific World	3-6
Program Core			
LIF 101 First Year Seminar for Liberal Arts	3	General Elective Credit	3
LIB 200 Humanism, Science and Technology*	3	Elective or History Elective *	3
ENG 103 Preparing and Writing the Research Paper	3	English Blanket	3
ELL 101 Introduction to Language	3	ENG 228 Introduction to Language	3
Education and Language Acquisition: Modern Language or Literature	3	Modern Language or Literature Elective Credit	3
English: Literature	3	LIT Blanket Elective	3
Humanities: Philosophy	3	Philosophy Elective	3
Humanities Electives	3	Art, Literature, Music or Philosophy Electives	3
Social Sciences Anthropology, Sociology, Psychology, Political Science or Economics	3	Social Sciences Electives	3
History	3	History Electives	3
Liberal Arts Electives	0-18	Liberal Arts Electives	0-18

*LIB 200 will be evaluated individually and awarded ENG elective credit if possible, or alternately, as general elective credit.

**See section F for recommended courses for Liberal Arts majors who intend to pursue an English B.A. at John Jay College.

E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
College Option	Learning from the Past or Communications	3
General Education Subtotal		6
Major Courses		
Foundational Courses		
General Education Literature course	A course taken to satisfy the English/ELA program core requirement will satisfy this category	0
Subtotal		0
Part One: Critical Skills		
LIT 260	Introduction to Literary Study ENG 289, if taken as a general elective, may satisfy this requirement	0-3
Subtotal		0-3
Part Two: Critical Methods		
LIT 300	Text and Context	3
LIT 305	Foundations of Literature and the Law	3
Subtotal		6
Part Three: Historical Perspectives (choose 4)		
LIT 370	Topics in Ancient Literature	3
LIT 371	Topics in Medieval Literature	3
LIT 372	Topics in Early Modern Literature	3
LIT 373	Topics in Seventeenth- and Eighteenth- Century Literature	3
LIT 374	Topics in Nineteenth Century Literature	3
LIT 375	Topics in Twentieth-Century Literature	3
LIT 379	Selected Historical Topics in Literature	3
Subtotal		12
Part Four: Major Electives (choose 4)		
	Literature OR Literature & Law Concentration ENG 228 will satisfy one elective requirement; up to two additional Liberal arts or General Elective may satisfy major electives.	3-9
Subtotal		3-9
Part Five: Capstone Course		
LIT 400 or LIT 405	Senior Seminar in Literature OR Senior Seminar in Literature and Law	3
Subtotal		3
Major Requirements Subtotal		24-33
General Electives (Consult with an Advisor)		21-30
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
Total Credits Required for Degree		120

F. COURSE EQUIVALENCIES

To maximize transfer of courses to the English Major at JJAY, Liberal Arts and Sciences – Social Sciences and Humanities LAGCC may be advised to enroll in a selection of the following courses:

LAGCC Course Number	Course Title	JJAY Course Number	Course Title
ELL 101	Introduction to Language	ENG 228	Introduction to Language
ELF 250	Modern French Literature in Translation	LIT BL	Literature Blanket
ELI 250	Italian Literature in Translation	LIT BL	Literature Blanket
ELJ 250	Japanese Literature in Translation	LIT BL	Literature Blanket
ELS 250	Contemporary Latin American Fiction in Translation	LIT BL	Literature Blanket
ENG 204	Asian American Literature	LIT BL	Literature Blanket
ENG 205	The Bible as Literature	LIT 262	Bible as Literature
ENG 211	Journalism	ENG 230	Journalism in the 21 st Century
ENG 220	Seminar in Teaching Writing	ENG BL	English Elective Credit
ENG 225	Afro-American Literature	LIT 223	African-American Literature
ENG 235	Cultural Identity in American Literature	LIT 233	American Stories
ENG 245	Images of Women in Literature	LIT 316	Gender and Identity in Literary Traditions
ENG 247	The Woman Writer	LIT BL	Literature Blanket
ENG 248	Latino/Latina Writing of the United States	LIT 265	Foundations of US Latinx Literature
ENG 261	Literature of Difference: Lesbian/Gay Writers	LIT BL	Literature Blanket
ENG 265	The Drama	LIT BI	Literature Blanket Elective
ENG 266	Shakespeare	LIT 313	Shakespeare
ENG 268	The Immigrant Experience in American Literature	LIT BL	Literature Blanket Elective
ENG 269	Contemporary Black American Fiction	LIT 223	African American Literature
ENG 271	Poetry Workshop	ENG 215	Poetry Writing and Reading
ENG/HUC 272	Literature and Film	LIT BL	Literature Blanket Elective
ENG 274	Creative Non-Fiction Workshop	ENG 245	Advanced Expository Writing
ENG 275	The Great Writer	LIT 287	Selected Topics in Literature
ENG 276	Fiction Workshop	ENG 216	Fiction Writing
ENG 280	Children's Literature	LIT 270	Children's Literature
ENG 289	Introduction to Literary Study	LIT 260	Introduction to Literary Study
ENG 290	British Literature Survey I	LIT 231	Medieval Early Modern Literature

ENG 291	British Literature Survey II	LIT 232	Modern Literature
ENG 292	American Literature Survey I	LIT 233	American Literature
ENG 293	American Literature Survey II	LIT 233	American Literature
ENG 294	Classical Literature	LIT 230	Reading Ancient Worlds
HUC 150	The Art of Film	LIT 106	Film Appreciation: Introduction to Film
HUC 270	American Film	LIT BL	Literature Blanket

G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

1. *Procedures for reviewing, updating, modifying or terminating agreement:*

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by representatives from each institution's respective departments, selected by their chairpersons/program directors.

2. *Procedures for evaluation agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:*

Each semester John Jay will provide LAGCC with the following information: a) the number of LAGCC students who applied to the program; b) the number of LAGCC students who were accepted into the program; c) the number of LAGCC students who enrolled; and d) the aggregate GPA of these enrolled students.

3. *Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:*

This articulation agreement will be publicized on the LAGCC website, and on John Jay's website. Transfer advisers at LAGCC will promote this agreement with eligible students.

Effective Date: Fall 2022



ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: LaGuardia Community College

Programs:

Liberal Arts and Sciences – Social Sciences and Humanities

Liberal Arts and Sciences-History

Degree: Associate in Arts (AA.)

Receiving College: John Jay College of Criminal Justice

Department: History

Program: Global History

Degree: Bachelor of Arts (B.A.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Liberal Arts and Sciences – Social Sciences and Humanities or Liberal Arts-History and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

Total credits required for the John Jay baccalaureate degree: 120

C. SUMMARY OF TRANSFER CREDITS FROM LAGCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from LAGCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	39	0-15	24-39
Electives	45	12-24	21-33
Total	120	60	60

D. TRANSFER CREDITS AWARDED

LaGuardia Community College (LAGCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts Social Sciences and Humanities –History Option will receive 60 credits toward the Bachelor of Arts degree in Global History at John Jay College of Criminal Justice (John Jay) as indicated below.

**COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED:
LIBERAL ARTS SOCIAL SCIENCE AND HUMANITIES—HISTORY OPTION**

Sending College LaGuardia Community College		Receiving College Equivalent John Jay College	Credit Granted
Required Core			
ENG 101 English Composition I	3	ENG 101 Comp I Expl & Auth	3
ENG 102 Writing through Literature	3	ENG 201 Comp II Discip Inves	3
Mathematics and Quantitative Reasoning	3	Mathematics and Quantitative Reasoning	3
Life and Physical Sciences	3	Life and Physical Sciences	3
Flexible Core			
World Cultures and Global Issues	3-6	World Cultures and Global Issues	3-6
US Experience in Its Diversity	3-6	US Experience in Its Diversity	3-6
Creative Expression	3-6	Creative Expression	3-6
Individual and Society	3-6	Individual and Society	3-6
Scientific World	3-6	Scientific World	3-6
Program Core			
LIF 101 First Year Seminar for Liberal Arts	3	General Elective Credit	3
LIB 200 Humanism, Science and Technology*	3	Elective or History Elective *	3
ENG 103 Preparing and Writing the Research Paper	3	English Blanket	3
Humanities Courses, select one: ** HUA 103 Beginning Drawing HUA 110 Beginning Painting HUS 120 Beginning Sculpture HUA 125 Introduction to Computer Art HUA 130 Beginning Photography HUM 155 Voice I HUM 170 Guitar I HUT 110 Acting I HUA 101 Introduction to Art HUN 195 Art in New York HUC 106 Public Speaking HUC 150 The Art of Film HUC 270 American Film HUM 109 World Music HUM 210 American Music HUP 101 Introduction to Philosophy HUP 104 Ethics and Moral Issues HUP 105 Philosophy of Religion HUP 106 Social and Political Philosophy	3	ART 111 Introduction to Drawing ART 118 Introduction to Painting ART 115 Introduction to Sculpture ART Blanket ART 113 Digital Photography MUS 115 The Art of Singing: Vocal Techniques MUS 140 Introduction to Guitar DRA 213 Acting I ART 101 Introduction to Art ART 201 Art in New York COM 113 Oral Communication LIT 106 Film Appreciation: Introduction to Film Literature Blanket MUS 104 Music in World Culture MUS 103 American Popular Music from Jazz to Rock PHI 231 Big Questions: Introduction to Philosophy PHI 210 Ethical Theory PHI 205 Philosophy of Religion PHI 203 Political Philosophy	3
Social Science, select four: SSH 101 Themes in American History to 1865 SSH 102 Themes in American History since 1865	12	HIS 201 American Civilization I HIS 202 American Civilization II HIS 204 The Medieval World	12

<p>SSH 103 Western Civilization from Ancient Times to the Renaissance SSH 104 Western Civilization from the Renaissance to Modern Times SSH 105 World History from Ancient Times to 1500 SSH 106 World History from 1500 to the Present SSH 110 East Asia Civilization and Societies SSH 113 Modern Chinese History SSH 114 Modern Japanese History SSH 121 Ancient Greek Civilization SSH 122 History of the Roman State and People SSH 131 Latin American History I SSH 132 Latin American History II</p> <p>SSH 151 Women and Gender in U.S. History SSH 153 History of U.S. Foreign Policy and International Relations SSH 171 The World since 1900 SSH 231 Afro-American History</p> <p>SSH 232 Survey of Latin American and Caribbean History</p>		<p>HIS BL History Blanket</p> <p>HIS 203 The Ancient World</p> <p>HIS 205 The Modern World HIS BL History Blanket HIS 275 China 1674 to Present HIS BL History Blanket HIS BL History Blanket HIS 254 History of Ancient Greece and Rome LLS 130 (Title of Course) LLS/HIS 242 U.S. Foreign Policy in Latin America HIS BL History Blanket HIS BL History Blanket</p> <p>HIS 127 Microhistories AFR 124 Justice, the Individual and Struggle in the African American Experience LLS 166 History of the Caribbean Islands</p>	
<p>Social Science select two: SSA 100 Introduction to Anthropology SSA 101 Cultural Anthropology SSE 103 Introduction to Microeconomics SSE 104 Introduction to Macroeconomics SSP 101 U.S. Power and Politics SSP 250 Political Ideas and Ideologies SSS 100 Introduction to Sociology SSY 101 General Psychology</p>	6	<p>ANT 101 Introduction to Anthropology ANT 201 Culture Contact ECO 125 Introduction to Microeconomics ECO 120 Introduction to Macroeconomics POL 101 American Government POL BL Political Science Blanket Credit SOC 101 Introduction to Sociology PSY 101 Introduction to Psychology</p>	

*LIB 200 will be evaluated individually and awarded as HIS elective credit if possible, or alternately, as general elective credit.

**See section F for recommended courses for Liberal Arts majors who intend to pursue a Global History B.A. at John Jay College.

E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

Liberal Arts Social Science and Humanities-History Option		
Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
College Option	Learning from the Past or Communications	3
General Education Subtotal		6
Major Courses		
Part One: Survey of Global History		
HIS 203	The Ancient World	0-3
HIS 204	The Medieval World	0-3
HIS 205	The Modern World	0-3
Subtotal		0-9
Part Two: Research and Methodology		
HIS 210	Doing History	3
HIS 240	Historiography	3
HIS 300	Research Methods in History	3
Subtotal		9
Part Three: Major Electives		
	U.S. History	3-6
	Non-U.S. History (two required)	3-6
	Premodern History (two required)	6
Subtotal		12-18
Part Four: Capstone Course		
HIS 425	Senior Seminar in History	3
Subtotal		3
Major Requirements Subtotal		24-39
General Electives (Consult with an Advisor)		21-33
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
Total Credits Required for Degree		120

F. COURSE EQUIVALENCIES

To maximize transfer of courses, Liberal Arts—History majors at LAGCC may be advised to enroll in a selection of the following courses to prepare for the Global History major at John Jay College:

LAGCC	Course	JJAY	Course
SSH 101	Themes in American History to 1865	HIS 201	Amer Civilztn 1
SSH 102	Themes in American History since 1865	HIS 202	Amer Civilztn 2
SSH 103	Western Civilization from Ancient Times to the Renaissance	HIS 204	The Medieval World
SSH 104	Western Civilization from the Renaissance to Modern Times	HIS BL	History Blanket
SSH 105	World History from Ancient Times to 1500	HIS 203	The Ancient World
SSH 106	World History from 1500 to the Present	HIS 205	The Modern World
SSH 110	East Asia Civilization and Societies	HIS BL	History Blanket
SSH 113	Modern Chinese History	HIS 275	China 1674 to Present
SSH 114	Modern Japanese History	HIS BL	History Blanket
SSH 121	Ancient Greek Civilization	HIS 254	History of Ancient Greece and Rome
SSH 122	History of the Roman State and People	HIS BL	History Blanket
SSH 132	Latin American History II	LLS 242 / HIS 242	U.S. Foreign Policy in Latin America
SSH 151	Women and Gender in U.S. History	HIS BL	History Blanket
SSH 153	History of U.S. Foreign Policy and International Relations	HIS BL	History Blanket
SSH 171	The World Since 1900	HIS 127	Microhistories

G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

1. *Procedures for reviewing, updating, modifying or terminating agreement:*

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by representatives from each institution's respective departments, selected by their chairpersons/program directors.

2. *Procedures for evaluation agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:*

Each semester John Jay will provide LAGCC with the following information: a) the number of LAGCC students who applied to the program; b) the number of LAGCC students who were accepted into the program; c) the number of LAGCC students who enrolled; and d) the aggregate GPA of these enrolled students.

3. *Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:*

This articulation agreement will be publicized on the LAGCC website, and on John Jay's website. Transfer advisers at LAGCC will promote this agreement with eligible students.

Effective Date: Fall 2022



ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: LaGuardia Community College
Program: Liberal Arts—Social Sciences & Humanities
Degree: Associate in Arts (A.A.)

Receiving College: John Jay College of Criminal Justice
Departments: History; Philosophy; English
Program: Humanities and Justice
Degree: Bachelor of Arts (B.A.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Liberal Arts and Sciences – Social Sciences and Humanities and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

Total credits required for the John Jay baccalaureate degree: 120

C. SUMMARY OF TRANSFER CREDITS FROM LAGCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from LAGCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	36	0-9	27-36
Electives	48	21-30	18-27
Total	120	60	60

D. TRANSFER CREDITS AWARDED

LaGuardia Community College (LAGCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts and Sciences – Social Sciences and Humanities will receive 60 credits toward the Bachelor of Arts degree in Humanities and Justice at John Jay College of Criminal Justice (John Jay) as indicated below.

COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED: LIBERAL ARTS--SOCIAL SCIENCES & HUMANITIES

Sending College LaGuardia Community College		Receiving College Equivalent John Jay College	Credit Granted
Required Core			
ENG 101 English Composition I	3	ENG 101 Comp I Expl & Auth	3
ENG 102 Writing through Literature	3	ENG 201 Comp II Discip Inves	3
Mathematics and Quantitative Reasoning	3	Mathematics and Quantitative Reasoning	3
Life and Physical Sciences	3	Life and Physical Sciences	3
Flexible Core			
World Cultures and Global Issues	3-6	World Cultures and Global Issues	3-6
US Experience in Its Diversity	3-6	US Experience in Its Diversity	3-6
Creative Expression	3-6	Creative Expression	3-6
Individual and Society	3-6	Individual and Society	3-6
Scientific World	3-6	Scientific World	3-6
Program Core			
LIF 101 First Year Seminar for Liberal Arts	3	General Elective Credit	3
LIB 200 Humanism, Science and Technology*	3	Elective or History Elective *	3
ENG 103 Preparing and Writing the Research Paper	3	English Blanket	3
ELL 101 Introduction to Language	3	ENG 228 Introduction to Language	3
Education and Language Acquisition: Modern Language or Literature	3	Modern Language or Literature Elective Credit	3
English: Literature	3	LIT Blanket Elective	3
Humanities: Philosophy	3	Philosophy Elective	3
Humanities Electives	3	Art, Literature, Music or Philosophy Electives	3
Social Sciences Anthropology, Sociology, Psychology, Political Science or Economics	3	Social Sciences Electives	3
History	3	History Electives	3
Liberal Arts Electives	0-18	Electives	0-18

*LIB 200 will be evaluated individually and awarded as HIS or HJS elective credit if possible, or alternately, as general elective credit.

**See section F for recommended courses for Liberal Arts majors who intend to pursue a Humanities and Justice B.A. at John Jay College.

E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
College Option	Learning from the Past or Communications	3
General Education Subtotal		6
Major Courses		
Part One: Foundations		
HJS 250	Justice in the Western Traditions	3
HJS 310	Comparative Perspectives on Justice	3
HJS 315	Research Methods in Humanities and Justice Studies	3
Subtotal		9
Part Two: Humanities and Justice Electives		
	Select seven electives, with a minimum of 12 credits at 300 level. SSH 121, SSH 113, ENG 245, ENG 248, HUP 104, HUP 105 or HUP 106 may satisfy up to 9 elective credits	12-21
Subtotal		
Part Three: Problems and Research		
HJS 410	Reading Scholarship in Humanities and Justice	3
HJS 415	Thesis in Humanities and Justice Studies	3
Subtotal		6
Major Requirements Subtotal		27-36
General Electives (Consult with an Advisor)		18-27
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
Total Credits Required for Degree		120

F. COURSE EQUIVALENCIES

To maximize transfer of courses to the Humanities and Justice Major, Liberal Arts and Sciences – Social Sciences and Humanities LAGCC may be advised to enroll in a selection of the following courses:

LAGCC Course Number	Course Title	JJAY Course Number	Course Title
SSH 121	Ancient Greek Civilization	HIS 254	History of Ancient Greece and Rome
SSH 113	Modern Chinese History	HIS 274	China 1650 to Present
ENG 245	Images of Women in Literature	LIT 316	Gender and Identity in Literary Traditions
ENG 248	Latino/Latina Writing of the United States	LIT 265	Foundations of US Latinx Literature
HUP 104	Ethics and Moral Issues	PHI 210	Ethical Theory
HUP 105	Philosophy of Religion	PHI 205	Philosophy of Religion
HUP 106	Social and Political Philosophy	PHI 203	Political Philosophy

G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

1. *Procedures for reviewing, updating, modifying or terminating agreement:*

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by representatives from each institution's respective departments, selected by their chairpersons/program directors.

2. *Procedures for evaluation agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:*

Each semester John Jay will provide LAGCC with the following information: a) the number of LAGCC students who applied to the program; b) the number of LAGCC students who were accepted into the program; c) the number of LAGCC students who enrolled; and d) the aggregate GPA of these enrolled students.

3. *Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:*

This articulation agreement will be publicized on the LAGCC website, and on John Jay's website. Transfer advisers at LAGCC will promote this agreement with eligible students.

Effective Date: Fall 2022

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

Undergraduate Academic Program Revision Form

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

1. **Date submitted:** 03/08/22
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Robert Till
 - b. Email address of proposer: rtill@jjay.cuny.edu
 - c. Phone number: 212-484-1379
3. **Name of major, minor or certificate program being revised:**

Emergency Services Administration Major
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: 03/04/22
 - b. Name of department chair or major/minor coordinators approving this proposal:
Robert Till - Chair
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

We propose adding FIS 257 – Fire Dynamics to the Fire Service Specialization.

We also propose adding FIS 330 - Building Construction and Life Safety Systems II to the Emergency Management specialization.

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

SFEM voted to add FIS 257 (Fire Dynamics) to the list of options in the Fire Service Specialization of the Emergency Management Degree. Fire Dynamics studies fire phenomena in both open areas and building compartments. Understanding Fire Dynamics is very relevant for members of the fire service. It is particularly crucial in understanding arson, which is already part of the specialization.

We also voted to add FIS 330 to the options in the Emergency Management track of the Emergency Management degree. FIS 330 is a study of the building codes and standards. Low construction standards (for example - on roofs) can result in needless loss of lives and destruction of buildings due to disasters like floods and extreme

weather. Members of the Emergency Management community need to be informed about these issues.

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

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

The population of students in both classes may increase. This could influence the Fire Science major.

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>)

The population of students in both classes may increase. The course may need to be given every semester. Resources are available to do this. The upshot is that it would increase course availability for both majors.

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

See attached

Emergency Services Administration, Bachelor of Science (2021-22 UG Bulletin with changes)

The major in Emergency Services Administration (ESA) provides a foundation in fire and emergency services, with related courses in management and administration. The major prepares students for careers in leadership in fire services, emergency management and administrative aspects of emergency medical services. Students select from one of the three specializations, supported by a common core that integrates fundamental principles of emergency services. A capstone course brings students from all three specializations together for an integrative research project.

Learning Outcomes. Students will:

- Identify and test the core mechanisms of emergency services administration in the public, non-profit, and private sectors; including the organization, training, and management of human and financial resources;
- Categorize and catalog emergency services and evaluate them in light of public, legal and legislative policy;
- Design and construct emergency services plans and adopt policies consistent with professional standards which serve the common good and diverse constituencies;
- Analyze specific situations relevant to emergency services and apply and evaluate appropriate responses;
- Compose and compile data, documents and reports as well as other operational materials essential to agency mission and purpose.

Credits Required.

Emergency Services Administration Major	36
General Education	42
Electives	42
Total Credits Required for B.S. Degree	120

Coordinator. Professor Robert Till, Department of Security, Fire and Emergency Management (212-484-1379, rtill@jjay.cuny.edu)

Advising Resources. Major Advising Resources including a Sample Five Year Advising Plan.

Additional information. Students who enrolled at the College for the first time or changed to this major in September 2017 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the

earlier version of the major. The earlier version may be obtained in the 2016-17 Undergraduate Bulletin.

PART ONE. CORE COURSES

SUBTOTAL: 18 CR.

Required

ESA 101	Introduction to Emergency Management
ESA 215	Emergency Incident Management
ESA 225	Responder Health, Protection and Safety
FIS 104	Risk Management
PAD 101	Introduction to Public Administration
PAD 318	Decisions in Crises

PART TWO. SPECIALIZATION REQUIREMENTS

SUBTOTAL: 15 CR.

Select one Specialization and complete five courses

Fire Service Specialization

FIS 101	Introduction to Fire Science
FIS 209	Analysis of Urban Hazardous Materials, Tactics and Strategy
FIS 210	Fire Safety Administration
FIS 230	Building Construction and Life Safety Systems I
FIS 257	Fire Dynamics
FIS 303	Fire Investigations
FIS 319	Hazard Identification and Mitigation
FIS 350	Management Applications in Fire Protection
FIS 385	Faculty Mentored Research Experience in Fire Science
ESA 227	Emergency Dispatch and Communications
ESA 355	Geographic Information Systems for Emergency Services
ESA 360	Response to Large Scale Disaster and Mass Casualty Incidents
ESA 380	Selected Topics in Emergency Services Administration
SEC 378	Security Management Internship/Practicum

Emergency Medical Services Specialization

ESA 114	Introduction to Emergency Medical Services
ESA 227	Emergency Dispatch and Communications
ESA 355	Geographic Information Systems for Emergency Services
ESA 360	Response to Large Scale Disaster and Mass Casualty Incidents
FIS 209	Analysis of Urban Hazardous Materials, Tactics and Strategy
FIS 350	Management Applications in Fire Protection
ESA 380	Selected Topics in Emergency Services Administration

SEC 378

Security Management Internship/Practicum

Please note: For students who have passed the New York State Department of Health Advanced Emergency Medical Technician - Paramedic (AEMT-P) certification examination or an equivalent certification from another jurisdiction, 9 credits will be awarded for this certification. These credits will be electives that go towards the 120 credit total for the B.S. degree. These credits may **not** be applied toward the major. Note that while credits may be awarded for other levels of Emergency Medical Technician certification (CFR, EMT-B, AEMT-I, or AEMT-CC), these credits also will **not** satisfy the requirements of the major.

Emergency Management Specialization

Select five

FIS 209	Analysis of Urban Hazardous Materials, Tactics and Strategy
FIS 319	Hazard Identification and Mitigation
FIS 330	<u>Building Construction and Life Safety Systems II</u>
ESA 227	Emergency Dispatch and Communications
ESA 355	Geographic Information Systems for Emergency Services
ESA 360	Response to Large Scale Disaster and Mass Casualty Incidents
ESA 380	Selected Topics in Emergency Services Administration
SEC 378	Security Management Internship/Practicum

PART THREE CAPSTONE REQUIREMENT

SUBTOTAL: 3 CR.

Required

FIS 401	Seminar in Fire Protection Problems
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TOTAL CREDIT HOURS: 36

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

Undergraduate Academic Program Revision Form

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

1. **Date submitted:** February 11, 2022
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): James De Lorenzi
 - b. Email address of proposer: jdelorenzi@jjay.cuny.edu
 - c. Phone number: 646 342 7570
3. **Name of major, minor or certificate program being revised:**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: 12/2/2021
 - b. Name of department chair or major/minor coordinators approving this proposal: Middle East Studies Minor Curriculum Committee (Lamees Fadl, Corinna Mullin, James De Lorenzi, and Tamara Maatouk)
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)
 - a. **Add ARA 3XX Social Justice in Arabic Literature and Film to the list of minor electives**
 - b. **Remove HIS 383 History of Terrorism from the list of minor electives**
6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)

ARA 3XX is an exciting new course that was developed and proposed by Professor Fadl, a member of the Department of Modern Languages and Literatures and a core faculty member for the minor. It will be the first course at the college to address the Arabic literary tradition, and for this reason it is a major contribution to the minor curriculum and the minor learning outcomes. Since this course was developed after the approval of the minor, it is not yet listed in the minor electives. Faculty and students hope that other faculty will develop courses on other literary traditions of the region and its diasporas.

HIS 383 does not adequately address the learning outcomes of a minor elective, and it appears to require revision in light of the College's Seven Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum. In the Fall 2021 semester, minor faculty were approached by student leaders who voiced their strong support for the program, but

who requested that this course be removed from the minor curriculum. Specifically, they said that this course was "inappropriate" for the minor and would likely "reinforce negative stereotypes" about people from the Middle East. The minor curriculum committee discussed and affirmed this student feedback, as did the Dean of Undergraduate Studies and the chair of the History Department. If the course is revised in the future, the Minor Curriculum Committee is open to re-considering it at that time.

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

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

None, removal of HIS 383 should not affect enrollment for the course as it is part of several other programs including International Criminal Justice and Global History.

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>)

Consulted Michael Pfeiffer, Chair of History

Consulted Dara Byrne, Dean of Undergraduate Studies

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

See attached

Middle East Studies Minor (UG Bulletin 2021-22 w changes)

Description. The interdisciplinary Middle East Studies minor allows students to explore the history, politics, religions, and cultures of the Middle East, broadly conceived. As the birthplace of Judaism, Christianity, and Islam and the center of political and economic dynamics that have profoundly shaped the contemporary world, the Middle East is vital to understanding the global past and present. In this minor, students will examine themes that are central to understanding the region and its peoples, including gender, religion, kinship, ethnicity, and landscape, as well as key topics such as colonialism, nationalism, diaspora, and the nation state. Students will develop critical perspectives on the dominant narratives of the region, and will also have the opportunity to acquire language skills that will enable them to explore its rich literary heritage.

Learning Outcomes. Students will:

- Identify and explain the significance of major events, trends, and themes in Middle East history, politics, and societies.
- Identify, locate, contextualize, and evaluate the usefulness of different forms of evidence (primary sources).
- Effectively read scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
- Construct an argument grounded in evidence from primary and secondary sources and be able to provide a coherent written defense of this argument.

Rationale. This minor is a direct response to our students' deep interest in the Middle East, and it was developed through extensive consultation with the Muslim Students Association, Students for Justice in Palestine, and Hillel. In addition to building on students' curricular interests, it also directly serves John Jay's mission of educating for justice by providing a nuanced and rigorous understanding of the region, its peoples, and its diasporas that is rooted in critical area studies.

Credits required. 18

Minor coordinator / advisor. Professor James De Lorenzi, Department of History (Room 8.65.07 NB, 646-557-4653, jdelorenzi@jjay.cuny.edu).

Requirements. To earn a minor in Middle East Studies, student complete two required courses and choose four electives for a total of 18 credits. Students may apply a maximum of 9 transfer credits to the minor. A maximum of two courses can overlap with a student's major, minors or programs.

Additional information. Students may petition the Minor Coordinator to have LIT 287 Selected Topics in Literature, LIT 346 Cultures in Conflict, SOC 206 Sociology of Conflict and

Dispute Resolution, HIS 127 Microhistories, HIS 282 Selected Topics in History, HJS 310 Comparative Perspectives on Justice, HIS 352 History and Justice in Wider World, or any other course **including experiential learning courses** count toward the minor if the Middle East is a major focus of the course as taught that semester.

No more than two language courses can count towards the elective requirement in the minor. Students may count courses in any Middle East language, broadly defined (i.e., Arabic, Hebrew, Persian, Syriac, Turkish, etc.), that they have taken at another institution and which is accepted by the College as transfer credit. See the Minor Coordinator for approval of these substitutions. Credits earned through foreign language exams or study abroad programs related to the Middle East will also count towards the minor.

PART ONE. REQUIRED COURSES

SUBTOTAL: 6 CR.

HIS 228	Critical Perspectives on the Middle East
POL 331	Government and Politics in the Middle East and North Africa

PART TWO. ELECTIVES

SUBTOTAL: 12 CR.

Select four

ARA 101	Elementary Modern Standard Arabic I
ARA 102	Elementary Modern Standard Arabic II
ARA 201	Intermediate Arabic I
<u>ARA 3XX</u>	<u>Social Justice in Arabic Literature and Film</u>
HIS 256	History of Muslim Societies and Communities
HIS 281	Imperialism in Africa, South Asia, and the Middle East
HIS 356/GEN 356	Sexuality, Gender, and Culture in Muslim Societies
HIS 359	History of Islamic Law
HIS 366	Religions of the Ancient World
HIS 368	Law and Society in the Ancient Near East
HIS 370	Ancient Egypt
HIS 383	History of Terrorism

TOTAL CREDIT HOURS: 18

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

Undergraduate Academic Program Revision Form

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

1. **Date submitted:** 3/3/22
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Hunter Johnson
 - b. Email address of proposer: hujohnson@jjay.cuny.edu
 - c. Phone number: 301.706.5654
3. **Name of major, minor or certificate program being revised:**

Mathematics Minor
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:

Math & CS Dept Curriculum Committee

 - a. Please provide the meeting date for approval: 2/15/22
 - b. Name of department chair or major/minor coordinators approving this proposal:
Hunter Johnson
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

We would like to change the language in the Requirements field in the Bulletin description of the Minor:

Old:

Requirements. The Mathematics minor consists of a two-course calculus sequence plus four advanced electives ~~at the~~ 300-level or above. A maximum of two courses can overlap with a student's major, other minor or program.

New:

Requirements. The Mathematics minor consists of a two-course calculus sequence plus four advanced electives. **One elective must be** at the 300-level or above. A maximum of two courses can overlap with a student's major, other minor or program.

We would also like to change the footnote after the course listings for the minor.

Old:

~~MAT 253 Calculus III (4 credits) is part of the new calculus sequence and was formerly MAT 243 Calculus III (3 credits).~~

New:

***(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 and need to take a course in the new sequence.)**

6. Please provide a rationale for the changes:

(narrative format to go to CUNY and NYSED reports)

Change to the Electives:

We are reducing the number of 300-level courses in the electives because using course level as a way to distinguish “upper level” from lower level courses is problematic for our department. For example, Calculus III is quite hard and uses fairly sophisticated mathematics, but is traditionally presented at the 200-level or below. We would also like our Elements of Proofs course (MAT 265) to unambiguously qualify as an elective.

Change of Footnote:

The change from a 3-credit calculus sequence to a 4-credit sequence has been challenging from an advising standpoint. We would like to make the relationship between the new 151,152 and 253 sequence and the 241,242,243 old sequence as clear as possible.

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

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

Only the Mathematics Minor will be affected.

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>)

Not applicable

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

See below

Mathematics Minor (from the 2021-22 UG Bulletin including changes)

Description. Mathematics provides excellent preparation for entrance into many quantitative and high-technology careers. Some of these include the actuarial field, financial analysis and work in cryptography. The Mathematics minor will enhance the understanding of quantitative disciplines such as the social sciences, physics, chemistry and biology. Strong math skills also increase a student's ability to manage life in this increasingly quantitative world.

Learning Outcomes. Students will:

- Reduce real world phenomena to abstract descriptions, and apply theory to solve real world problems.
- Develop the technical ability to operate symbolic systems, including those which arise in the theories of analysis and algebra, and connect these with practical uses.
- Recognize, extract and analyze patterns from data.
- Express quantitative information effectively to others.

Credits required. 18-21

Minor coordinator. Professor Hunter Johnson, Department of Mathematics and Computer Science (212.237.8846, hujohnson@jjay.cuny.edu)

Requirements. The Mathematics minor consists of a two-course calculus sequence plus four advanced electives ~~at the 300-level or above.~~ **One elective must be taken at the 300-level or above.** A maximum of two courses can overlap with a student's major, other minor or program.

Part One. Required Courses

Subtotal: 6-8 cr.

MAT 151 Calculus I (or MAT 241 Calculus I – 3 credits)

MAT 152 Calculus II (or MAT 242 Calculus II – 3 credits)

Note: The courses in Part One are prerequisites for most courses in Part Two.

~~MAT 151 Calculus I (4 credits) is part of the new calculus sequence and was formerly MAT 241 Calculus I (3 credits).~~

~~MAT 152 Calculus II (4 credits) is part of the new calculus sequence and was formerly MAT 242 Calculus II (3 credits).~~

Part Two. Elective Courses

Subtotal: 12-13 cr.

Select four courses

CSCI 360 Cryptography and Cryptanalysis

MAT 253 Calculus III (4 credits) (or old sequence: MAT 243 – 3 credits)

MAT 244 Calculus IV (if taken as part of the old sequence – 3 credits)

MAT 265

MAT 301

MAT 302

MAT 310 Linear Algebra

MAT 323

MAT 324

MAT 330 Modern Geometry

MAT 351 Introduction to Ordinary Differential Equations

MAT 352 Applied Differential Equations

MAT 354 Regression Analysis

MAT 361 Functions of a Complex Variable

MAT 371 Numerical Analysis

MAT 380 Selected Topics in Mathematics

MAT 385 Faculty-Mentored Research Experience in Mathematics

MAT 410 Abstract Algebra

Note: [MAT 253](#) Calculus III (4 credits) is part of the new calculus sequence and was formerly [MAT 243](#) Calculus III (3 credits).

***(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 and need to take a course in the new sequence.)**

Total Credit Hours: 18-21

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 25, 2021

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

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

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

Name: Distinguished Professor Gerald Markowitz

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

Phone number(s) 212 237-8458

2. a. **Title of the course: Re-Envisioning the U.S.A.**

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

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:

The course is pitched at the 200-level because it engages a wide range of theoretical, historical, legal, and creative materials and requires students to produce both short reflective writing and a long-form term project for which they will rely on the research, planning and writing and presentational foundations acquired in ENG 101 and their first-year seminars.

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

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

John Jay College educates "Fierce Advocates for Justice." Although our full name claims criminal justice as our domain, our curriculum embraces the broadest possible definition and varieties. This course invites students to re-imagining the United States as a more fair, just, equitable, creative, prosperous, safe and healthy nation; a more constructive global partner; a realization of its potential to achieve "a more perfect union."

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 United States is always changing, sometimes for the better, sometimes for the worse, and sometimes not enough. From systemic racial and economic inequality, to immigration, to climate change, to gender and sexuality, to the arts and popular culture, to a broad range of norms and values, the nation can drift slowly or lunge suddenly in more or less constructive directions. Re-Envisioning the U.S.A. is an interdisciplinary exploration of the ways that scholars, political thinkers, idealists, scientists, artists, and ordinary people have and continue to rethink how the United States could be transformed. This course challenges us to reimagine the American experiment and consider strategies to lead us toward a “more perfect union.”

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:
- Class hours 3
 - Lab hours
 - Credits 3

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

 x No Yes. If yes, then please provide:

- Semester(s) and year(s):
- Teacher(s):
- Enrollment(s):
- 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?

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

- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

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

_____ No ___X___ Yes

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

Minor in Interdisciplinary Studies

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

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

Flexible Core:

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

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

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

LO #1: Gather, interpret, and assess information from a variety of sources and points of view.
This will be done throughout the semester as students read, discuss and write about different interpretations of the same subject. Students will, for example, read differing interpretations of the Green New Deal and write a short paper synthesizing and assessing what they have learned. See Week 4.

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

In class discussions and written assignments, students will compare and contrast different intellectual arguments about the Green New Deal and what they mean.

They will, for example, write a short paper comparing and contrasting the U. S. approach to the Green New Deal with what other countries have tried. See Week 6.

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

For their Final Presentations and Final Papers [See Weeks 15, 9, and 12] students will need to provide oral and written work that will bring together research that will either design a Green New Deal for New York City or to design another New Deal to make the United States a more just society. To do this they will need to consult a variety of sources and use evidence to support their proposals.

LO #4: Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.

During Weeks 7, 8, and 9, students will engage with the discipline of history and analyze how change occurred over time during one of the most tumultuous periods in U.S. history. In addition, the analysis of the Environmental Justice movement in weeks 10 and 11 will allow students to engage with this inherently interdisciplinary field, employing concepts and methods of sociology, Africana Studies, Latinx Studies, political science, and public affairs. See also Reading Response #3.

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

One of the major themes of U.S. history is race and racism, and another is the impulse to reform society and the conservative reactions against such change. By exploring environmental justice, at various points in the semester students will be analyzing how race enters into political, economic, and social decisions. Further, by exploring the movement to change society to confront the challenge of climate change and the conservative reaction against such a movement, students will have an opportunity to analyze the forces that engender reform and reaction. See Weeks 12 and 13 and Reading Response #5.

LO #6 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.

Contemporary American society is faced with many challenges, but climate change is certainly one of the most important. The pattern of life that we have grown accustomed to, based on fossil fuels, is the subject of spirited debate that are influenced by race, class, gender, and ideology among other factors. Students will explore and analyze these factors in the debate about climate change in the classes devoted to the Green New Deal legislation (Week 3 and Reading Response Paper

#1), the environmental justice movement (Week, 11 and Short Paper #2) the Conservative Attack on the idea of Global Warming (Week 11 and Reading Response Paper #5) and in their final papers and presentation (Week 15).

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

Yes No

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

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> The library catalog, CUNY+ <input checked="" type="checkbox"/> | https://guides.lib.jjay.cuny.edu/science/climate |
| <input checked="" type="checkbox"/> EBSCOhost Academic Search Complete <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Sustainability & Environmental Justice research guide: https://guides.lib.jjay.cuny.edu/sustainability |
| <input checked="" type="checkbox"/> Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Environmental Studies and Policy; |
| <input checked="" type="checkbox"/> LexisNexis Universe <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Global Reference on the Environment/Energy/And Natural Resources |
| <input checked="" type="checkbox"/> Criminal Justice Abstracts <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> PsycINFO <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> Sociological Abstracts <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> JSTOR <input checked="" type="checkbox"/> | |
| <input checked="" type="checkbox"/> SCOPUS <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> Other (please name) | |
| <input checked="" type="checkbox"/> Climate Change & Global Warming research guide: | |

13. **Syllabus – see attached**

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

15. **Faculty** - Who will be assigned to teach this course? Gerald Markowitz, Katie Gentile, Michael Blitz, Richard Haw, Nina Rose Fischer, Susannah Crowder, Amy Green

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:

K Gentile, Chair, Interdisciplinary Studies

Chair, Proposer's Department

R Haw

Major or Minor Coordinator (if necessary)

CUNY Common Core
Course Submission Form

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

College	John Jay College of Criminal Justice	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ISP 2CC	
Course Title	Re-Envisioning the U.S.A.	
Department(s)	Interdisciplinary Studies	
Discipline		
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	The United States is always changing, sometimes for the better, sometimes for the worse, and sometimes not enough. Re-Envisioning the U.S.A. is an interdisciplinary exploration of the ways that scholars, political thinkers, idealists, scientists, artists, and ordinary people have and continue to rethink how the United States could be transformed. From systemic racial and economic inequality, to immigration, to climate change, to gender and sexuality, to the arts and popular culture, to a broad range of norms and values, the nation can drift slowly or lunge suddenly in more or less constructive directions. This course challenges us to reimagine the American experiment and consider strategies to lead us toward a "more perfect union."	
Special Features (e.g., linked courses)		
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended	
<p>Indicate the status of this course being nominated:</p> <p><input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed</p>		
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>		
<p>Required</p> <p><input checked="" type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society</p> <p><input checked="" type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World</p>	

<input type="checkbox"/> Life and Physical Sciences	<input type="checkbox"/> Creative Expression
---	--

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>Course materials draw from a broad interdisciplinary range of materials, including history, journalism, video, legal documents, etc. Over the course of the semester, students will write five analytical reflections and responses to these materials, requiring them to extract meaning, interpret significance and compare and contrast their impact on re-envisioning the United States.</p> <p>For example, in Week 3, students close read and analyze HR 109, the Green New Deal legislation, to understand the key elements of the Green New Deal proposal</p> <ul style="list-style-type: none"> ● 116th Congress, 1st Session, House Resolution 109, available at: https://www.congress.gov/116/bills/hres109/BILLS-116hres109ih.pdf ● They will write a response to the prompt: “Choose 3 or 4 of what you consider the most important aspects of the Green New Deal as they are laid out in this legislation, and explain how they are related to social, gender, environmental, or racial justice.” <p>In addition, the Term Project requires students to identify a problem in the U.S. that would benefit from re-imagining; gather information from historical and contemporary sources about the problem and prior attempts to address it; and devise an evidence-based program of change. The project requires an Annotated Bibliography of at least 5 sources.</p>	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
<p>Close reading, analysis and reflection on re-envisioning the United States are fundamental to course pedagogy. In class discussions and written assignments, students will compare</p>	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.

<p>and contrast different intellectual arguments about re- invisioning America.</p> <p>For example, in this iteration of the course that focuses on the environment:</p> <ul style="list-style-type: none"> ● <i>Week 3</i>, students will watch a video and share journalistic coverage of controversies surrounding the Green New Deal. Their weekly reflection and response paper will ask them to summarize and write a speech advocating on behalf of one of the anti-Green New Deal arguments. ● <i>Week 6: Short Paper #1: Climate Change as an Impetus for Re-envisioning the U.S.</i> Analyze the advantages and disadvantages of the U.S. approach to climate change as a means of re-envisioning the country, using the Green New Deal as the primary example. Base your arguments on what you have learned in previous classes about the U.S. approach and the readings for this class about what other nations are doing. ● <i>Week 12</i>, which focuses on conservative resistance to claims of climate change, they will hold a mock Senate debate and vote on HR 109. They will be assigned positions which may differ from their personal attitudes or beliefs and will be expected to cite evidence from course materials to support their claims. 	
<p>In three installments that culminate in Tern Project papers and presentations, students present and support arguments orally and in writing for an original, evidence-based program to re-envision a unjust situation in the U.S.A. Teams of students identify an issue that needs fixing and design and advocate for a targeted new New Deal that would help make the United States a more just society. They will draw evidence from their works cited to justify the need for and expected benefits of their proposals.</p> <ul style="list-style-type: none"> ● <u><i>Week 9: Term Project Part 2: Planning and Progress Report.</i></u> In a 2-page paper, students will describe the problem or issue to be addressed and a rough outline and justification for the New Deal they will develop and defend. ● <u><i>Week 12: Term Project Part 3: Outline, including annotated bibliography.</i></u> Students will submit a formal outline of their New Deal project proposal and presentation plan, including the specific arguments 	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>and evidence they will use to justify the need for and expected benefits of their proposals.</p> <ul style="list-style-type: none"> • <u>Week 15</u>: Groups present their New Deal proposals in the final class period. Presentations can be in the form of a podcast, a video, PowerPoint, a play, a poem, or other creative medium. <p>In addition, each member of the group turns in a final paper of between 5 and 7 pages that articulates the issue or problem, summarizes their own research, and justifies the design, rationale, and expected benefits of their New Deal program.</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>During Weeks 7, 8, and 9, students engage with the discipline of history and analyze how change occurred over time during one of the most tumultuous periods in U.S. history. They explore the root and proximate causes of national crises related to the Great Depression in the 1930s in:</p> <p>Week 7, Reading Response #3, asks students to explain the elements of the 1930s New Deal and how they affected major institutions in the United States;</p> <p>Weeks 8 and 9: Students reflect on ways that earlier generations took action to deal with ecological disaster, depletion of natural resources and environmental injustice and environmental racism, when they read a classic literary text, <u>The Grapes of Wrath</u>, and an excerpt from Daniel Worster's, <u>Dust Bowl</u> (New York, Oxford University Press, 2004). In-class role-play calls on them use these sources to analyze the economic, cultural and socio-political forces beyond the characters' control.</p> <p>In addition, the analysis of the Environmental Justice movement in weeks 10 and 11 will allow students to engage with this inherently interdisciplinary field, employing concepts and methods of sociology, Africana Studies, Latinx Studies, political science, and public affairs.</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
<p>One major theme of US history is recurring cycles of reform and reaction, in which efforts to address injustice and inequity are met with backlash. Cycles of racism-civil rights-suppression and cycles of citizen activism-federal regulation-corporate resistance to address the effects of climate change are manifestations of this theme. By exploring the movements for environmental justice, civil rights, and gender equality at various points in the semester students will have an opportunity to analyze the forces that engender reform and reaction. For example, in:</p>	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

<p>Week 11: Short Paper #2 asks students to analyze, “How did the Environmental Justice, Civil Rights and Women’s movements of the 1950s, 1960s and 1970s contribute to re-envisioning a more just U.S. society”?</p> <p>Week 12: students look at the origins of scientific understanding of global warming and what was done and not done to combat it in two readings:</p> <ul style="list-style-type: none"> ● Spencer R. Weart, <i>The Discovery of Global Warming</i>, Cambridge: Harvard University Press, 2008, Chapters 2, 3 and 4, pp. 19-85 ● Eugene Nulman, <i>Climate Change and Social Movements</i>, New York: Palgrave Macmillan, 2015, Chapter 2, “Brief History of Climate Change Policy and Activism,” pp 8-23. <p>Week 13: Students read and reflect on the political controversies about climate change into a broader political perspective, examining the powerful forces that sought to deny and delay action on climate change. Reading Response #5 has them analyze the arguments of those who sought to deny the reality of global warming.</p>	
	<ul style="list-style-type: none"> ● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> ● Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> ● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
<p>Over time, American society has faced many challenges which are influenced by race, class, gender and ideology. In this iteration of the course, students will explore and analyze these factors in debates about climate change, environmental racism, growth v sustainability, and government accountability. In weekly assignments and the term project, students will read about and reflect in writing on the unequal ways that climate change and environmental damage affect communities of color, poor working class and immigrant neighborhoods across different regions of the United States. As discussed above, students identify patterns of discrimination in the classes devoted to the Green New Deal legislation (Week 3 and Reading Response Paper #1), the movement (Week, 11 and Short Paper #2) the Conservative Attack on the idea of Global Warming (Week 11 and Reading Response Paper #5) and in their final papers and presentation (Week 15).</p> <p>In Week 10, they consider the intersectionality of environment and injustice through excerpts from Robert Bullard’s <i>Dumping in Dixie: Race, Class and Environmental Quality</i> (New York: Routledge, 2000),</p>	<ul style="list-style-type: none"> ● Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

**JOHN JAY COLLEGE OF CRIMINAL
JUSTICE**

The City University of New York

Model Syllabus

ISP 2XX Re-Envisioning the U.S.A.
(U.S. Experience in Its Diversity)



Syllabus Content:

College name and address John Jay College of Criminal Justice, 524 W.
59th Street, New York, NY 10019; Rm 06.65.6

Course title and section ISP 2XX Re-Envisioning the U.S.A.

Professor's name Gerald Markowitz

Office location 06.65.6

Contact hours 3

Phone 212 237-8458

E-mail address gmarkowitz@jjay.cuny.edu

Course description from Undergraduate Bulletin

The United States is always changing, sometimes for the better, sometimes for the worse, and sometimes not enough. From systemic racial and economic inequality, to immigration, to climate change, to gender and sexuality, to the arts and popular culture, to a broad range of norms and values, the nation can drift slowly or lunge suddenly in more or less constructive directions. Re-Envisioning the U.S.A. is an interdisciplinary exploration of the ways that scholars, political thinkers, idealists, scientists, artists, and ordinary people have and continue to rethink how the United States could be transformed. This course challenges us to reimagine the American experiment and consider strategies to lead us toward a “more perfect union.”

This semester, we will be using the Green New Deal as an example of how bold new ideas can arise in response to crises and challenging circumstances. But the Green New Deal is not simply a

set of policy proposals to address climate change and environmental degradation, but it is being seen as a way to address a variety of injustices that arise from climate change and environmental racism.

Learning outcomes.

Students in this course will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- 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.

Course pre-requisites (or co-requisites): ENG 101

Course Policies and Process

Given the fact that we will be examining new ideas, new ways of seeing the world, and fundamental ideas of justice and injustice, it is imperative to the class discussion and to upholding the ethics of social justice that we be respectful of each other as we hold each other to account.

Names, Gender Pronouns, and Other Preferred Identities: There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by all members of the classroom community - faculty and other students. I will gladly honor your request to address you by the name you prefer and gender pronouns that correspond to your gender identity. Please advise me of your name's proper pronunciation, and any name or pronouns not reflected by CUNYFirst. Students are expected to use the appropriate names and pronouns of their classmates and professor.

Weekly folders will include materials and assignments due. Assignments will be submitted through Blackboard screened by **SafeAssign** plagiarism software.

When this course is taught remotely, weekly synchronous Zoom classes will be held at the same time as scheduled if the course were in-person. Attendance and participation require cameras to be on. If this is a hardship for you, notify your instructors right away.

Required Texts

Students will need access to these books:

- Eric Rauchway, The Great Depression and the New Deal, New York: Oxford University Press, 2008.
- Naomi Oreskes and Erik Conway, The Collapse of Western Civilization: A View from the Future, New York: Columbia University Press, 2014.

Used and library copies are fine. All other readings are available on Blackboard. Blackboard will be used for discussion assignments and to send announcements.

Grading

- 20% of grade is earned through 5 written, structured response papers and discussions
- 20 % of grade is earned through two short analytical papers
- 10 % of grade is earned through on time completion of each part of final project
- 20% of the grade is based on the term project presentation
- 20% of the grade is based on the final paper
- 10% of the grade is earned from class participation

All written assignments are due at the BEGINNING of class. Late assignments will be graded down for each day it is late. Please note, this syllabus is “alive,” thus, subject to changes throughout the semester. Because the class deals with a topic that is being discussed in the media and wider culture, please share readings, interesting memes, gifs, that you think are relevant to the class.

Reading response papers

Students will hand in at least five responses to the assigned materials that explore possibilities to re-envision the United States, 1-2 pages double spaced. These responses require you to refer to at least one quote in the reading that you found interesting, confusing, moving, enraging. Explore the meanings of it in the context of the materials and describe how it impacts your understanding of re-envisioning the United States. As we progress, the professors will provide prompts to help you deepen your reflection, responses, and analyses.

Term project paper and presentation

For your **Term Project** you will work in a group to do one of the following: **1) Design a Green New Deal for New York City or 2) Design another New Deal to make the U.S. a more just society (e.g. New Deal for CUNY, New Deal for Higher Education, New Deal for Industry, New Deal for Cities, New Deal for Transportation, etc., etc.)**

For this project you will need to define what is/are the problem or problems with the United States that your proposal is meant to address. What are the long term and short-term goals that

you are trying to achieve? It should also address who is the constituency for the proposal, what changes will need to be made to accomplish the goals that you set out, what time frame you have set out, and how this will contribute to a more just society in the United States.

The final class will be an opportunity for your group to present your project, and it can be in the form of a podcast, a video, PowerPoint, a play, a poem, or other creative medium. In addition, each member of the group needs to turn in a final paper of between 5 and 7 pages that addresses the issues laid out above. The final Project and paper are due in class 15. Stages of the project development will be due in three installments prior to the final due date: For class 5 you need to have chosen your group and your topic. For class 9, you will provide a planning and progress report; for class 11, you will submit an outline for your paper and group project and include an annotated bibliography of at least 5 sources.

College wide policies for undergraduate courses

- (see the most current *Undergraduate Bulletin* at: <http://jjay.smartcatalogiq.com/en/current/Undergraduate-Bulletin> .

A. Incomplete Grade Policy (search INC)

B. Extra Work During the Semester

Extra credit may be offered during the semester. Any extra credit opportunities will be available to the whole class. No individual extra credit opportunities will be extended.

C. Americans with Disabilities Act (ADA) CUNY Accommodations Policy (<http://www.jjay.cuny.edu/cuny-accommodations-policy> , updated 2016)

“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.”

-*Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3.

Wellness and Student Resources (<http://www.jjay.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.jjay.cuny.edu/citing_source

Course Calendar

Week 1. Introduction: Re-Envisioning the U.S.A.

- Watch in class: Martin Luther King, Jr. “I Have a Dream”
- Students work in groups to develop ideas of how they would like to re-imagine the United States ten years in the future and twenty-five years in the future.
- What would have to change to make the United States a more just society?

Week 2. What is Environmental Justice? What is Climate Change?

In-class brainstorm about what are the crucial elements of Environmental Justice and why some scholars call climate change a “Social Justice Issue.”

Read:

First National People of Color Environmental Leadership Summit, “Principles of Environmental Justice,” available at <https://www.ejnet.org/ej/principles.html>

“Climate Change is a Social Justice Issue,” available at:
https://emoregon.org/pdfs/OIPL/Climate_Justice-Social_Justice.pdf

Women’s Environment and Development Organization (WEDO), “Climate Change and Social Justice,” Available at: <https://www.wedo.org/wp-content/uploads/wedo-climate-change-social-justice.pdf>

- Important Moments in Climate History, available at:
<https://www.globalcitizen.org/en/content/important-moments-climate-history-in-photos/>

Week 3. Green New Deal Legislation: Close reading and analysis of HR 109 to understand the key elements of the Green New Deal proposal

Read

- 116th Congress, 1st Session, House Resolution 109, available at:
<https://www.congress.gov/116/bills/hres/109/BILLS-116hres109ih.pdf>

Due: Reading Response #1: Choose 3 or 4 of what you consider the most important aspects of the Green New Deal as they are laid out in this legislation, and explain how they are related to social, gender, environmental, or racial justice.

Week 4: Green New Deal Controversies and Debates

Watch:

- “Green New Deal: Last Week Tonight with John Oliver,” available at:
<https://www.youtube.com/watch?v=JDcro7dPqpA>

Find, Summarize, Analyze, and Bring to Class:

- Press coverage of the introduction of the Green New Deal Legislation, presenting one article that is a positive portrayal and another that is a negative portrayal.

Due: Reading Response #2: Analyze the strengths and weaknesses of the articles that you have chosen.

Week 5. The Green New Deal’s Impacts on Agriculture, Jobs, the Economy and Politics --

The Green New Deal is often perceived as just relating to Climate Change and the Environment. This week’s class will introduce the variety of ways that the Green New Deal will have a broader impact on the production of food, the kinds of jobs that will be created and the challenges to the current politics and what it means to be a just society.

Read:

- <https://civileats.com/2019/02/07/what-the-green-new-deal-has-to-say-about-sustainable-agriculture/>

- “Alexandria Ocasio-Cortez’s Green New Deal includes a federal jobs guarantee—here’s what to expect,” available at: <https://www.cnbc.com/2019/02/08/alexandria-ocasio-cortez-new-green-deal-jobs-guarantee-what-to-expect.html>
- Gelbspan, R., “Global warming and political power: The end of nature and beyond.” *Organization & Environment*, 18 (2005), 186-192.

Due: **Term Project Part 1, 1-2 pages:** Hand in who you will be working with on your final group project and what your topic is and why you have chosen it together.

Week 6. The Green New Deal in an International Context -- This class broadens out the meaning of the Green New Deal to the broader world community, and examines how other nations have conceived of the Green New Deal and other models of environmental justice and sustainability

Read:

- Council of Foreign Relations, <https://www.cfr.org/background/envisioning-green-new-deal-global-comparison>
- European versions of the Green New Deal: <https://www.forbes.com/sites/davekeating/2019/12/11/eu-beats-us-adopts-its-own-green-new-deal/?sh=861f13615de4>

Due:

- **Short Paper #1: Climate Change as an Impetus for Re-envisioning the U.S.** Analyze the advantages and disadvantages of the U.S. approach to climate change as a means of re-envisioning the country, using the Green New Deal as the primary example. Base your arguments on what you have learned in previous classes about the U.S. approach and the readings for this class about what other nations are doing.

Week 7. What was the First New Deal? Why is it a model for Now? -- This class introduces the students to the historical antecedents to the Green New Deal, and how an earlier economic crisis forced Americans to reconceive many aspects of American politics, economics and social relations.

Read:

- Eric Rauchway, *The Great Depression and the New Deal*, New York: Oxford University Press, 2008

Due: *Reading Response #3:* What were the new elements of the 1930s New Deal and how did they affect major institutions in the United States?

Week 8. New Deal Confronts Environmental Catastrophe – Conservation and the Dust Bowl -- This class builds on the previous class by examining how the United States confronted an earlier ecological catastrophe and developed new ecological models for dealing with it.

Read:

- “The Civilian Conservation Corps, 1933-1942: A New Deal Case Study,” Duke University Press, 1967, Chapter 1, available at: http://www.nps.gov/history/history/online_books/ccc/salmond/chap1.htm
- Daniel Worster, Dust Bowl, New York, Oxford University Press, 2004, “Introduction and Part 1,” pp. 3-65.

Week 9. Environmental Activism in the 1930s – This is the first of three classes that examines how earlier generations took action to deal with ecological disaster, depletion of natural resources and environmental injustice and environmental racism.

Read:

- John Steinbeck, Grapes of Wrath, New York: Penguin Classics, 2006, pp. 1-7; 42-53; 83-39; 157-159

Due: **Term Project Part 2: Planning and Progress Report**

Week 10. The Origins of the Modern Environmental Movement

Read:

- Rachel Carson, “The Obligation to Endure,” in Silent Spring (1962)
- M. Hazlett, “Voices from the Spring: Silent Spring and the Ecological Turn in American Health,” in Seeing Nature Through Gender ed. V. Scharff (2003), pp. 103-28
- Linda Lear, Rachel Carson, New York, Henry Holt, Chapter, “A Solemn Obligation,” 2009 pp. 396-427

Due: *Reading Response #4*: Why is Rachel Carson considered so important for the development of the modern environmental movement? What barriers did she face as a woman in her work?

Week 11. The Environmental Justice Movement

Here students will read Robert Bullard, the Dean of Environmental Justice Studies and see the crucial role that women of color played in communities all across America in leading this movement.

Read:

- Eileen Maura McGurty, “From NIMBY to Civil Rights: The Origins of the Environmental Justice Movement,” Environmental History 3 (July 1997): 301-23.
- Robert D. Bullard and Damu Smith, “Women Warriors of Color on the Front Line,” in Bullard, The Quest for Environmental Justice, Chapter 3, pp. 62-84.
- Robert Bullard, Dumping in Dixie: Race, Class and Environmental Quality. New York: Routledge, 2000, Chapter 1, “Environmentalism and Social Justice,” pp. 1-20; Chapter 7, “Action Strategies for the 21st, Century,” pp. 137-160

Due: Short Paper #2: Movements to Re-envision the United States as a More Just Society:

How did the Environmental Justice, Civil Rights and Women’s movements of the 1950s, 1960s and 1970s contribute to re-envisioning a more just U.S. society?

Week 12. Beginnings of Climate Change Consciousness -- The Green New Deal is a response not only to environmental problems, but it is fundamentally a response to an existential threat to humanity itself. In this class we look at the origins of scientific understanding of global warming and what was done and not done to combat it.

Read:

- Spencer R. Weart, *The Discovery of Global Warming*, Cambridge: Harvard University Press, 2008, Chapters 2, 3 and 4, pp. 19-85
- Eugene Nulman, *Climate Change and Social Movements*, New York: Palgrave Macmillan, 2015, Chapter 2, “Brief History of Climate Change Policy and Activism,” pp 8-23.

Due: **Term Project Part 3: Outline, including annotated bibliography**

Week 13. The Conservative Attack on the idea of Global Warming -- This class seeks to put the political controversies about climate change into a broader political perspective, examining the powerful forces that sought to deny and delay action on climate change.

Read:

- Naomi Oreskes and Erik M. Conway, *Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Global Warming*, New York: Bloomsbury Press, 2010. Chapter 6, “The Denial of Global Warming,” and Chapter 7, “Denial Rides Again: The Revisionist Attack on Rachel Carson,” pp. 169- 239;
- McCright, A. , & Dunlap, R., “Defeating Kyoto: The conservative movement's impact on U.S. climate change policy,” *Social Problems*, 50 (2003), 348-373.

Due: *Reading Response #5: How would you analyze the arguments of those who sought to deny the reality of global warming?*

Week 14. A Dystopian Future – What happens if we fail? -- This class asks students to contemplate what might happen if the United States and the world do not address climate change or enact a Green New Deal.

Read:

- Naomi Oreskes, and Erik Conway, *The Collapse of Western Civilization: A View from the Future*, New York: Columbia University Press, 2014

Week 15: Student Presentations on the Green New Deal

Due: Final Projects and Papers

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

New Course Proposal Form

Date Submitted: February 24, 2022

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

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

b. **Name** and contact information of proposer(s): Name:
Professors Richard Perez & Belinda Rincon

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

Phone number(s) 646-557-4408 & 212-237-8750

2. a. **Title of the course:** *Latinx Graphic Novel*

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

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:

Over the last three decades, Latinx writers and artists have turned to the graphic novel as a new literary form and genre that enables a unique dialogue between image and text, writer and visual artist. This course belongs at this level for several reasons. First, this course builds on the multi-modal emphasis of ENG 101, which caters to a new generation of visually oriented readers. Through written assignments students will identify and apply the fundamental concepts and methods of literary and visual studies, while learning about U.S. history from multiple perspectives that include narratives connected to indigenous populations, slavery, and/or immigration. Therefore, the Latinx graphic novel will serve as an effective 200-level course where stories, told through the interplay of images and texts and steeped in the experience of diversity in the United States, will introduce students to a burgeoning literary genre.

Secondly, this course will assess student learning through a scaffolded approach appropriate for a 200-level course. The class will build on the texts incrementally and through an interconnected reading-discussion-writing process. To begin, students will be asked to participate through consistent attendance and engaged discussions focused on close readings of race, gender, class, and sexuality as imagined and

portrayed in Latinx graphic novels. The class will then formalize these readings and discussions through in-class presentations that address different aspects of diversity in the U.S. Finally, our work will lead to three 3-5-page written assignments and a 5-7-page final paper, constructed through an incremental process of outlines and drafts and culminates in a fully-formed interpretive essay. Paper assignments will explore the experience of “diversity” in social, political, psychic, and/or aesthetic terms as depicted by Latinx graphic novelists working in the United States. Ultimately, this course will assign 15-18 pages of written material to help students cultivate a layered awareness of diversity, while also enhancing their critical reading, writing, and thinking skills. Thus, this course will provide close analyses and well-reasoned written work commensurate with a 200-level course of study.

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.)

According to the *Handbook of Comics and Graphic Narratives* among other sources, the graphic novel is one of the fastest growing genres in literary studies. This popularity is seemingly corroborated by our students at John Jay where the graphic novel has become one of the more sought-after courses in the English department. Yet, the course currently offered is primarily an overview of the graphic novel that may or may not include Latinx graphic novelists. We, therefore, propose a more specified course that examines Latinx graphic writers/artists working in the genre. Indeed, the Latinx graphic novel is an exploding genre in Latinx studies and has produced some of the most influential writers/artists (Gilbert and Jaime Hernandez, for instance) in the 60-year history of the genre. A course on the Latinx graphic novel will serve as a necessary complement to the more general survey already offered by the English department.

This graphic novel class will also serve as an elective in the Latinx Literature minor and as a general education course. For the reasons stated above, this course will function as an invaluable addition to the Latinx Literature Minor. Significantly, this dynamic literary mode has drawn seasoned authors as well as younger contemporaries. Part of this may be due to the genre’s inherent flexibility that allows authors to explore a range of stories whose focus can vary from Latinx families and communities to heroic, magical realist, and historic tales. In the study of visual narrative, students will be introduced to pictorial vocabularies that teaches them to read and interpret the symbolic structure of an image. Applying terms prevalent to art history (foreground/background, perspective, object and body positioning, chiaroscuro) and film studies (framing, cinematic gaze, montage) as well as literary concepts like ekphrasis, which speak to the relation between text and image, students will learn how images tell stories and create meaning. We will also look at tattoos/body painting, Native American hieroglyphics/pictographs and urban graffiti as comparative (at times inspirational) sources of the image/text narrative techniques characteristic of graphic novels. All of this demonstrates the rich complexity of the genre and how the graphic novel culls from

wide-ranging image/text narrative traditions. Indeed, to study Latinx literature in the 21st century means to recognize the graphic novel as a vital genre in the field that is now playing a prominent role in Latinx literary studies. This course introduces our students to this burgeoning genre and will prove a significant addition to the curriculum of the minor.

Slotted in “U.S. Experience in its Diversity,” the “Latinx Graphic Novel” will address the proliferation of ethnicities, races, genders, and sexualities from Latinx perspectives that complicate and deepen social life in the United States. It will also examine subjects from bilingualism to disability to the environment and their impact on “American” experience. Indeed, the relationship between visual images and written texts speak to a contemporary preoccupation with hybrid, mixed-media modes of storytelling relevant to our student body who increasingly see the world through a social media lens where the interconnection between texts and images is commonplace. Thus, this course corresponds to our students’ learning styles and sensibilities, while also exploring the theme of diversity in the United States from varying, productive viewpoints. As a Hispanic Serving Institution committed to a culturally responsive and inclusive curriculum, this course will not only provide students with another view into Latinx literature and its themes, but engage an emerging genre focused on the diverse social and historic experiences of the United States.

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 graphic novel is a genre of growing significance in Latinx literary studies. It focuses on tales of feminist super-heroes, immigrant crossings, biographies of race, and other 20th and 21st century narratives. The class looks at the genre’s influential Latinx creators and interprets the way image and text play off each other to explore diversity in the United States. Students will learn the critical vocabulary of graphic narratives that entwines the visual and textual into a dynamic mode of storytelling.

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:
- Class hours ___3___
 - Lab hours _____
 - Credits ___3___

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

No Yes. If yes, then please provide:

- 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 and apply the fundamental concepts and methods of the Latinx Graphic Novel as it explores U.S. experience in its diversity.
- 2) Analyze and evaluate evidence and arguments critically or analytically and explain how the Latinx Graphic Novel addresses one or more major themes of U.S. history from more than one informed perspective.
- 3) Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States as depicted in the Latinx Graphic Novel.
- 4) Produce well-reasoned written or oral arguments using evidence to support conclusions and explain and evaluate how the Latinx Graphic Novel explores the role of the United States in Latin American relations.
- 5) 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 as narrated in the Latinx Graphic Novel.

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 in Part II of the Latinx Literature Minor. It will also serve as an elective in the English major and minor; and Latin American and Latinx Studies major and minor.

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

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

Flexible Core:

A. World Cultures and Global Issues	
B. U.S Experience in Its Diversity	X

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

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

As the syllabus below shows, this course is well-suited to this area because of its emphasis on diversity, its evaluation of systemic structures, and its explorations of historic movements and events. Indeed, one of the genre’s strengths lies in its penchant for movement back and forth in time, revealing the past’s impact on contemporary contexts of the United States. Through these readings, students will not only learn the agile conventions of the genre, but also get a sense of the disparate narratives that make up Latinx experiences. For instance, this course will address race and urban settings (Tony Medina/Wilfredo Santiago), gender and border crossings (Isabel Quintero/Jaime Hernandez), class and the environment (Tony Sandoval/Daniel Alarcon), bilingualism and disability (Gabby Rivera/Ernie Colon). In focusing on an array of characters and social contexts, the Latinx Graphic Novel exhibits a geographic and temporal range, which reveals the reach of Latinx life in the U.S. and the vital role Latinx populations have played in the social/historical experience of the nation.

To repeat an earlier point, an important feature of this course is the nuanced relationship it develops between text and image. In moving between text and image, students will think through historic events and developments (Native American displacement to slave narratives to immigration) through the tension and gaps inherent in the graphic novel form. They will both read about and see, in complex visual depictions, narratives that engage Latinx experiences in the United States. By providing graphic accounts of “American” experiences from a Latinx perspective, these texts show how Latinx populations have served as a diversifying force in the country, whether in the urban contexts of Los Angeles, Chicago or New York; or rural areas where Latinx workers live and toil in agricultural settings. Thus, this course will explore Latinx-oriented experiences of diversity prevalent to U.S. society and history. For these reasons, among others, this course will prove a strong addition to “US Experience in its Diversity.”

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

We will assess student learning through class participation. This includes attendance and in-class discussions connected to the narratives read in the course. The range offered by the Latinx graphic novel will allow instructors to assess student learning through a scaffolded approach that combines close readings of texts/images and builds into interpretive papers on diverse social and historic topics in the United States. Our in-class discussions will focus on themes and topics including race, gender, historical events and movements, geared towards a deeper understanding of the experience of diversity. Informed by our close readings of graphic novels, students will also participate in class-presentations where assigned groups will be asked to discuss and interpret specific scenes of a text. Here the multiple voices of the group will add varying perspectives to their interpretations of significant, meaningful moments in the

text. Each student in the group will then present a different aspect of the group's interpretation to the class, focused on anything from form, to a historic detail, to symbolic content, exploring how diversity is lived, conceptualized, and experienced in the United States. This exercise will encourage students to generate their own analyses of the text and prompt them to present and expound on their ideas. Taking ownership of their ideas by identifying important scenes/symbols/events and actively explicating their positions, will serve as an important preview for the kinds of analyses expected of students in their written assignments and encourage them to enter into their papers with a sense of confidence and direction.

Discussions and presentations will conclude with written assignments that students will construct incrementally through outlines, drafts and interpretive papers. Building on discussions and class presentations, students will write three 3-5 page papers and one 5-7 page paper in which they will produce well-reasoned written arguments on the particulars of each unit (see syllabus: Graphic Biographies; Aesthetic Lives; Gender and the Graphic Novel; Ghosts, Monsters, and Horror in the Graphic Novel; Graphic Depictions of Race) where the genre elaborates on the heterogeneous experiences of social life in the United States. Papers will apply the fundamental concepts and methods of literary and visual studies to Latinx graphic novels and use evidence from texts to produce analyses of diversity in the United States. For instance, the first paper will ask students to analyze a graphic novel whose work probes questions about identity and the reimagining of the self through Latinx sensibilities. By interpreting a text of their choice - either *Photographic: The Life of Graciela Iturbide* by Isabel Quintero or *Mr. Mendoza's Paintbrush* by Alberto Urrea – students will ask how the role of art mediates between the social realities of race, gender, and immigration and the refashioning, through art, of alternative selves. By starting here, the course establishes a relationship between (Latinx) art, the individual, and her/his social experience of diversity. This assignment is one example of how the Latinx graphic novel creates a dynamic interplay between text and image, individual and community, history and social experience. By the end of the semester students will produce 15-18 pages of written material. This scaffolded approach will ensure that students learn, in detail, the plot and symbolic meanings of Latinx graphic novels and obtain a working knowledge of the genre and its major authors. In addition, students will be encouraged (not required) to include visual art (a drawing, photograph, or painting of their own) related to their arguments and the graphic novel(s) they are analyzing.

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

Yes X No ___

- If yes, please state the librarian's name _____ Karen Okamoto
- 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 **Yes**
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) **_Yes_**
- LexisNexis Universe _____
- Criminal Justice Abstracts _____
- PsycINFO _____
- Sociological Abstracts _____
- JSTOR **Yes**
- SCOPUS _____
- Other (please name) **Project Muse; Humanities Source; MLA International Bibliography**

13. **Syllabus – see below**

14. Date of **Department curriculum committee** approval: February 24, 2022

15. **Faculty** - Who will be assigned to teach this course?
Professors Richard Perez, Belinda Rincon, & Jonathan Gray

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.

No. However, the English department offers a course on the Graphic Novel, (LIT 353 Comic Books and Graphic Novels: Investigating a Literary Medium) taught predominantly by Professor Jonathan Gray. While LIT 353 mainly focuses on comics and graphic novels written by a variety of ethnic writers, our course will focus on Latinx graphic novelists. It should be noted that some of the most important graphic novelists, the Hernandez brothers for instance, are Latinx and this is becoming a booming subject in the field.

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 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
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LIT 2ZZ
Course Title	<i>Latinx Graphic Novel</i>
Department(s)	English and Latin American and Latinx Studies
Discipline	English and 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)	
Catalogue Description	The graphic novel is a genre of growing significance in Latinx literary studies. It focuses on tales of feminist super-heroes, immigrant crossings, biographies of race, and other 21 st century narratives. The class looks at the genre's influential Latinx creators and interprets the way image and text play off each other to explore diversity in the United States. Students will learn the critical vocabulary of graphic narratives that entwines the visual and textual into a dynamic mode of storytelling.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
<p>Indicate the status of this course being nominated:</p> <p><input type="checkbox"/> current course <input type="checkbox"/> revision of current course XX<input 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"/> Individual and Society</p> <p><input type="checkbox"/> XX US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p>	<p><input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> Scientific World</p>
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<p>B. U.S. Experience in its Diversity</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p>Students will read and discuss Latinx graphic novelists individually and comparatively throughout the semester generating different points of view on the experience of diversity in the United States. Class discussions will lead to written assignments on particular aspects of the graphic novels we study, including analyses of race, gender, sexuality, and class as well as immigration, indigenous histories, and urban geographies. Students will learn how to interpret images through different critical vocabularies prevalent to art history (foreground/background, perspective, object and body positioning, chiaroscuro) and film studies (framing, cinematic gaze, montage) and literary concepts like ekphrasis which speak to the relation between text and image. Thus, students will learn to interpret, through close readings, the way graphic novels utilize a double mode of storytelling to address diversity and create meaning. The first paper assignment, for instance, will address either <i>Photographic: The Life of Graciela Iturbide</i> by Isabel Quintero or <i>Mr. Mendoza's Paintbrush</i> by Alberto Urrea. Building on our class discussions, students will examine how Latinx artists comment on social questions and reimagine life in Latinx terms. How does art address diversity in the United States? How does art mediate between the social realities of race, gender, and immigration and the creation of alternate selves? How does the Quintero or Urrea use art to paint themselves into "real" and "invented" worlds? Students will use art terms and vocabulary to produce, assess, and interpret the texts.</p>	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
<p>Through discussions, class presentations, and four interpretive papers, students will learn to evaluate evidence and create critical analyses of the narratives they read. In addition, they</p>	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.

<p>will learn the conventions of the Latinx graphic novel and the ways Latinx authors use images and written language to produce narratives related to diversity in the United States. In their papers, students will evaluate evidence through close readings of texts and images using interpretive terms to generate critical arguments. In their second paper, for instance, students will produce layered analyses of gender in graphic novels by Jaime Hernandez and Gabby Rivera. Through detailed readings of these graphic novels, students will examine the images and language of the texts that offer empowering and/or heroic understandings of Latinx gender in the United States. Using specific evidence from the texts, they will explore how female characters negotiate immigration, violence, and the different forms of sexism and exploitation Latinx characters encounter in their social lives. And explore how the women of the narratives find ways to assert their agency by redefining and reimagining themselves beyond the patriarchal environments that make up their social existence. Students will also use the two secondary essays to critically enrich their arguments.</p>	
<p>Students will write four essays based on the course readings to demonstrate their ability to closely analyze and synthesize information into well-reasoned oral and written arguments. Students will construct their papers incrementally through outlines and drafts, building fully-formed interpretive essays. From the dialogic storytelling modalities of graphic novels, students will use evidence from images and language of the texts to support their analyses and conclusions. The syllabus charts and describes the papers for the course. Each essay requires them to develop a thesis and support their argument by doing close readings of several images/passage(s). Papers will be scaffolded through outlines and drafts. Moreover, as pre-writing exercises students will gather in groups and in oral presentations to produce close readings of scenes assigned by the instructor. Students will employ evidence (details in pictorial compositions, recurring images, etc.) as well as analyses of language (symbolism, metaphors, metonymy, etc) to support interpretations regarding diversity in the United States as depicted in Latinx graphic novels. The third paper</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>assignment, for example, will require students to analyze ghosts, monsters and horror in the Latinx graphic novel. Students will the way bodily form is represented and distorted in the graphic novel through analytic descriptions of different characters in the narratives. How does horror comment on American culture and its fear of immigration, poverty, and difference? Looking at specific scenes throughout the text, students will analyze the trajectory of the respective narratives by showing how meaning is produced and elaborated upon throughout the story to generate well-reasoned written work throughout the semester.</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>The study of graphic novels requires an inter- and multidisciplinary approach. In this course, students will read learn critical terms related to visual narratives. Students will learn to read and interpret the symbolic structure of an image utilizing terms connected to art history (foreground/background, perspective, object and body positioning, chiaroscuro) and film studies (framing, cinematic gaze, montage) as well as critical alternatives such as tattoos/body painting, Native American hieroglyphics/pictographs and urban graffiti, all of which serve as sources to the image/text narrative techniques of Latinx graphic novels. We will use these critical vocabularies to discuss historic, philosophical, psychoanalytic, and sociological viewpoints in class discussions, presentations, and in their papers throughout the semester. We will also read Latinx scholars on topics such as the border, race, gender, and sexuality, as related to each graphic novel. This interdisciplinary approach will assist students as they explore the impact of diversity and society in Latinx graphic novels.</p>	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
<p>The graphic novels we will analyze in this course will explore experiences based on racism, citizenship, patriarchy, and other forms of social and institutional oppressions. For instance, we will read graphic narratives that address the history of indigenous peoples, colonialism in Puerto Rico, immigration and the border, civil rights, women's rights, and queer rights movements, in which graphic novels address and reimagine diversity in the United</p>	<ul style="list-style-type: none"> Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

<p>States. Discussions, presentations, and written assignments will address one or several of these themes as they present themselves in the graphic novels. For instance, students may choose to write on gender or race and colonialism in Puerto Rico in one paper and religious imagery and indigenous sensibilities in another paper and violence in relation to immigration and the border. Throughout the semester students will have analyzed and written about several major themes in US history, providing them with a multi-perspectival view of historical events and developments in the United States.</p>	
<p>In written assignments and class presentations, students will evaluate how the Latinx graphic novel offers social commentary and critique on the histories of indigenous Latinx populations, slavery, and immigration within the United States. The course will highlight the conflicts and discriminations experienced by Latinx groups in different times of our history as well as the vital contributions made to of the United States. In texts such as Wilfredo Santiago's <i>21: The Roberto Clemente Story</i>, students will discuss post-plantation life in Puerto Rico or in Jaime Hernandez's <i>Is This How You See Me?</i> The exploration of Indigenous identities serve as an important part of the story line. In almost every Latinx graphic novel, moreover, the topic of immigration is either addressed explicitly or functions as part of a backstory of the central characters. Student assignments will evaluate the impact of these differing parts of US history.</p>	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
<p>The graphic novel often deals with immigrant Latinx populations and therefore narrate relationships, directly and indirectly, between the United States and Latin America. Disruptive foreign policy in Latin America has often led to the destabilizing of societies and increased immigration from the Caribbean, Central and South America. Part of the work of this course will entail a working knowledge of international relations with different Latin American countries and contexts and will be included in our discussions and written assignments of specific Latinx graphic novelists whose ethnic backgrounds and creative work connects them to these past histories. Students will therefore address these international aspects in their written assignments as they are referenced in Latinx graphic novels. A paper, for instance, on <i>City of Clowns</i> by Daniel Alarcon will reflect on the</p>	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.

<p>father of the main character who lived in Lima, Peru and who was embroiled in various forms of corruption tied to the United States.</p>	
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
<p>This course will explore legal and political institutions as they are raised in the narratives of graphic novels. The graphic novel deals with questions of immigration, colonialism, race, gender, class and sexuality and how difference is lived and arranged in US society. Whether the politics of immigration or the racial inequities of the legal system or the economic positioning and exploitation of Latinx groups, this class will consider how institutions and other social patterns in contemporary US society impact Latinx populations. Graphic novels such as <i>I Am Alfonso Jones</i> by Tony Medina, deal with an Afro-Latinx young man who confronts racism, sexism, and homophobia as they are instituted in “American” life. Thus, the final paper will examine racial challenges experienced by the characters in graphic novels by Tony Medina and Wilfredo Santiago. This paper will discuss the systemic pressures these characters are forced to navigate even as they imagine a life beyond the institutional and social patterns that restrict their lives. In fact, class discussions and every written assignment will analyze, from different perspectives, these intersectional concerns and how they have been inscribed in various institutions.</p>	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

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

SYLLABUS
Latinx Graphic Novel

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

Course Description:

The graphic novel is a genre of growing significance in Latinx literary studies. It focuses on tales of feminist super-heroes, immigrant crossings, biographies of race, and other 21st century narratives. The class looks at the genre's influential Latinx creators and interprets the way image and text play off each other to explore diversity in the United States. Students will learn the critical vocabulary of graphic narratives that entwines the visual and textual into a dynamic mode of storytelling.

Learning Outcomes:

Students will:

- 1) Gather, interpret, and assess information from a variety of sources and points of view and apply the fundamental concepts and methods of the Latinx Graphic Novel as it explores U.S. experience in its diversity.
- 2) Analyze and evaluate evidence and arguments critically or analytically and explain how the Latinx Graphic Novel addresses one or more major themes of U.S. history from more than one informed perspective.
- 3) Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States as depicted in the Latinx Graphic Novel.
- 4) Produce well-reasoned written or oral arguments using evidence to support conclusions and explain and evaluate how the Latinx Graphic Novel explores the role of the United States in Latin American relations.
- 5) 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 as narrated in the Latinx Graphic Novel.

Required Texts:

Texts for course will cost \$150.00 new; 70.00 used; and several of these texts can be downloaded for free.

- 1) *Photographic: The Life of Graciela Iturbide* by Isabel Quintero
- 2) *Mr. Mendoza's Paintbrush* by Alberto Urrea
- 3) *Is This How You See Me?* by Jaime Hernandez
- 4) *The Life and Times of America Chavez* by Gabby Rivera
- 5) *Three Sisters: A Love and Rockets Book* by Gilbert Hernandez
- 6) *Watersnakes* by Tony Sandoval
- 7) *Inner Sanctum: Tales of Horror, Mystery and Suspense* by Ernie Colon
- 8) *City of Clowns* by Daniel Alarcon
- 9) *21: The Story of Roberto Clemente* by Wilfredo Santiago
- 10) *I Am Alfonso Jones* by Tony Medina

Grading and Requirements:

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

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

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

Written assignments must be completed by the end of the semester in order to pass this course. Any late papers will automatically drop a grade. The average marks of your four papers will make up 85% of your final grade. Paper#1 20%; Paper#2 20%; Paper#3 20%; Paper#4 25%.

NOTABLE DUE DATES:

Outlines:

WK III
 WK VII
 WK X
 WK XIII

Drafts:

WK IV
 WK VIII
 WK XI
 WK XIV

Papers:

WK IV: Paper #1 Due – 3-5 pages.
 WK VIII: Paper #2 – 3-5 pages.
 WK XI: Paper #3 Due – 3-5 pages.
 WK XV: Final Paper Due – 5-7 pages.

PRELIMINARY DESCRIPTIONS OF PAPER ASSIGNMENTS:

Paper One: Graphic Biographies; Aesthetic Lives 20%

In your first essay you will choose to write on either *Photographic: The Life of Graciela Iturbide* by Isabel Quintero or *Mr. Mendoza's Paintbrush* by Alberto Urrea. Building on our class discussions, your essay will examine how Latinx artists comment on social questions and reimagine life in Latinx terms. How does art address diversity in the United States? How does art mediate between the social realities of race, gender, and immigration and the creation of alternate selves? How does Quintero or Urrea use art to paint themselves into “real” and “invented” worlds that forge a different concept and practice of Americanness? You will use handouts by Roberto Nelson and Gloria Anzaldua to support your arguments.

Paper Two: Gender and the Graphic Novel 20%

For this assignment, you will choose two of the three graphic novels from this section: *Is This How You See Me?* by Jaime Hernandez; *The Life and Times of America Chavez* by Gabby Rivera; and/or *Three Sisters: A Love and Rockets Book* by Gilbert Hernandez. How do the graphic novels address gender? What are some differences in how gender is represented in each text? How do the images offer empowering and/or heroic understandings of Latinx gender in the United States? Alternately, how do the female characters negotiate immigration, violence, and the different forms of sexism and exploitation they encounter? And, how do the women of the narratives find ways to assert their agency by redefining and reimagining themselves beyond the patriarchal environments that make up their social existence? You will use the two secondary essays to buttress your analysis.

Paper Three: Ghosts, Monsters, and Horror in the Graphic Novel 20%

In this paper you will choose one of the following graphic novels: *Watersnakes* by Tony Sandoval; *Inner Sanctum: Tales of Horror, Mystery and Suspense* by Ernie Colon; or *City of Clowns* by Daniel Alarcon. How is bodily form represented and distorted in the graphic novel? What do these bodily deformations say about corporeality and the “monstrous” aspects of humanity? How is the concept of space or home experienced in the novel? Why does home morph from a nurturing place to a threatening, violent, eerie location? How does horror comment on American culture and its fear of immigration, poverty, and difference? What does horror tell us about how difference is lived and experienced in the United States? You will use two essays read in this section of the class to elaborate on your arguments.

Final Paper: Graphic Depictions of Race 25%

For your final paper you will compare *21: The Story of Roberto Clemente* by Wilfredo Santiago and *I Am Alfonso Jones* by Tony Medina. What are some of the racial challenges experienced by Roberto Clemente in his public life as an athlete as compared to the everyday forms of racism encountered by Alfonso Jones? How is blackness portrayed by Santiago and Medina? You may discuss black suffering, black performativity, black joy, black aesthetics, and different forms of black expression in the texts. How do the texts address the past as a haunting weight on the social formations experienced by the characters? What are the potential futures of Latinx blackness? Is there an Afro-futurism suggested where Latinx subjects are insinuated? You will use three secondary essays to think through the experience of Latinx blackness in the United States.

Expectations:

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

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

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

B. Extra Work During the Semester

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

C. Americans with Disabilities Act (ADA) Policies

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

Statement of the College Policy on Plagiarism

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

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source;
- Presenting another person’s ideas or theories in your own words without acknowledging the

source;

- Using information that is not common knowledge without acknowledging the source;
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution. (Undergraduate Bulletin p. 167). See John Jay College of Criminal Justice Undergraduate Bulletin, <http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards p. 227-229.

CLASS CALENDAR

I. Graphic Biographies; Aesthetic Lives

WEEK I: INTRODUCTION TO THE GRAPHIC NOVEL AS NARRATIVE FORM

Introductory Remarks: Reading Graphic Novels

WEEK II: ENGENDERING IMAGES

Photographic: The Life of Graciela Iturbide by Isabel Quintero

Handout: Excerpt *Critical Terms for Art History* by Roberto Nelson

WEEK III: THE FACE AND THE FORMATION OF IDENTITY

Photographic: The Life of Graciela Iturbide by Isabel Quintero

Handout: Excerpt *Making Face, Making Soul/ Haciendo Caras: Creative and Critical Perspectives by Feminists of Color* by Gloria Anzaldúa

OUTLINE DUE

WEEK IV: ART AND THE REIMAGINING BORDER OF LIVES

Mr. Mendoza's Paintbrush By Alberto Urrea

Handout: Excerpt *The Aesthetic Dimension* by Herbert Marcuse; “Out of Betrayal and Into Anarchist Love and Family” by Nicole Guidotti Hernandez

DRAFT DUE

II. Gender and the Graphic Novel

WEEK V: LOOKING, GAZING, AND GENDERING IDENTITY

Is This How You See Me? by Jaime Hernandez

Handout: Excerpt *Extinct Lands, Temporal Geographies: Chicana Literature and the Urgency of Space* by Mary Pat Brady

Paper #1 Due 3-5pgs.

WEEK VI: IMAGINING QUEER FUTURES

Is This How You See Me? by Jaime Hernandez

Handout: Excerpt *Sexual Futures, Queer Gestures, and Other Latina Longings* by Juana Maria Rodriguez

WEEK VII: ENGENDERING THE HEROIC

The Life and Times of America Chavez by Gabby Rivera

Handout: Excerpt *Latinx Superheroes* by Fredrick Luis Aldama

OUTLINE DUE

WEEK VIII: FAILURE, FUN, AND ANARCHY

Three Sisters: A Love and Rockets Book by Gilbert HernandezHandout: Excerpt *The Queer Art of Failure* by Jack Halberstam

DRAFT DUE

III. Ghosts, Monsters, and Horror in the Graphic Novel

WEEK IX: IMAGES, ANIMALS, AND HUMAN PERCEPTION

Watersnakes by Tony Sandoval

Handout: “Pictographic Kinships” by Edgar Garcia & “Hieroglyphic Parallelism” by Edgar Garcia

Paper #2 Due 3-5pgs.

WEEK X: HORROR AND HUMANS: WHAT LIES INSIDE

Inner Sanctum: Tales of Horror, Mystery and Suspense by Ernie ColonHandout: Excerpt *The Weird and the Eerie* by Mark Fisher

OUTLINE DUE

WEEK XI: GRAPHIC HISTORIES: REIMAGINING THE AMERICAS

City of Clowns by Daniel AlarconHandout: Excerpt *Trans-Americanity: Subaltern Modernities, Global Coloniality, and the Cultures of Greater Mexico* by Jose David Saldivar

DRAFT DUE

IV. Graphic Depictions of Race

WEEK XII: READING/SEEING RACE IN THE BODY

21: The Story of Roberto Clemente by Wilfredo SantiagoHandout: Excerpt *Decolonizing Diasporas: Radical Mappings of Afro-Atlantic Literature* by Yomaira Figueroa-Vasquez & “Toward a Typology of Latina/o Literature” by Lyn Di Iorio Sandin**Paper #3 Due 3-5pgs.**

WEEK XIII: RACE, COMMUNITY, AND THE SELF

I Am Alfonso Jones by Tony Medina

Handout: “The Fact of Blackness” by Frantz Fanon

OUTLINE DUE

WEEK XIV: BLACKNESS EXPRESSIVITY AND THE EXPANSION OF DIFFERENCE

I Am Alfonso Jones by Tony MedinaHandout: Excerpt *Listening to Images* by Tina Campt & *A Black Gaze: Artists Changing How We See* by Tina Campt

DRAFT DUE

WEEK XV: GRAPHIC VISIONS; GRAPHIC FUTURES

Concluding Thoughts

Final Paper Due 5-7 pgs.

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

Course Revision Form

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

Date Submitted: **Feb 8, 2022**

1. Name of Department or Program: **Department of Interdisciplinary Studies**

2. Contact information of proposer(s):

Name(s): **Richard Haw**
 Email(s): **rhaw@jjay.cuny.edu**
 Phone number(s): **212-237-8076**

3. Current number and title of course: **ISP 147 Life Stories**

4. Current course description: **Our individual life stories are shaped by myriad forces: biological needs; family dynamics; the political, geographical, and socio-economic circumstances in which we find ourselves; historical events; and our own unique quirks, strengths, and failings. Through reading memoir and biography and writing autobiographical essays of their own, students in this General Education course in the “Individual and Society” area will explore the ways that these forces interact in human lives.**

a. Number of credits: **3**

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

c. Current prerequisites: **None**

5. Describe the nature of the revision (what are you changing?): **We are hoping to change the course description a little and move the course from the Individual and Society section of the Flexible Core Gen Ed to the Creative Expression section.**

6. Rationale for the proposed change(s): **“Life Stories” was initially developed as a course in 2012 for the Individual and Society section of the new Pathways Gen Ed program and has been taught in our department since Pathways was instituted across CUNY.**

Over the years however it has slowly changed its aims and trajectory (so to speak) from a course that examined the place of an individual within a society to a course that examined life writing and portraiture (as ways of capturing and presenting individuals) as distinct forms

of creative expression. This change was best exemplified when the course was taught by Christen Madrazo for several years. Under Prof Madrazo’s direction, the course became orientated towards creative non-fiction and—to a lesser extent—training and recruiting for, or just exposing students to, Prof Madrazo’s highly successful Life Out Loud podcast. Perhaps unsurprisingly, this new orientation has proved much more popular with students, who often really appreciate the chance to reflect on, mull over, and express their own lives, especially in dialogue with other, more established or well-known, attempts to engage in life writing and other forms of self-expression. In other words: to engage in the creative expression of setting out and setting down their own lives, in dialogue with professional practitioners.

Life Stories really belongs in Creative Expression, which is where we hope it can reside in the years to come.

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

a. Revised course description: **Our individual life stories are essential to our sense of ourselves. Yet they are fundamentally shaped by myriad forces outside of our control: biological needs; family dynamics; ethnic or racial identity; the political, geographical, and socio-economic circumstances in which we find ourselves; historical events; in addition to our own unique quirks, strengths, and failings. Using portraits, plays, memoirs and biography, and by writing autobiographical essays of their own, students will explore the practice of life writing and visual self-expression as unique forms of creative expression.**

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 **See CUNY Common Core (“course mapping”) Form and sample syllabus below**

e. Revised assignments and activities related to revised outcomes **See CUNY Common Core (“course mapping”) Form and sample syllabus below**

f. Revised number of credits: **N/A**

g. Revised number of hours: **N/A**

h. Revised prerequisites: **N/A**

8. Enrollment in past semesters: **We normally run 1-2 sections of ISP 147 in the Fall and each section normally fills.**

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

No _____

Yes **XXX**

If yes, please indicate the area:

Flexible Core:

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

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

This course focuses on life writing (biography, autobiography, plays, and even some types of fiction) and visual portraiture as a distinct form and mode of creative expression. Students will discuss and analyze a variety of forms of life writing and portraiture and engage in their own autobiographical work. The aim is to create a unique piece of self-expression, underpinned by a theoretic and practical understanding of the form.

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

Every semester _____	Number of sections: _____
Fall semesters only _____	Number of sections: _____
Spring semesters only xxx	Number of sections: 1-2

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval:

Jan 25, 2022

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

Richard Haw and Katie Gentile

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
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ISP 147
Course Title	Life Stories
Department(s)	Interdisciplinary Studies
Discipline	Interdisciplinary
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	Our individual life stories are shaped by myriad forces: biological needs; family dynamics; the political, geographical, and socio-economic circumstances in which we find ourselves; historical events; and our own unique quirks, strengths, and failings. Through reading memoir and biography and writing autobiographical essays of their own, students in this General Education course in the "Individual and Society" area will explore the ways that these forces interact in human lives.
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 X revision of current course a new course being proposed

This course is currently offered in the Individual and Society portion of the Flexible Core (it was created and passed through governance in 2012).

Over the years of teaching it has become apparent that this course belongs more accurately in Creative Expression, which is where we are hoping to move it to.

CUNY COMMON CORE Location

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

<p>Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p>X <input checked="" type="checkbox"/> Creative Expression</p> <p><input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> Scientific World</p>
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Learning Outcomes

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

II. Flexible Core (18 credits)

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

C. Creative Expression

A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will read, discuss, and compare/contrast a variety of life stories as told in memoir and biography. Reading the parallel life stories of Tobias Wolff and his brother Geoffrey Wolff and tracking the discrepancies between their narratives (weeks 8-11) will highlight the differing perspectives from which the same family story can be told.	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
Orally and in writing, students will identify, debate, and evaluate the arguments that memoirists and biographers make about their subjects' development. As a class exercise, students will, for example, role play a discussion among the characters in <i>Annie John</i> in which they explain, justify, and/or criticize the protagonist's defiant actions and feelings (week 7).	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
Through discussions, debates, class presentations, and written assignments, students will use evidence from their reading and research to devise and support their own arguments about the effects of factors such as socio-economic status, family structure, and historical events on the development of individuals. They will, for example, write an argumentative essay in which they use evidence from <i>Angela's Ashes</i> to answer the question: What are the three most damaging aspects of McCourt's "miserable" childhood? (week 5).	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Through the processes of close reading and interpretation intrinsic to literary and artistic study, as well as through the descriptive and analytical processes of a variety of co-disciplines, students will analyze and explore various forms of life writing and portraiture as forms of creative expression. They will, for example, write a series of short "rhetorical analysis worksheets" in reaction to their reading of Lytton Strachey, "Florence Nightingale," Frank McCourt's <i>Angela's Ashes</i> and Jamaica Kincaid's <i>Annie John</i> , where they will identify some of the authors' most common rhetorical moves or devices. These will be compared and contrasted on an ongoing basis throughout the semester in class. (See weeks 2, 3 and 6). In addition, students will visit the Metropolitan Museum of Art in Manhattan and complete a similar assignment—this time in regards to visual rhetoric—in response to a series of portraits (self, photography, painting, sculpture) (see Week 12). By engaging with these different media, along with their own ongoing writing project, students will analyze and assess the difference between visual and written representation.	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
Throughout the semester students will debate and discuss how form, media, and genre play an explicit role in shaping meaning. They will, for example, compare and contrast the essential (yet different) elements of biography, autobiography and fiction. In week 13—aided by the work of Henry Louis Gates, Jr—they will discuss how Frederick Douglass incorporates various literary and fictional tropes and devices—realism, sentimentalism (and the tradition of the nineteenth century of sentimental novel), confessional, among others—into his <i>Narrative of the Life of Frederick Douglass</i> . In week 14, students will write a short in class paper comparing and contrasting Robert Mapplethorpe's photographs of Patti Smith with the various images they saw on their field trip to the Metropolitan Museum, specifically with an eye to how each of the images creates meaning and conveys experience. In completing this assignment students will be expected to analyze and account for the subject position of both the author (the creator) and their audience (to which meaning is being conveyed).	<ul style="list-style-type: none"> ● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

<p>Through genre and form analysis students will learn to identify and discuss craft elements used by life writers and visual portraitists throughout the semester. In their formal assignment, students will then be expected to use these skills and techniques in order to articulate their analyses of each piece of creative expression, in addition to in their autobiographical journal. (Weeks 1, 4, 5, 6, 8, 9, 10, 13, 14). Students will also complete a final assignment that combines autobiography and self-portraiture. The aim of this assignment is for students to take their autobiographical writings they have been working on all semester and turn them into a self-portrait, one that captures and encapsulates the self they have presented in their journals (See week 15).</p>	<ul style="list-style-type: none">• Demonstrate knowledge of the skills involved in the creative process.
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JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
899 Tenth Avenue
New York, NY 10019

ISP147: LIFE STORIES

Professor Valerie Allen, vallen@jjay.cuny.edu
212-237-8594. Room 7.63.04NB T & W 1-3 pm and by appointment.

Professor Dennis Sherman, dsherman@jjay.cuny.edu
212-237-8457. Room 6.65.05 NB M & W 3-5 pm and by appointment.

Course description

Our individual life stories are essential to our sense of ourselves. Yet they are fundamentally shaped by myriad forces outside of our control: biological needs; family dynamics; ethnic or racial identity; the political, geographical, and socio-economic circumstances in which we find ourselves; historical events; in addition to our own unique quirks, strengths, and failings. Through reading memoir and biography and writing autobiographical essays of their own, students will explore the practice of life writing as a unique form of creative expression.

Learning 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.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.

Required Texts

- Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. (1845). Dover (1995). ISBN 978-0486284996.
- Kincaid, Jamaica. *Annie John*. Farrar, Straus, and Giroux (1997). ISBN 0-374-525102.
- McCourt, Frank. *Angela's Ashes: A Memoir*. Scribner (1999). ISBN 0-68484267.

- Remnick, David. “We Are Alive: Bruce Springsteen at Sixty-Two,” *The New Yorker* (30 July, 2012), pp. 38-57. (Blackboard)
- Strachey, Lytton. “Florence Nightingale,” *Eminent Victorians*. HBJ (1918), pp. 133-204. (Blackboard)
- Wolff, Geoffrey. *Duke of Deception: Memories of My Father*. Vintage, 1979. ISBN 0-679-727523
- Wolff, Tobias. *This Boy’s Life: A Memoir*. Grove Press, 1989. ISBN 0-802-136680

Grading

- Grades in this course are based on the quality of written and oral assignments, quizzes, and on both the quality and amount of class participation. You will receive written instructions for each assignment in which evaluation criteria are spelled out in detail. Written assignments with numerous grammatical errors will be returned without grades for revision.

Grades will be determined by cumulative scores for

Class preparation, participation, in-class reaction papers	15 pts
Autobiographical Journal	15 pts
Worksheets (Including Met Museum)	15 pts
<i>Angela’s Ashes</i> paper (3-5 pages)	10 pts
Wolff brothers in dialogue (4-5 pages)	15 pts
Final Project	15 pts
<u>Journal</u>	<u>15 pts</u>
Total:	100 pts

Course Policies

- Documenting your sources: When citing course texts or research materials, you may simply provide the author’s last name and the page number inside parentheses: e.g. (Smith, 14). Then, at the end of your paper, list full bibliographical information (see the handout for more details) for the works you have cited.
- Excessive lateness and/or absence (more than 2 absences in a double-period course) will affect your final grade. Students who miss 3 or more double-period classes will fail the course.
- Please turn off and put away all cell phones and other electronic devices when class begins. There is no eating in class.

This course will follow all College policies for undergraduate courses as defined in the *Undergraduate Bulletin*, Chapter IV Academic Standards), including:

- A. **Incomplete Grade Policy**
- B. **Extra Work During the Semester**

Students with Disabilities

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

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

Statement of the College Policy on Plagiarism

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

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

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 calendar

NOTE: ISP classes meet once a week for a double period.

Please **bring your journals to every class**. They will be collected from time to time and we will also use them for in-class writing assignments.

I. Introduction: The Individual in Context

Week 1: Innate qualities vs. life circumstances.

Handout: pp. 135-141 of Lytton Strachey, “Florence Nightingale.”

Week 2: The role of historical events.

Finish Lytton Strachey, “Florence Nightingale” (Blackboard)

Assignments: *Rhetorical Analysis Worksheet* for “Florence Nightingale” is due.

Journal entry: What do you see as your essential character traits—the ones you were born with?

II. “The Child is Father to the Man.” (Wordsworth)

Week 3: The “miserable Irish childhood...”

Read *Angela’s Ashes*, pp. 1-120.

View: A selection of images of Irish farmers taken by Dorothea Lange in the last 1940s.

Begin the *Rhetorical Analysis Worksheet* for *Angela’s Ashes*.

Short in-class writing assignment on the reading to identify some of the creative strategies used by McCourt in his memoir.

Week 4. Read *Angela’s Ashes*, pp. 121-215.

Continue to fill in *Worksheet*.

Journal entry: What external circumstances, conditions, or events had the most profound influence on your childhood?

Week 5. Finish *Angela’s Ashes*.

Complete *Worksheet*.

Paper due (3-5 pp): Frank McCourt begins *Angela’s Ashes* with the assertion that worse than “the ordinary miserable childhood is the miserable Irish childhood, and worse yet is the miserable Irish childhood.” Use your *Life Stories Worksheet* to help you answer the following question: What are the three most damaging aspects of McCourt’s childhood? What makes them especially “miserable”?

Think about this question for in-class journal writing: What role did religious and/or political beliefs play in your childhood? Tell an anecdote, memory, event by way of example.

Week 6. A West Indian childhood

Read *Annie John*, pp. 1-75.

Begin the *Rhetorical Analysis Worksheet* for *Annie John*.

Journal entry: Jamaica Kincaid gives the reader a strong sense of the place that she grew up in. Do the same for your childhood: describe your apartment/house and/or neighborhood and/or places you visited.

Week 7: Finish reading *Annie John*.

Life Stories Worksheet due

Quiz.

III. Points of View

Week 8: As the Older Wolff Brother Sees It...

Read *Duke of Deception*, pp. 1-150.

Begin *Life Stories Worksheet*.

Journal: Write about an important older person in your life—a parent or other family member—who has had a significant effect on you.

Week 9: Finish reading *Duke of Deception*.

Life Stories Worksheet due

Journal: Tell a story about lie that you told or that was told to you.

Week 10: The younger Wolff brother's perspective.

Read *This Boy's Life*, pp. 1-178.

Begin *Life Stories Worksheet*.

Journal: Write about a difficult moral/ethical decision you have had to make. How did you make this decision? What principles guided you?

Week 11: Finish *This Boy's Life*.

Complete *Life Stories Worksheet*

Prepare for family court mock hearing on Toby's misbehavior.

IV. Public Lives: Leaders, Reformers, and Visionaries

Week 12: Reading Portraits

Meet at the Metropolitan Museum of Art, Fifth Avenue, Manhattan. Bring your student ID for free entrance. You will be given a list of portraits and self-portraits of "public" people in a variety of different media, their locations in the museum, and a worksheet to complete. In filling out the worksheet, you may work with a partner if you prefer: put both your names on the worksheet. Implicit in this assignment

Due: Paper (4-5 pp.) on the Wolff brothers. Create a dialogue (in the form of a play) between Geoffrey and Toby in which they discuss their perspectives on their childhood, their parents, and each other. Draw on your worksheets to make specific references to

both memoirs.

Week 13: Abolitionist Leader

Read *Narrative of the Life of Frederick Douglass* and Henry Louis Gates, Jr., "Frederick Douglass and the Language of the Self" and "Binary Oppositions in Chapter One of Narrative of the Life of Frederick Douglass an American Slave Written by Himself."

(short extracts)

Journal: Is there a cause or principle or belief that you would be prepared to fight for or to suffer for?

Week 14:

Read "We Are Alive: Bruce Springsteen at Sixty-Two" (Blackboard).

View: A selection of images of Patti Smith taken by Robert Mapplethorpe

Short in-class writing assignment comparing and contrasting Mapplethorpe's photographs of Patti Smith

Journal: What do you hope for in your life?

Week 15: Concluding Presentations

Note: Class meets during assigned Final Exam period.

Final Projects Due: A five-minute oral presentation, a visual self-portrait, and a 3 page self-reflective essay. This class has considered the idea of "life stories" from the perspective of life writing and visual portraits. Your final project will combine these two mediums. All students will create a self-portrait that best captures and encapsulates the self they have presented in their autobiographical journals. Please see assignment sheet for more details.

Final Project Assignment Sheet

What is Due:

1) A self-portrait

All students will create a self portrait. You should start by reading back over your autobiographical journals and deciding on what you most want to convey about yourself. You should then start to plan.

i) How you will best convey your ideas in a visual form?

ii) What props will you use, including make-up or clothing?

iii) How will you comport yourself, including facial expression, posture/positioning, hair, etc?

iv) What setting will you use?

v) What medium will you use? You can use any medium you like: collage, drawing, painting, photography, or a combination of any of these. We encourage you to draw upon your

existing talents and interests and to be creative.

2) A 3 page essay

Your essay should explain and evaluate your self-portrait. What were you trying to do? How did you try to do it? What parts of your self-portrait worked? Which parts did not? Overall, how successful do you think you were at translating your ideas into a visual image?

3) A Short 5 minute presentation

All students will present their self-portrait to the class. They will show their portrait on the projection screen and talk about it for 5 minutes. As with the essay, the presentation should explain what you tried to do with your image, where you were successful and where you were less successful.

Additional Notes:

All students **should bring the following to class** on the day of their presentation: **a digital copy** of their self-portrait (for presenting) and **a hard copy** of their self-portrait and a copy of **their essay** (for grading).

We understand that you are not an artist. Your work will be evaluated on its creativity, effort, professionalism, and the extent to which you are successfully able to translate your ideas about yourself into a visual image; in other words, how closely your self-portrait and your essay match.

One way to prepare for this project is to spend some time looking at famous self-portraits. You can google “famous self-portraits” then click on photography, abstract, drawing, modern, etc. Good luck!

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

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Date Submitted: March 10, 2022

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

2. Contact information of proposer(s):

Name(s): Kumar Ramansenthil

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

Phone number(s):

3. Current number and title of course:

CSCI 360 Cryptography and Cryptoanalysis

4. Current course description:

Cryptographic codes and ciphers play a key role in the protection of information and modern communications. This course examines the central topics in cryptography (the art of designing codes and ciphers) and cryptanalysis (the art of breaking codes and ciphers). Students first explore historical encryption schemes such as Caesar's cipher and substitution ciphers. They then investigate modern techniques including secret key schemes such as DES and AES and Public key methods such as RSA and Elliptic Curves. This course takes a hands-on approach to studying these techniques in that the student will write programs that make and break codes. The ethical and legal considerations that arise in code breaking are also discussed and illustrated through case studies.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, and MAT 204, and CSCI 272 or MAT 272

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

Add MAT 265 Mathematical Proof as an alternative to the MAT 204 Discrete Math

prerequisite for CSCI 360. Add CSCI 172 as an alternative prerequisite to CSCI 272. Remove MAT 272 it was the old number for CSCI 272 from long ago.

6. Rationale for the proposed change(s):

MAT 204 has been dropped as a required course in the Applied Math major and replaced by MAT 265. To maintain access to CSCI 360 since it is a required course in the Cryptography Concentration and an elective choice for students in the Data Science Concentration in the Applied Math major, the department is adding MAT 265 as an alternative prerequisite to MAT 204. Computer Science majors take MAT 204 as a required course so that will remain as their prerequisite for CSCI 360.

CSCI 272 has been replaced with CSCI 172 as the required computer programming course for the Applied Math major. Like the situation described above, math majors will need an alternative programming course pre-requisite to be able to seamlessly register for CSCI 360.

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes: NA

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

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: ENG 201;_MAT 204 or MAT 265; and CSCI 172 or CSCI 272 ~~or MAT 272~~

8. Enrollment in past semesters: S22: 27 - F21: 24 - S21: 55

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:

March 10, 2022

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

Kumar Ramansenthil, Computer Science and Information Security, Major Coordinator
Samuel Graff, Applied Math, Major Coordinator

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

Course Revision Form

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

Date Submitted: 3/3/2022

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Michael Pfeifer
 Email(s): mpfeifer@jjay.cuny.edu
 Phone number(s): (718) 689-3219

3. Current number and title of course:

HIS 201 American Civilization- From Colonialism through the Civil War

4. Current course description:

The course offers an introduction to the forces that shaped American political, social, and cultural institutions from the origins of the American colonies through the American Civil War. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade and war.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101

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

We seek to revise the titles and descriptions of these courses so that they better reflect the current standards of the specialist field, the teaching practices in the department, and the

College's Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum.

6. Rationale for the proposed change(s):

The current title of this course is an artefact of an old departmental curriculum that predated the major and which is now obsolete. The other courses resting upon this "civilizational" framework have been retired (HIS 231 and HIS 232), and replaced with the global history sequence (HIS 203, HIS 204, and HIS 205). The new proposed title brings this course into line with our current curriculum, the standards of the discipline, and the needs of our students. The other course in this United States survey sequence (HIS 202) is being concurrently revised.

The course description was updated several years ago. However, this revised description more explicitly address College's Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum, specifically by clarifying the central role of race, gender, and empire in the course.

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

a. Revised course description:

The course offers an introduction to the forces that shaped American political, social, and cultural institutions from the origins of the American colonies through the American Civil War. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade and war. **The historical experiences of persons of Native/Indigenous, African, Latino, and European descent are considered, as are the histories of American racism, enslavement, territorial expansion, and resistance by marginalized peoples. Historical experiences of gender are also analyzed.**

b. Revised course title: **HIS 201 United States History to 1865**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **US History to 1865**

d. Revised credits: No change

e. Revised hours: No change

f. Revised prerequisites: No change

8. Enrollment in past semesters: Has enrolled very well in recent semesters, often filling when offered as fully on-line

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:

The course is already approved for the US Experience in its Diversity category.

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: May 19, 2021

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

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

Course Revision Form

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

Date Submitted: 3/3/2022

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Michael Pfeifer
 Email(s): mpfeifer@jjay.cuny.edu
 Phone number(s): (718) 689-3219

3. Current number and title of course:

HIS202 American Civilization - From 1865 to the Present

4. Current course description:

The course offers an introduction to the forces that shaped American political, social, and cultural institutions from the American Civil War through the present. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade, and war.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101

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

We seek to revise the titles and descriptions of these courses so that they better reflect the current standards of the specialist field, the teaching practices in the department, and the

College's Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum.

6. Rationale for the proposed change(s):

The current title of this course is an artefact of an old departmental curriculum that predated the major and which is now obsolete. The other courses resting upon this "civilizational" framework have been retired (HIS231 and HIS232), and replaced with the global history sequence (HIS203, HIS204, and HIS205). The new proposed title brings this course into line with our current curriculum, the standards of the discipline, and the needs of our students. The other course in this United States survey sequence (HIS201) is being concurrently revised.

The course description was updated several years ago. However, this revised description more explicitly address College's Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum, specifically by clarifying the central role of race, gender, and empire in the course.

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

a. Revised course description:

The course offers an introduction to the forces that shaped American political, social, and cultural institutions from the American Civil War through the present. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade, and war. **The historical experiences of persons of Native/Indigenous, African, Latino, Asian and Pacific Islander, and European descent are considered, as are the histories of American racism, imperialism, and resistance by persons of color including through movements for civil rights. The role of gender and sexuality, including the historical experiences of LGBTQ persons, is also analyzed.**

b. Revised course title: **HIS 202 United States History since 1865**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **US History since 1865**

d. Revised credits: No change

e. Revised hours: No change

f. Revised prerequisites: No change

8. Enrollment in past semesters: Has enrolled very well in recent semesters, often filling when offered as fully on-line

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:

The course is already approved for the US Experience in its Diversity category.

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: May 19, 2021

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

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

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Date Submitted: 03/10/22

1. Name of Department or Program: Security, Fire, and Emergency Management

2. Contact information of proposer(s):

Name(s): Robert Till
 Email(s): rtill@jjay.cuny.edu
 Phone number(s): 212-484-1379

3. Current number and title of course: **FIS 330 – Building Construction and Life Safety Systems II**

4. Current course description:

Building construction and building systems will be reviewed. Life safety systems in buildings will be examined. Building construction requirements, as they relate to fire safety, will be studied. New York City and the National Building Code will be used to illustrate how these requirements are legally interrelated. Case histories and existing building plans will be analyzed to give students a hands-on experience. Students will be introduced to a systems approach in designing buildings for life safety and security.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, FIS 230 Building Construction and Life Safety Systems I

5. Describe the nature of the revision (what are you changing?): The FIS 230 prerequisite for FIS 330 is being removed.

6. Rationale for the proposed change(s): This course primarily covers building codes and standards. This course is given in the spring. FIS 230 is given in the fall. The prerequisite is always waived if a student has not taken FIS 230. FIS 330 is more than sufficiently “stand-alone” so that the FIS 230 prerequisite isn’t necessary.

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!):
- 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

8. Enrollment in past semesters: There are 16 students currently enrolled

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: 03/4/22

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

Robert Till (Chair) rtill@jjay.cuny.edu



MEMORANDUM

TO: Academic Standards Committee (UCASC)

FROM: Michael Rohdin, Director of Prior Learning

RE: Change of Policy on Award of Transfer Credit

DATE: Monday, March 14, 2022

Background

Within CUNY and nationally, students are increasingly likely to attend multiple institutions before earning a degree. Under current policy students transferring to John Jay from institutions with national or other non-regional accreditation lose credits. These lost credits have several negative impacts on the students, affecting their time to degree and the costs of earning a degree. Credit loss puts students at significantly higher risk of non-completion due to lost academic momentum and potential loss of financial aid.

In recognition of the evolving transfer landscape, Middle States has endorsed the *Joint Statement on the Transfer and Award of Credit*, reissued in 2021 by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Council on Higher Education Accreditation (CHEA), and the American Council on Education (ACE). The Joint Statement calls on institutions to apply credit award decisions consistently and equitably for all students and not to deny the award of credit based solely on the type of accreditation of the sending institution. The Joint Statement also calls on accreditors to ensure that their standards encourage transfer friendly policies at their member institutions.

This policy update is timely as we prepare for our Middle State review and as CUNY and John Jay continue to prioritize transfer student success and adult student success.

Proposed policy

The following language appears on the Admissions web page. It is not yet included in the Undergraduate Bulletin. The adopted policy will be added to the Undergraduate Bulletin 2022-23.

Current:

John Jay College accepts at equal value all transfer credits in college level academic courses with a passing grade [D- or better] from within CUNY, or C or better from an accredited college outside of CUNY (transfer credits from schools not on the semester system will be converted to semester credits). Students who complete courses outside CUNY with passing grades below a C will be excused from the equivalent courses at John Jay College but will not receive credits for them.

Proposed:

John Jay College accepts at equal value all transfer credits in college-level academic courses with a passing grade [D- or better] from within CUNY, or C or better from an accredited ~~outside of CUNY~~ **institution of higher education accredited by an accrediting body recognized by the U.S. Department of Education or the Council on Higher Education Accreditation, provided that the accreditation was in effect at the time of the student's attendance.** Transfer credits from schools not on the semester system will be converted to semester credits). Students who complete courses outside CUNY with passing grades below a C will be excused from the equivalent courses at John Jay College but will not receive credits for them. **Students should consult with an academic advisor about having these courses applied to their degree audits.**

Rationale

John Jay's current transfer credit policy disadvantages certain transfer students by denying credit earned at some non-CUNY institutions. The policy is ambiguous about the type of institutional accreditation the College recognizes. While the college routinely accepts credit from institutions with national or regional accreditation, students and staff continue to inquire about the rules for doing so. This update to the language is in alignment with the Joint Statement by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Council on Higher Education Accreditation (CHEA), and the American Council on Education (ACE).

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

Date submitted to the Office of Graduate Studies: 2.2.2022

Date of Program Approval:2/1/22

Date of CGS Approval: 2/10/22

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Charles Jennings	cjennings@jjay.cuny.edu	646-557-4638

2. Course details:

Program Name	Emergency Management
Course Prefix & Number	PMT 770
Course Title	Climate Change Impacts and Emergency Management
Catalog Description	This course examines the global scientific consensus on anthropogenic climate change and its projected impacts on human settlements. Participants will explore the evidence supporting the scientific consensus and the impacts, positive and negative, on regions and cities. The implications of these impacts will be examined from the perspective of disaster risk reduction, with its emphasis on recovery, mitigation, adaptation, and resilience. The course emphasizes the responsibility of emergency managers to inform sustainable responses to climate change impacts through community engagement and collaboration.
Pre- and/or Corequisites (specify which are pre, co, or both)	None
Credits	3
Contact Hours (per week)	3
Lab Hours	0 (integrated with regular contact hours)

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).

Climate scientists have attributed climate change and climate volatility with increased frequency and severity of disasters associated with extreme weather events. Coastal erosion, sea level rise, wildland fires, drought, crop failures, pest infestations, disease outbreaks, tropical cyclones, floods, landslides, debris flows, windstorms, tornadoes, heat waves, and severe winter weather threaten communities and economies leaving no one immune from the effects of anthropogenic climate change.

Emergency managers play important roles preparing communities and companies for such events through prevention, mitigation, preparedness, response, and recovery. Climate change and its impacts have shifted the emphasis in emergency management from planning, preparing, responding, and recovering from disasters through centralized relief efforts to greater emphasis on shaping policies that mobilize communities, reduce vulnerability, and mitigate impacts that result in damage, deaths, disruption, and dislocation. The failure of national governments and transnational institutions to develop and implement coherent and effective policies to prevent or mitigate the worst effects of climate change has led individuals, companies, and local communities to take matters into their own hands.

The course critically examines the science, politics, policy, and practices emerging in response to this global crisis and assesses the most urgent impacts of climate change on local communities. The course employs a seminar approach to engage participants in active inquiry and discourse about the decisions and actions that either maintain or disrupt the *status quo*. The course emphasizes the interplay of expertise and lived experience in informing responses to climate change and seeks to equip students with the information and insight needed to influence the decision-making processes in their companies and communities.

4. Degree requirements satisfied by the course:

Elective in the Emergency Management Master's degree program

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

Yes _____ No X

If yes, please provide the following:

- I. Semester(s) and Year(s):
- II. Teacher(s):
- III. Enrollment(s):
- IV. Prerequisite(s):

6. Learning Outcomes:

- a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?
 1. Identify and discuss the evidence supporting the global scientific consensus that human activity is responsible for global climate change and its impacts.

2. Identify and distinguish effective mitigation and adaptation options and strategies.
3. Identify the environmental health co-benefits of greenhouse gas emission mitigation locally, regionally, and globally.
4. Find, extract, analyze, and interpret climate data and climate assessments to communicate the effects of averages, trends, and variations locally, regionally, and nationally to lay audiences.
5. Identify, interpret, and apply authoritative and appropriate climate assessments to inform and influence lay audiences.
6. Identify the positive and negative effects of climate change on humans from technological, geographic, social, economic, and political perspectives.
7. Anticipate and evaluate new developments in climate science as they arise, especially as they relate to new scenarios and projections of climate impacts (e.g. sea level rise, extreme weather intensity and frequency).
8. Formulate policy options for appointed and elected officials in response to climate change impacts through the mitigation, preparedness, response, and recovery phases of emergency management.

b. How do the course outcomes relate to the program's outcomes?

The curriculum for the MS in emergency management has four key learning objectives:

1. **Knowledge** of the role of emergency management and its aligned services.
2. **Critical thinking** abilities focused on the interpretation, analysis, and evaluation of information related to hazards and other conditions that lead to disasters in the broader context of cultural, social, economic, political, legal, geographic, and technological contexts.
3. **Contextual** understanding of what makes emergency management a distinctive discipline and how it responds to and supports social justice, leadership, management, advocacy, innovation, and entrepreneurship.
4. **Communication** in a culturally competent fashion that reflects the diversity of communities affected by disasters and the importance of inclusion to building resilience.

The course builds on the core curriculum by preparing students to inform and implement policies governing climate change mitigation and adaptation by focusing on vulnerability to and impacts upon companies and communities. In particular, the course extends the treatment of mitigation and recovery in the core curriculum and the elective course on human and social vulnerability to critically assess issues at the intersections of environmental science, politics, economics, equity and social justice, and leadership and management. In conjunction with the program's core curriculum and other electives, this course prepares students to lead changes in companies' and communities' responses to climate change and its effects.

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

Student assessments will be based on participation in weekly discussion board seminars and labs based on assigned readings. A term paper will account for 30 percent of the final grade. Term papers will critically assess climate change policies and prospects change in one of ten thematic areas defined associated with climate change vulnerability and intersectional impacts.

5. Proposed texts and supplementary readings (including ISBNs):

Schmittner, Andreas. (2018 print, online update ongoing) Introduction to Climate Science. Oregon State University. Open textbook (free download: pdf, epub, mobi).
<https://open.oregonstate.education/climatechange/>

Dessler, A.E. and Parson. E.A. (2016). *The Science and Politics of Global Climate Change: A Guide to the Debate*, 3rd ed. New York: Cambridge University Press. ISBN: 978-1-316-63132-4.

Other Resources cited.

- [Psychology of Climate Change Communications](http://guide.cred.columbia.edu/). A Guide. CRED, Columbia University <http://guide.cred.columbia.edu/>
- [Earth's Climate as a Dynamic System](#) American Meteorological Society (AMS) Education Program. Helpful as a review of the climate science content. Online chapter open access (free).
- [AMS Statement on Climate Change](#)
- Explaining Extreme Events from a Climate Perspective (BAMS AMS)
Read Introduction & Select a case study to discuss on Blackboard
<https://www.ametsoc.org/ams/index.cfm/publications/bulletin-of-the-american-meteorological-society-bams/explaining-extreme-events-from-a-climate-perspective/>
- *Heat Days >90° [Interactive NYT](#)
- Video Nature is Speaking Series (ESRI): [Endangered Climate - The Sky - The Ocean](#) –
- Carbon Clock website: with just a few clicks, you can compare the estimates for both temperature targets and see how much time is left in each scenario. Shows how much CO₂ can be released into the atmosphere to limit global warming to a maximum of 1.5°C and 2°C, respectively. <https://www.mcc-berlin.net/en/research/co2-budget.html>
- Yale Program on Climate Change Communication. Browse recent surveys, reports and political analysis. <https://climatecommunication.yale.edu/>
- Sustainability Competencies: Understanding & Communications (Systems & Temporal Thinking; Inter/Intra-Personal & Ethical Literacy & Creativity/Imagination) PPT Slides with Audio (Blackboard). Sources: Bartlett, Popov & Ruppert (2020) Ch6 in [SDGs in Higher Education](#), Springer Nature & International Society of Sustainability Professionals (ISSP) Certification Handbook.

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.

6. Identify and assess the adequacy of available library resources

a. Databases

Databases are adequate. **The library subscribes to a number of [relevant databases](#).**

b. Books, Journals and eJournals

The library subscribes to several journals pertaining to climate change and provides access to print and electronic books on this subject.

Current books, journals, and e-book collections are sufficient.

7. Identify recommended additional library resources

Dessler, A.E. & E.A. Parson (2019). *The Science and Politics of Global Climate Change: A Guide to the Debate*, 3rd ed. Cambridge, Cambridge Univ. Pr. ISBN: 978-1-316-63132-4. (pp. 278) \$105

Hill, A.C. & L. Martinez-Diaz (2020). *Building a Resilient Tomorrow: How to Prepare for the Coming Climate Disruption*. New York: Oxford Univ. Pr. ISBN: 978-0-19-090934-5. \$26.95

Johnson, A.E. & K.K. Wilkinson, eds. (2021). *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*. NYC: One World. ISBN: 978-0-593-23707-6. (pp. 448) \$29

Mann, M.E. (2021). *The New Climate War: The Fight to Take Back Our Planet*. New York: Public Affairs. ISBN: 978-1-5417-5823-0. (pp. 368) \$29

Rodin, J. (2014). *The Resilience Dividend: Being Strong in a World Where Things Go Wrong*. New York: Public Affairs. ISBN: 978-1-61039-471-0. \$30

8. Estimate the cost of recommended additional library resources (For new courses and programs):

\$240

9. 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).

GreenFILE, General Science Full Text, Nature, Science Direct, Science in Context. The library has also created a [research guide on climate change](#).

10. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

Yes _____ X _____ No _____

If no, what resources will be needed? With whom have these resource needs been discussed?

11. Proposed instructors:

Paul Bartlett, Environmental Justice Program

Mark Chubb, Security, Fire, and Emergency Management

12. Other resources needed to offer this course:

None.

13. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:

No conflicts in curriculum identified.

14. Syllabus

Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at: [OGS curriculum website]

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.

PMT 770 – Climate Change Impacts and Emergency Management

Department of Security, Fire and Emergency Management

John Jay College of Criminal Justice

The City University of New York (CUNY)

Instructors: Mark Chubb (Security, Fire, and Emergency Management) and Paul Bartlett (Science)

Office: 433H

Phone:

Email: mchubb@jjay.cuny.edu; pbartlett@jjay.cuny.edu

Office hours: By appointment (available by Zoom)

Classroom: Online

Textbooks

American Meteorological Society Climate Studies eInvestigations Manual 2020-2021.

Available for rental or purchase at <https://edubooks.ametsoc.org/CLIM-21>

Dessler, A.E. and Parson. E.A. (2016). *The Science and Politics of Global Climate Change: A Guide to the Debate*, 3rd ed. New York: Cambridge University Press. ISBN: 978-1-316-63132-4. Relevant sections will be posted to Blackboard as PDFs for student use. Textbook not required.

Hill, A.C. & L. Martinez-Diaz (2020). *Building a Resilient Tomorrow: How to Prepare for the Coming Climate Disruption*. New York: Oxford Univ. Pr. ISBN: 978-0-19-090934-5.

Mann, M.E. (2021). *The New Climate War: The Fight to Take Back Our Planet*. New York: Public Affairs. ISBN: 978-1-5417-5823-0. (pp. 368)

Schmittner, Andreas (2018). *Introduction to Climate Science*. Corvallis, Oregon. Open source, available from [Introduction to Climate Science – Open Textbook \(oregonstate.education\)](https://openstax.org/r/introduction-to-climate-science)

U.S. Global Climate Change Research Program (2018). *The Climate Report: National Climate Assessment—Impacts, Risks, and Adaptation in the U.S.* (NCA4). Brooklyn, NY: Melville House. ISBN: 978-1-61219-802-6. (pp. 272). A link to the online version of this document will be posed in Blackboard. Textbook not required.

Additional Readings

Required readings will be supplemented by additional readings from peer reviewed journals and government reports addressing topics not otherwise covered by the assigned texts. Students will be furnished with a reading packet or online links to public domain versions of assigned readings.

Course Description

This course examines the global scientific consensus on anthropogenic climate change and its projected impacts on human settlements. Participants will explore the evidence supporting the scientific consensus and the impacts, positive and negative, on regions and cities. The first part of the course emphasizes the basic principles of climate science, with a goal of making emergency managers able to intelligently consume climatologic data and forecasts.

In the second part of the course, our focus shifts from considering the evidence supporting the conclusion climate change is human induced to examining how it impacts communities and what we can do about it. Responses to climate change occur at two levels: politics and policy. Our study will start with an examination of the politics that have obscured climate change causes, denied or minimized climate change impacts, and kept the *status quo* in place. Then we will examine how the political debate, disinformation, and denialism influence debate, affect decision making and inhibit action in the policy arena. From there we will examine the forces affecting change at the local, state, national, and international levels with a particular emphasis on listening to the voices of those most impacted by climate change. The course will conclude with an examination of options for future action, specifically those actions that will mitigate climate impacts, encourage climate adaptation, and build community resilience.

Learning Objectives

1. Identify and discuss the evidence supporting the global scientific consensus that human activity is responsible for global climate change and its impacts.
2. Identify and distinguish effective mitigation and adaptation options and strategies.
3. Identify the environmental health co-benefits of greenhouse gas emission mitigation locally, regionally, and globally.
4. Find, extract, analyze and interpret climate data. Be able to display climate variations, averages, and trends locally and regionally and communicate to the lay public.
5. Identify, interpret, and apply authoritative and appropriate climate assessments to the lay public.
6. Compare and assess positive and negative aspects of climate change impacts on humans from technological, geographic, social, economic, and political perspectives.
7. Anticipate and evaluate new developments in climate science as they arise, especially as they relate to new scenarios and projections of climate impacts (e.g. sea level rise, extreme weather intensity and frequency).
8. Formulate policy options for appointed and elected officials in response to climate change impacts through the mitigation, preparedness, response, and recovery phases of emergency management.

Attendance, Lateness, Quizzes, and Classroom Behavior

Submitting Work – All work in this course must be submitted inside the course in Blackboard. I will not accept work via email. All work is expected to be submitted on time. Late work will not be accepted except under extraordinary circumstances and only with my advanced permission.

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

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

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

Discussion Boards – You are expected to actively engage in intellectually reasoned discussions on topics posted each week. This includes reading all the posts submitted on a discussion board. This is part of your participation grade. Emotion-based arguments are not acceptable for graduate level discussion of the topics related to professional emergency management. While you may disagree with your fellow students, and discuss your disagreement but do not be argumentative or abusive. In other words, be courteous. The ability to state one's position in a civil manner is an important, professional skill.

Grading

Discussion Boards: Students will be required to actively participate in weekly discussion boards. This requires submitting an original post in response to the stated topic and engaging in an interactive discussion on the topic with other students and the instructor. Class participation in the discussion groups counts heavily towards your course grade (see below). Each discussion board will be open one week for your posts. Your grade for participation is based on the quality of your posts, sufficient participation to indicate participation in a substantive, interactive discussion, and indication that you have read the posts of other students and the instructor. You must do one original post of at least 350 words with citations included and react to at least one other student's post in a substantive manner.

A list of reflection questions for each discussion board will be posted in advance.

Quizzes. The first portion of the class will have two quizzes, based on the readings and laboratory assignment.

Term Paper: Students will be required to write a term paper on a topic selected from those below.. In preparation for writing the paper students will submit a structured topic proposal that must be approved by the instructor. A format for the term paper and term paper proposal will be provided.

Course participants will prepare and submit a term paper on a topic selected from a list of critical themes in climate change policy and practice furnished by the instructor. Each topic will be accompanied by a list of supplemental readings and relevant reflections. The term paper will critically assess

1. The relevance of climate change and its influence on the issue in question.

2. The major political, social, and economic influencers or actors interested in or affected by climate change impacts on the issue.
3. The identification and elaboration of influencers' or actors' competing or conflicting perspectives on climate change and policy responses to it.
4. A critical assessment of the arguments in support of and opposition to proposed policies as they relate to established or proposed targets for reducing emissions, reducing vulnerability, and mitigating impacts.
5. A well-reasoned argument in support of or opposition to the enactment of the proposed or modified policy proposal.

Term Paper Topic List

- Agriculture and food production
- Coastal communities and small island states
- Community safety, security, and law enforcement
- Indigenous communities
- Infectious diseases and global health and wellness
- Insurance and financial risk management
- National security and peace
- Renewable energy resources
- Transportation
- Women and children (families and future generations)

Course credit is assigned as follows:

Course Component	Grade
Discussion Boards	30%
Lab Assignments	20%
Quizzes	15%
Final paper proposal	10%
Final paper	25%

Grades

93 and above	A	4.0
90.0 – 92.9	A-	3.7
87.0 – 89.9	B+	3.3
83.0 – 86.9	B	3.0

80.0 – 82.9	B-	2.7
76.9 – 79.9	C+	2.3
73.0 – 76.9	C	2.0
70.0 – 72.9	C-	1.7
69.9 or below	F	0.0

The student is responsible for keeping current with assignments and informing the instructor promptly of any issues that may affect course completion. Grades of Incomplete are only available in extenuating circumstances at the instructor's sole discretion. The student must be in good standing and have completed a substantial majority of work to date to be considered for an INC grade. The grade of INC (Incomplete) is given by an instructor only when there is reasonable expectation that a student will successfully complete course requirements. If this grade is unresolved by the end of the following semester, it will automatically convert to the grade of F. Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.

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

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

(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89) Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

Course Outline

This part of the course is organized into fifteen modules. Each module focuses on a topic supported by required readings and student exercises. These exercises serve as the foundation for critical reflection, group discussion, and informed debate among course participants regarding the topics addressed in each module.

The first six modules include online laboratory assignments designed to demonstrate scientific underpinnings of climate science. The next nine modules discuss policy and political dynamics of climate change adaptation and regulation.

Module	Topic	Readings	Assignments
1	Intro to Climate Change	<ul style="list-style-type: none"> o Schmittner. CliSci Pref. & Ch1 (Read 1-14 & annotate) o Dessler S&P Ch1 Sec 1.2 (2nd ed.) (entire chapter optional) o Video: New Arctic Reality AMAP 	<ul style="list-style-type: none"> o Lab 1A Climate Science (Q9-14 required) o Lab 1B Energy: Dynamic Climate o CCS1 Physical Basis of Climate o <i>Lab 1A Q1-8 Satellite Remote Sensing (optional module 1)</i>
2	Climate Observation, Data Analysis & Interpretation	<ul style="list-style-type: none"> o Schmittner. CliSci Ch1 (annotate pp 5-14) o Dessler S&P Ch1 (Read entire chapter) o Schmittner Ch 2 Observations (annotate) o Hill Ch5 Get the Data and Make Them Usable o Video Nature is Speaking Series (ESRI): Endangered Climate - The Sky - The Ocean - 	<ul style="list-style-type: none"> o Lab 2A Empirical Climate Science o Lab 2B Climate Variability from the Instrumental Record o CCS02 Climate Change & Impacts: Global Warming o Lab 1A Q1-8 Satellite Remote Sensing Discussion Board Posts
3	Climate Variability, Climate Change (Trends) + Extreme Weather	<ul style="list-style-type: none"> o Psychology of Climate Change Communications Guide. CU. Helpful guide to communicating science (browse & annotate) o Explaining Extreme Events from a Climate Perspective (BAMS AMS) Select one case study for Db o *Heat Days >90° Interactive NYT o Current Extreme Weather Events (TBA) 	<ul style="list-style-type: none"> o Lab 3A Climate Variability & Change o Lab 3B Solar Energy & Earth's Climate System o CCS03 Climate Change Key Findings (NCA4 & IPCC) o SASSY Climate View Assessment (Yale) o Discussion Board (Db): Extreme Weather & Climate Change (summarize key findings of your selected case study, discuss with students)
4	Energy (Heat/Radiation) & Earth's Climate as a Dynamic System	<ul style="list-style-type: none"> o Schmittner OSU Ch. 4 Theory (annotate) online interactive chapter o Earth's Climate as a Dynamic System AMS Chapter 1 online o <i>Continued</i> Dessler S&P Ch 1 Sec 1.2 (2nd ed.) 	<ul style="list-style-type: none"> o Lab 4A Atmospheric CO₂, Infrared Radiation & Climate Change o Lab 4B Water, Heat Storage & Heat Transfer o CCS04 Energy & the Climate System o Quiz 1 Earth's Climate as a

Module	Topic	Readings	Assignments
		o MetEd Animation (TBC)	Dynamic System (open book)
5	Global Processes: Hydrological, Atmospheric & Oceanic	<ul style="list-style-type: none"> o Schmittner OSU Ch. 6 Processes. (annotate) o *NCA4 (read as directed by CCS06). o Flood Risk Interactive (CC) o Sea Level Rise Interactive (CC) o MetEd Animation(TBC) o Oceans and Cryosphere in a Changing Climate (SROCC IPCC) (Annotate optional) o Video: <i>Snow, Water, Ice and Permafrost</i> (SWIPA) short - long & Greenland Ice Sheet (AMAP) (annotate - optional) o Video Arctic Ocean Acidification (AMAP) optional o Documentary <i>Blue Gold: Water Wars</i> (first and last 12 minutes, on Perusall Annotation - Optional) 	<ul style="list-style-type: none"> o Lab 5A Global Water Cycle o Lab 6A Atmospheric Circulation (Qs 1-6 only, Qs 7-15 optional) o Lab 7A Climate Variability & Air/Sea Interactions o *CCS06 Climate Trends National Climate Assessment Four (NCA4) o Lab 7B Coastal Upwelling & Coastal Climates o CCS07 Sea Level Rise o CCS09 Climate Change Impacts on Water Resources o Lab 8A <i>Volcanos & Climate Variability</i> (Optional) o Lab 8B <i>Snow & Ice Albedo Effect in Earth's Climate System</i> (optional) Discussion Board Posts
6	Drivers of Climate Change, Carbon Cycle, Paleoclimate Evidence, Models & Projections	<ul style="list-style-type: none"> o Schmittner OSU Ch. 5 Carbon Cycle (read and annotate) o Schmittner OSU Ch. 7 Models (browse & annotate) o Carbon Clock Interactive o Dessler S&P Ch 3 Human-induced climate change. Sections 3.1, 3.2, & 3.3 o MetEd Interactive (TBC) o IPCC SR15 1.5 degrees (browse, optional annotation) 	<ul style="list-style-type: none"> o CCS08 Natural and Anthropogenic Drivers of Climate o Lab 10A Climate Change & Radiative Forcing o Lab 10B The Ocean in Earth's Climate System o CCS10 Future Projections & Extremes o Lab 11B Climate Variability & Short Term Forecasting o Lab 9A <i>PETM (Paleocene-Eocene Thermal Maximum)</i> (Optional) o Lab 9B <i>Methane Hydrates: Major Implications for Climate</i> (Optional)

Module	Topic	Readings	Assignments
			Quiz 2 Climate Change (open book) Discussion Board Posts
7	Change: Politics – Discussion – Debate – Disinformation – Denial – Decisions Consensus: Where Politics Meets Policy – UN SDGs – UN IPCC – Previous “Protocols” – Paris	Dessler & Parson (2019), Chapter 4 IPCC AR6, Summary for Policymakers available at https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf , accessed on 10/4/21. Back to Our Common Future, Sustainable Development in the 21st Century, Summary for Policymakers available online at https://sustainabledevelopment.un.org/content/documents/backtofuture.pdf , accessed 10/4/21.	Discussion Board Posts
8	National (In)action: – Federal leadership – Fragmented state responses – Local leadership as a model	U.S. Global Climate Change Research Program (2018), pp. 12- 19, 23-62. PDF provided.	Discussion Board Posts
9	Mitigation: Emission Reduction, Part 1— Sources – Power production – Industrial activity – Commercial	Mann (2021), introduction through Chap. 3, pp. 1-62.	Discussion Board Posts

Module	Topic	Readings	Assignments
10	Mitigation: Emission Reduction, Part 2— Methods – Carbon pricing/taxes – Cap and trade – Other mkt-Based-mech's – Involuntary self-regulation	Mann (2021), Chap. 4-6, pp. 63-146.	Discussion Board Posts
11	Adaptation, Part 1: Vulnerability— Who's Affected? – Geography – Cultural identity – Gender – Youth/future gen's	Hill & Martinez-Diaz (2020), Intro and Part I, pp. 1-78.	Discussion Board Posts
12	Adaptation, Part 2: Impacts—What's at Stake – Ecosystems – Water and weather – Agriculture and food – Health and wellness – National security – Infrastructure	Hill & Martinez-Diaz (2020), Part II, pp. 79-134.	Discussion Board Posts Term Paper Proposal Due
13	Remedial Actions: – Redress – Reparations	Mann (2021), Chap. 7-9, pp. 147-225.	Discussion Board Posts

Module	Topic	Readings	Assignments
	<ul style="list-style-type: none"> - Relocation - Recovery/ reinvestment - Resource conservation 		
14	State and Local Leadership for Climate Risk Management	Hill & Martinez-Diaz (2020), Part III, pp. 135-214.	Discussion Board Posts
15	Conclusion	Dessler & Parson (2019), Chapter 5. <u>PDF provided.</u>	Discussion Board Posts Term Paper Due

PROGRAM IN EMERGENCY MANAGEMENT (MS)

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

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for [program name] leading to the Master of Science Degree.

Program Name and Degree Awarded: Emergency Management M.S.

HEGIS Code:

NY State Program Code:

Effective term: Fall 2022

Date of Program Approval: 2/1/22

Date of CGS approval: 3/8/22

Rationale for proposed changes:

Modify the approved electives to add a new course, PMT 770 Climate Change Impacts and Emergency Management.

FROM		TO	
List of Course (Prefix, Number, and Name)	Crs.	List of Course (Prefix, Number, and Name)	Crs.
<p>Requirements for the Degree Program: **what is to be changed.</p> <p>Required Courses (12 credits) PMT 711 Introduction to Emergency Management PMT 760 Emergency Management: Mitigation and Recovery PMT 763 Emergency Management: Preparedness PMT 764 Managing Response to Large-Scale Incidents</p> <p>Required Management and Analytic Courses (12 credits) PMT 748 Project Management SEC 715 Analytical Methods in Protection Management PAD 705 Organization Theory and Management PAD 744 Capital and Operational Budgeting</p> <p>Electives (choose 4/12 credits) PMT 720 Geographic Information Systems for Public Safety and Emergency Management PMT 761 Technology in Emergency Management PMT 762 Business Continuity Planning PMT 725 Seminar in Emergency Management and Response (1-3 credits) PMT 740 Safety and Security in the Built Environment PMT 781 Risk Analysis and Loss Prevention PMT 701 Introduction to Protection Management Systems PMT 750 Security of Information and Technology PMT 712 Theory and Design of Fire Protection Systems PMT 703 Analysis of Building and Fire Codes CRJ 744 Terrorism and Politics CRJ 746 Terrorism and Apocalyptic Violence PAD 714 Organizational Performance Assessment PAD 740 Public Sector Inspection and Oversight SEC 730 Private Security: Function and Role in Homeland Defense SEC 731 Risk, Threat, and Critical Infrastructure SEC 740 Safety and Security in he Built Environment SEC 753 Theory and Design of Security Systems</p> <p>Thesis Track</p>		<p>Requirements for the Degree Program: **what is to be changed.</p> <p>Required Courses (12 credits) PMT 711 Introduction to Emergency Management PMT 760 Emergency Management: Mitigation and Recovery PMT 763 Emergency Management: Preparedness PMT 764 Managing Response to Large-Scale Incidents</p> <p>Required Management and Analytic Courses (12 credits) PMT 748 Project Management SEC 715 Analytical Methods in Protection Management PAD 705 Organization Theory and Management PAD 744 Capital and Operational Budgeting</p> <p>Electives (choose 4/12 credits) PMT 720 Geographic Information Systems for Public Safety and Emergency Management PMT 761 Technology in Emergency Management PMT 762 Business Continuity Planning PMT 725 Seminar in Emergency Management and Response (1-3 credits) PMT 740 Safety and Security in the Built Environment <u>PMT 770 Climate Change Impacts and Emergency Management</u> PMT 781 Risk Analysis and Loss Prevention PMT 701 Introduction to Protection Management Systems PMT 750 Security of Information and Technology PMT 712 Theory and Design of Fire Protection Systems PMT 703 Analysis of Building and Fire Codes CRJ 744 Terrorism and Politics CRJ 746 Terrorism and Apocalyptic Violence PAD 714 Organizational Performance Assessment PAD 740 Public Sector Inspection and Oversight SEC 730 Private Security: Function and Role in Homeland Defense SEC 731 Risk, Threat, and Critical Infrastructure SEC 740 Safety and Security in he Built Environment SEC 753 Theory and Design of Security Systems</p>	

<p>Students may ask for approval from the Program Director to complete the program through the Thesis Track, which allows eligible students to earn six credits in Electives for completing a Thesis prospectus and Thesis document. This option is available only to students with a GPA of 3.5 or higher.</p> <p>Comprehensive Examination All students in the program must pass a Comprehensive Exam that measures knowledge essential to emergency management and is administered by the program. The exam is offered every six months. The Program Director will issue a list of readings and texts at least 30 days before the administration of each exam. Students must complete 24 credits in the program in order to be eligible to complete the exam. Students who fail the exam have two additional opportunities to retake it, in accordance with normal academic calendar.</p>		<p>Thesis Track Students may ask for approval from the Program Director to complete the program through the Thesis Track, which allows eligible students to earn six credits in Electives for completing a Thesis prospectus and Thesis document. This option is available only to students with a GPA of 3.5 or higher.</p> <p>Comprehensive Examination All students in the program must pass a Comprehensive Exam that measures knowledge essential to emergency management and is administered by the program. The exam is offered every six months. The Program Director will issue a list of readings and texts at least 30 days before the administration of each exam. Students must complete 24 credits in the program in order to be eligible to complete the exam. Students who fail the exam have two additional opportunities to retake it, in accordance with normal academic calendar.</p>	
<p>Sub-total 24 Electives 12 Total credits required: 36</p>		<p>Sub-total 24 Electives 12 Total credits required: 36</p>	

Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

Does this change affect any other program?

 X No Yes

If yes, what consultation has taken place?

PROGRAM IN [Digital Forensics and Cybersecurity]

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

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for the Digital Forensics and Cyber-Security leading to the Masters of Science Degree

Program Name and Degree Awarded: Masters of Science in Digital Forensics and Cyber-Security

HEGIS Code:

NY State Program Code:

Effective term: Fall 2022

Date of Program Approval: Feb. 12, 2002

Date of CGS approval: March 8, 2022

Rationale for proposed changes: In order to be compliant with the NYSED requirement for a mandatory research course in a Masters of Science program, the capstone in the program is being modified to include two courses, one of which must be a research class (either FCM 798: Faculty Mentored Research in Digital Forensics and Cybersecurity or FCM 791: Forensic Computing Research Practicum. This addition increases the credit requirements for the MS program in D4CS to 36 credits.

FROM	Crs.	TO	Crs.
List of Course (Prefix, Number, and Name) Requirements for the Degree Program: **strikethrough what is to be changed.		List of Course (Prefix, Number, and Name) Requirements for the Degree Program: <u>**underline</u> the changes.	
Required Courses		Required Courses	
CRJ 752/FCM 752, FCM 742, FCM 710, FCM 753, FCM 760	15	CRJ 752/FCM 752, FCM 742, FCM 710, FCM 753, FCM 760	15
Electives (Choose 3)		Electives (Choose 3)	
FCM 700, FCM 705/FOS 705, FCM 740, FCM 741, FCM 745, FCM 761	9	FCM 700, FCM 705/FOS 705, FCM 740, FCM 741, FCM 745, FCM 761	9
Criminal Justice Elective (Choose 1)		Criminal Justice Elective (Choose 1)	
CRJ 708, CRJ 727/FCM 727, CRJ 733, PAD 750, CRJ 751, CRJ 753, CRJ 755/PAD 755	3	CRJ 708, CRJ 727/FCM 727, CRJ 733, PAD 750, CRJ 751, CRJ 753, CRJ 755/PAD 755	3
Graduate Elective (Choose 1)	3	Graduate Elective (Choose 1)	3
Capstone Options (Choose 1)		Capstone Options (Choose 2)	
FCM 780, FCM 791, FCM 798	3	FCM 780 Capstone Seminar and Fieldwork (approved internship required) FCM 791 Forensic Computing Research Practicum (applied research project or thesis required) FCM798 Faculty-Mentored Research in Digital Forensics and Cybersecurity (cannot be taken in the same semester as FCM 791)	6
Sub-total Electives Total credits required: 33		Sub-total Electives Total credits required: 36	

Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

Does this change affect any other program?

No Yes

If yes, what consultation has taken place?

Brian A. Kerr
Vice President for
Enrollment Management and Student Affairs
212-237-8100
bkerr@jjay.cuny.edu

Memorandum

Date: March 23, 2022

To: Alena Ryjov
Secretary to the College Council

From: Brian A. Kerr
Vice President for Enrollment Management & Student Affairs

Re: Commencement Awards 2021 - 2022

The Committee on Honors, Prizes and Awards met on Tuesday, March 17 and March 23, 2022 to vote on the Commencement Awards. With quorum present, the committee recommends the following award recipients:

1. Graduate Veteran Award – **Agatha Funes**
2. Undergraduate Veteran Award – **Kevin Torres**
3. Graduate Achievement Award (3 Winners nominated) –
 - a. **Natasha Flowers**
 - b. **Angelica Gomez**
 - c. **Surah Rosenberg**
4. Graduate Peer Mentoring Award (2 Winners) –
 - a. **Tirza Ben Ari**
 - b. **Nodira Pirmukhamedova**
5. Graduate Student Service Award – **Saaif Alam**
6. Leonard E. Reisman Medal – **Jehovahnie Saint Rose**
7. Howard Mann Humanitarian Award – **Oluwaseun Ogunwale**
8. Scholarship & Service Award – **Hadja Bah**
9. Distinguished Service Award (5 Winners) –
 - a. **Laura Alarcon**
 - b. **Ketchaina Milcent**
 - c. **Romisa Salem**
 - d. **Monae Ollivierre**
 - e. **Sharmin Yousuf**

