

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

COLLEGE COUNCIL

AGENDA & ATTACHMENTS

THURSDAY, APRIL 20, 2023

All meetings begin at 1:40 p.m. and are open to the College Community.

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

April 20, 2023 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the March 15, 2023 College Council (Attachment A), **Pg.4**
- III. Approval of Members of the College Council Committees (Attachment B), **Pg.15**

College Council

- Jamella Richmond will serve as a freshman student representative.

- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C14) – Interim Dean of Academic Programs Andrew Sidman

Programs

- C1. Proposal to Add the Distance Learning Format to CJBS, **Pg.31**
- C2. Revision of BA in Anthropology, **Pg.46**
- C3. Revision of BS in Applied Mathematics, **Pg.50**
- C4. Revision of BS in Fraud Examination, **Pg.56**
- C5. Revision of BS in Toxicology, **Pg.61**
- C6. Revision of Minor in Homeland Security, **Pg.67**
- C7. CJA Dual Admission Articulation Agreement with QBCC for AA in Liberal Arts to JJC BA Humanities Majors (English, Global History, Humanities & Justice, and Philosophy), **Pg.72**
- C8. CJA Dual Admission Articulation Agreement with BCC for AA in Liberal Arts and Liberal Arts: History and English to JJC Humanities Majors (English, Global History, Humanities & Justice, and Philosophy), **Pg.91**

New Courses

- C9. LIT 2XX (258) Asians Speak Up! Reimagining Asian Lives from East to West (FC: World Cultures), **Pg.109**
- C10. POL 3YY Presidential Primaries, **Pg.141**
- C11. SOC 2XX (245) Mindfulness & Managing Conflict (College Opt: Com), **Pg.161**

Course Revisions

- C12. LIT 270 Children’s Literature (College Opt: Com), **Pg.197**
- C13. PAD 402 Seminar & Internship in Public Administration, **Pg.213**
- C14. PAD 445 Seminar in Justice Administration & Planning, **Pg.215**

- V. New Business
 - Commencement Awards 2022–2023 (Attachment D)- Vice President for Enrollment Management and Student Affairs, Brian Kerr, **Pg.217**
 - Proposal to Amend the Bylaws - First Reading (Attachment E)- President of the Faculty Senate, Ned Benton, **Pg.218**

VI. Announcements:

- Student Council (President Yusuf Khaled)
- Faculty Senate (President Ned Benton)
- HEO Council (President Catherine Alves)
- Administrative Announcements (President Karol Mason)

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

March 15, 2023

The College Council held its sixth meeting of the 2022-2023 academic year on Wednesday, March 15, 2023. The meeting was called to order at 1:47 p.m. and the following members were present:

In-Person: Anru Lee, Brian Montes, Heath Grant, Janice Bockmeyer, Jessica Gordon-Nembhard, Jonathan Epstein, Joseph Maldonado, Karen Kaplowitz, Maureen Richards, Raisa Castillo, Ray Patton, Sung-Suk Violet Yu, Thalia Vrachopoulos, Veronica Johnson, Zhun Xu, Kelvin Pineda, Yusuf Khaled, Shania Roseborough, Savannah Smith, Myrwaldy Lucien, Samuel Ajao, Andy Veras, Hazel Ortega, Catherine Alves, Janet Winter, Rulisa Galloway-Perry, Allison Pease, Andrew Sidman, Karol Mason, Mark Flower, Janice Johnson-Dias, Angela Crossman*, Anthony Carpi*, Mohammed Islam*.

Remotely: Catherine Kemp, Elton Beckett, Francis Sheehan, Jonathan Gray, Peter Diaczuk, Robert Robinson, Silvia Dapia, Susan Pickman, Liza Steele, Edward Kennedy*, Jennifer Lorenzo*, Emily Haney-Caron*.

Excused: Adam Wandt, Amy Green, Maki Haberfeld, Ned Benton, Brian Kerr, Serguei Cheloukhine, Marie-Helen Maras*, Helen Keier*.

Absent: Frank Chen, Alisa Thomas.

Guests: Tony Balkissoon, Jill Maxwell, Kathy Killoran, Daniel Matos, Shavonne McKiever, Ravyn Browne, Aída Martínez-Gómez (R), Al Coppola (R), Alexander Bolesta (R), Anna Austenfeld (R), Jennifer Holst (R).

* Alternates

I. Adoption of the Agenda

The motion was assumed by the chair and approved unanimously.

II. Approval of the Minutes of the February 23, 2023 College Council

The motion was assumed by the chair and approved unanimously.

III. Approval of Members of the College Council Committees

The motion was assumed by the chair and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C9) – Interim Dean of Academic Programs Andrew Sidman

Programs

The motion was assumed by the chair and approved unanimously to adopt item marked C1. Proposal to Add the Distance Learning format to Certificates in Translation and Interpretation in Spanish.

The motion was assumed by the chair to vote on items marked C2 and C3 as a slate:

-C2. CJA Dual Admission Articulation Agreements with QBCC for the AS in Biology, Chemistry, Science for Forensics and Liberal Arts: Sciences to BS at John Jay Cell and Molecular Biology and Toxicology;

-C3. CJA Dual Admission Articulation Agreements with BMCC for the AS in Science to BS at John Jay Cell and Molecular Biology and Toxicology.

The motion was approved unanimously. The motion was assumed by the chair to adopt the items marked C2 and C3. The motion was approved unanimously.

New Courses

The motion was assumed by the chair and approved unanimously to adopt a new course marked C4. ISP 1XX (135) True Crime and Popular Culture (Flex Core: Creative Exp).

Course Revisions

The motion was assumed by the chair to vote on items marked C5 and C6 as a slate:

-C5. LIT 219 Word as Weapon (College Option: Com);

-C6. ENG 253 Technical Writing in Computer Science, Math and Science (College Option: Com).

The motion was approved unanimously. The motion was assumed by the chair to adopt the items marked C5 and C6. The motion was approved unanimously.

The motion was assumed by the chair and approved unanimously to adopt item marked C7. ENG 335 Advanced Writing for Management, Business and Public Administration.

The motion was assumed by the chair to vote on items marked C8 and C9 as a slate:

-C8. SOC 312 Classical Sociological Theory, Pg.

-C9. SOC 315 Contemporary Sociological Theory

The motion was approved unanimously. The motion was assumed by the chair to adopt items marked C8 and C9. The motion was approved unanimously.

V. Report from the Committee on Graduate Studies (Attachments D1-D2) – Interim Dean of Academic Programs Andrew Sidman

New Program Proposals

The motion was assumed by the chair and approved unanimously to adopt item marked D1. Proposal for Computer Science and Information Security BS to Digital Forensics and Cybersecurity MS Dual Admission Accelerated Program.

Degree Program Revisions

The motion was assumed by the chair and approved unanimously to adopt item marked D2. Emergency Management, Master of Science.

VI. Resolution to Dissolve the Communications and Theatre Arts Department (Attachment E) - Interim Provost, Allison Pease

The motion was assumed by the chair to adopt the resolution. After the discussion, the motion was approved:

In Favor: 30

Abstained: 13

Opposed: 2

VII. Proposed Amendments to Charter and Bylaws - Second Reading (Attachment F)- Vice President of the Faculty Senate, Karen Kaplowitz

The Vice President of the Faculty Senate presented the proposals and described each amendment and their rationale to the Council. The motion was assumed by the chair to adopt the resolution. After the discussion, the motion was approved unanimously. A copy of the amended Bylaws is attached hereby as attachment A1. The amended and adopted Charter is going through the CUNY BOT approval process.

VIII. New Business

No new business was presented.

The meeting was adjourned at 2:34p.m.

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE
COLLEGE COUNCIL BYLAWS**

Approved by the College Council on March 15, 2023

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I. College Council Committees

1. General Provisions

- i. Unless otherwise specified in the John Jay Charter of Governance (“Charter”) or these Bylaws, the Faculty Senate, Higher Education Officer Council and Student Council shall each elect or appoint representatives from among its constituency group to College Council committees. The names of those elected or appointed to College Council committees by each constituency group shall be forwarded to the College Council for a vote of ratification at the next regularly scheduled meeting.

- ii. Except where a committee chairperson is designated in the Charter of Governance or these Bylaws, the President shall appoint a convenor for each committee.
- iii. Except where a committee chairperson is designated in the Charter of Governance or these Bylaws, at its first meeting of the academic year, each committee shall elect a chairperson and a vice chairperson.
- iv. Each committee shall meet at least once during the academic year.
- v. The committee chairperson shall submit a schedule of meetings to the Executive Committee at the beginning of each academic semester. The chairperson of each committee shall enter the meeting dates onto the College's electronic calendar.
- vi. [Subject to the provisions of state law, all]College Council committee meetings are open to [the public] all current John Jay faculty and staff and all currently enrolled John Jay students.
- vii. All committees shall keep minutes of their meetings, including attendance, and submit them to the Secretary of the College Council within 14 days of approval.
- viii. The chairperson of each committee shall submit an annual written summary of its activities to the Secretary of the College Council no later than 14 days before the last scheduled meeting of the College Council each academic year. Each summary shall include a report of the attendance of committee members.
- ix. The Faculty Senate, Council of Chairs, Higher Education Officers Council, the Student Council and all members of the College community may refer items to College Council committee chairpersons for the committee's consideration as agenda items.
- x. College Council committee members shall serve for a term of one (1) year except for ex officio members and except when otherwise set forth in the Charter of Governance or these Bylaws.
- xi. Administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President.
- xii. When a vacancy on a College Council committee occurs, as determined by the Executive Committee, the Executive Committee shall notify the constituency. If 30 days after notification the constituency fails to elect an interim representative, the Executive Committee shall appoint a representative from the affected constituency. A member serving to fill a vacancy shall serve only to complete the regular term of the member he or she has replaced.

- xiii. No person shall participate in more than one constituency election for College Council committee representatives.
- xiv. No student may serve on more than two (2) College Council committees, unless he or she serves by virtue of his or her office.

2. Standing Committees

a. Executive Committee

The Executive Committee shall consist of the following members: President, chairperson; Provost and Vice President for Academic Affairs; and two additional administrators named by the President; seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i of the Charter; two (2) higher education officers; and three (3) students.

The faculty, higher education officers and student representatives shall be elected by the College Council from among its members in September of each year. From June 1 until such time as the College Council holds this election, there shall be an Interim Executive Committee which shall consist of the following members: President, chairperson; Provost and Vice President for Academic Affairs; and two additional administrators named by the President; the President and Vice President of the Faculty Senate; two (2) other members of the Faculty Senate; the President and Vice President of the Higher Education Officers Council; and the President and Vice President of the Student Council. 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.

b. Committee on Undergraduate Curriculum and Academic Standards

The Committee on Undergraduate Curriculum and Academic Standards shall consist of the following members: Vice President for Enrollment Management and Student Affairs; Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, chairperson; Assistant Dean of Undergraduate Studies; the Registrar; 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, 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; and 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. The Committee shall elect a vice chairperson from among its faculty members. The Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies shall provide a secretary to the Committee.

c. Committee on Student Interests

The Committee on Student Interests shall consist of the following members: Assistant Vice President and Dean of Students, chairperson; the Director of Athletics; Senior Director for Student Affairs; six (6) students; and two (2) members of the faculty.

d. Faculty Student Disciplinary Committee

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:

- i. 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.
- ii. The full-time members of the faculty, as defined in the Charter, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
- iii. 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.
- iv. 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.
- v. 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.
- vi. 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.

e. Committee on Faculty Personnel

The Committee on Faculty Personnel shall consist of the following members: President, chairperson; the Provost and Vice President for Academic Affairs; Dean of Graduate Studies; Associate Provost for Undergraduate Retention and the Dean of Undergraduate Studies; Associate Provost and Dean of Research; and, the chairperson of each academic department. The full-time faculty, as defined in Article I, Section 3.a.i of the Charter, shall elect six (6) 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 the six (6) at-large members of the faculty, the three (3) who receive the highest number of votes in a general faculty election shall be the permanent at-large faculty representatives of the committee. The 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.

[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.]

f. Budget and Planning Committee

A Budget and Planning Committee shall consist of the following members: President, chairperson; Vice President for Finance and Administration; Provost and Vice President for Academic Affairs; Vice President for Enrollment Management and Student Affairs; Associate Provost for Institutional Effectiveness; Associate Provost and Dean of Research; Executive Director for Human Resources; Dean of Graduate Studies; Assistant Vice President for Finance; Associate Provost for Undergraduate

Retention and Dean of Undergraduate Studies; Vice President for Institutional Advancement; President and Vice President of the Faculty Senate; two members chosen by the Faculty Senate; all academic department chairpersons; the President of the Higher Education Officers Council, or designee; two (2) higher education officer representatives; the President and Treasurer of the Student Council, or designees; two (2) additional student representatives chosen by the Student Council; and two (2) members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.

- i. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: Vice President of Finance and Administration, chairperson; Provost and Vice President for Academic Affairs; President and Vice President of the Faculty Senate and one (1) representative chosen by the Faculty Senate; Chair and Vice Chair of the Council of Chairs; one (1) representative chosen by the Council of Chairs; and the President of the Higher Education Officers Council; two (2) student representatives chosen by the Student Council. The Assistant Vice President for Finance and the Provost's Assistant Dean for Academic Operations and Financial Affairs shall staff the subcommittee.
- ii. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: Provost and Vice President for Academic Affairs, chairperson; Vice President of Finance and Administration; Associate Provost for Institutional Effectiveness; President and Vice President of the Faculty Senate; two (2) representatives chosen by the Faculty Senate; Chair of the Council of Chairs; two (2) representatives chosen by the Council of Chairs; President of the Higher Education Officers Council; and two (2) student representatives chosen by the Student Council. The Director of Institutional Research and the Director of Outcome Assessment shall staff the subcommittee.

g. Committee on Graduate Studies

The Committee on Graduate Studies shall consist of the following members: Dean of Graduate Studies, chairperson; Assistant Vice President and Dean of Students; Vice President for Enrollment Management and Student

Affairs; Chief Librarian; Graduate Program Directors; the BA/MA Director; and two (2) graduate students.

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.

h. Committee on Student Evaluation of the Faculty

The Committee on Student Evaluation of the Faculty shall consist of the following members: four (4) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, and two (2) students. The committee shall elect a chairperson from among its faculty members. Members shall serve for a term of two (2) years.

i. Provost Advisory Council

The Provost Advisory Council shall consist of the following members: Provost and Vice President for Academic Affairs, chairperson; Assistant Dean for Academic Operations and Financial Affairs Office of the Provost; President and Vice President of the Faculty Senate; and, department chairpersons.

j. Council of Undergraduate Program Coordinators

The Council of Undergraduate Program Coordinators shall consist of the following members: Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, chairperson; and coordinators of undergraduate majors.

k. Committee on Honors, Prizes, and Awards

There shall be a Committee on Honors, Prizes, and Awards. The committee shall consist of the following members: Vice President for Enrollment Management and Student Affairs, chairperson; Assistant Vice President and the Dean of Students; the Senior Director for Student Affairs; three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance; and 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.

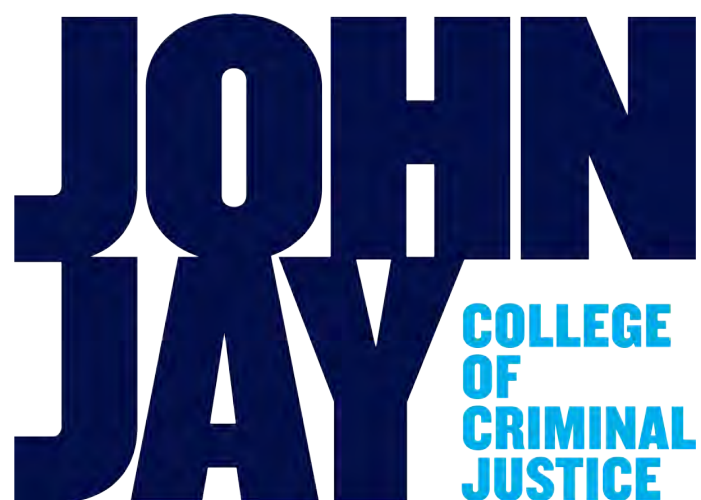
3. Special Committees

[a. 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.] Reserved

II. Amendments

The Bylaws may be amended by a two-thirds vote of members of the College Council present and voting at a regular meeting of the College Council, as long as there is at least an absolute majority of affirmative votes. Any amendment to the Bylaws shall be proposed and discussed at a regular meeting of the College Council and shall be voted on at the next regular meeting of the College Council.



**College Council
Membership**

&

**College Council
Committees**

2022-2023

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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. Interim Provost and Vice President for Academic Affairs | Allison Pease |
| 3. Vice President and Chief Operating Officer | Mark Flower |
| 4. Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| 5. Interim Dean of Student Academic Engagement and Retention | Janice Johnson-Dias |
| 6. Interim Dean of Academic Programs | Andrew Sidman |

- 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. Angela Crossman	2. Anthony Carpi
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Faculty

Full-time faculty elected from each academic department:

- | | |
|--|-------------------------|
| 7. Africana Studies | Jessica Gordon-Nembhard |
| 8. Anthropology | Anru Lee |
| 9. Art & Music | Thalia Vrachopoulos |
| 10. Communications & Theatre Arts | Elton Beckett |
| 11. Counseling and Human Services | Joseph Maldonado |
| 12. Criminal Justice | Sung-Suk (Violet) Yu |
| 13. Economics | Zhun Xu |
| 14. English | Jonathan Gray |
| 15. History | Ray Patton |
| 16. Interdisciplinary Studies | Amy Green |
| 17. Latin American & Latinx Studies | Brian Montes |
| 18. Law, Police Science & Criminal Justice | Serguei Cheloukhine |
| 19. Library | Maureen Richards |
| 20. Mathematics & CS | Raisa Castillo |
| 21. Modern Language & Literature | Silvia Dapia |
| 22. Philosophy | Catherine Kemp |
| 23. Political Science | Janice Bockmeyer |
| 24. Psychology | Veronica Johnson |
| 25. Public Management | Adam Wandt |
| 26. Sciences | Peter Diaczuk |
| 27. Security, Fire & Emergency Management | Susan Pickman |
| 28. SEEK | Robert Robinson |
| 29. Sociology | Liza Steele |

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

- | | |
|---------------------|------------------------|
| 30. English | Karen Kaplowitz |
| 31. History | Jonathan Epstein |
| 32. Law, PS and CJA | Maria (Maki) Haberfeld |

- | | |
|-----------------------|---------------------|
| 33. Law, PS and CJA | Heath Grant |
| 34. Public Management | Warren (Ned) Benton |
| 35. Sciences | Francis Sheehan |
| 36. Sciences | Frank Chen |

- 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. Edward Kennedy	5. Vacant
2. Marie-Helen Maras	6. Vacant
3. Emily Haney-Caron	7. Vacant
4. Mohammed Islam	8. Vacant

Higher Education Officers elected by the Higher Education Officers Council:

- 37. Catherine Alves
- 38. Alisa Thomas
- 39. Rulisa Galloway-Perry
- 40. Janet Winter

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

1. Helen Keier	2. Jennifer Lorenzo
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Students

- | | |
|---|--------------------|
| 41. President of the Student Council | Yusuf Khaled |
| 42. Vice President of the Student Council | Kelvin Pineda |
| 43. Treasurer of the Student Council | Savannah Smith |
| 44. Secretary of the Student Council | Shania Roseborough |
| 45. Elected At-Large Representative | Myrwaldy Lucien |
| 46. Elected graduate student representative | Vacant |
| 47. Elected senior class representative | Samuel Ajao |
| 48. Elected junior class representative | Hazel Ortega |
| 49. Elected sophomore class representative | Andy Rafael Veras |
| 50. Elected freshman representative | Jamella Richmond |

- 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. Vacant	3. Vacant
2. Vacant	4. Vacant

College Council Interim Executive Committee

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

- | | |
|--|---------------------|
| • President (Chairperson) | Karol Mason |
| • Interim Provost and Vice President for Academic Affairs | Allison Pease |
| • Vice President and Chief Operating Officer | Mark Flower |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice-President of the Faculty Senate | Karen Kaplowitz |
| • Two (2) other members of the Faculty Senate | |
| 1. Marie-Helen Maras | |
| 2. Francis Sheehan | |
| • President of the Higher Education Officers Council | Catherine Alves |
| • Vice-President of the Higher Education Officers Council | Vacant |
| • President of the Student Council | Yusuf Khaled |
| • Vice-President of the Student Council | Kelvin Pineda |

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

Executive Committee of the College Council

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

The Executive Committee shall consist of the following members:

- | | |
|--|---------------|
| • President (Chairperson) | Karol Mason |
| • Interim Provost and Vice President for Academic Affairs | Allison Pease |
| • Vice President and Chief Operating Officer | Mark Flower |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |

Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i

1. Warren (Ned) Benton
2. Karen Kaplowitz
3. Heath Grant
4. Amy Green
5. Marie-Helen Maras
6. Francis Sheehan
7. Adam Wandt

- Two (2) higher education officers
 1. Catherine Alves
 2. Helen Keier
- Three (3) students
 1. Kelvin Pineda
 2. Yusuf Khaled
 3. Myrwaldy Lucien

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:

- | | |
|---|-----------------------|
| • Interim Dean of Academic Programs (Chairperson) | Andrew Sidman |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • Associate Dean of Academic Programs | Katherine Killoran |
| • Assistant Vice President for Enrollment Management and Senior Registrar | Daniel Matos |
| • The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years | |
| 1. Africana Studies | Teresa Booker |
| 2. Anthropology | Edward Snajdr |
| 3. Art and Music | Roberto Visani |
| 4. Communication & Theater Arts | Marsha Clowers |
| 5. Counseling and Human Services | Ma'at Lewis |
| 6. Criminal Justice | Valerie West |
| 7. Economics | Jay Hamilton |
| 8. English | Madhura Bandyopadhyay |
| 9. History | David Munns |
| 10. Interdisciplinary Studies Program (ISP) | Gerry Markowitz |
| 11. Latin American & Latinx Studies | Lisandro Perez |
| 12. Law, Police Science & CJA | Beverly Frazier |
| 13. Library | Maria Kiriakova |
| 14. Mathematics & Computer Science | Genesis Alberto |
| 15. Modern Languages & Literatures | Cristina Lozano |
| 16. Philosophy | Sergio Gallegos |
| 17. Political Science | Jennifer Rutledge |
| 18. Psychology | Kelly McWilliams |
| 19. Public Management | Judy-Lynne Peters |
| 20. Sciences | Daniel Yaverbaum |
| 21. Security, Fire & Emergency Management | Robert Till |

- 22. SEEK
- 23. Sociology

Virginia Diaz-Mendoza
Henry Pontell

- 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. Asma Sajid
 2. Gabrielle Taylor
 3. Joe Rivera

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:

- Interim Assistant Vice President and Dean of Students (Chairperson) Danielle Officer
- Director of Athletics Catherine Alves
- Senior Director for Student Affairs Vacant
- Two (2) members of the faculty
 1. Genesis Alberto
 2. Nicole Elias
- Six (6) students
 1. Jamella Richmond
 2. Jeff Mathew
 3. Tiffany Rodriguez
 4. Rich Verdi
 5. Andy Veras
 6. Victor Morel

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. Marsha Clowers
 2. Stephen Russell
 3. Toy-Fung Tung

- 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. Ali Kocak
 2. Heath Grant
 3. Jennifer Holst
 4. Jose Olivo
 5. Shilpa Viswanath
 6. Thomas Kubic

- 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. Maria Vidal
 2. Kseniya Kosmina
 3. Helen Keier
 4. Shakia Brown
 5. Yaritma Cabral
 6. Angel Polanco

- 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. Tiffany Rodriguez
 2. Yarik Munoz
 3. Vacant
 4. Vacant
 5. Vacant
 6. Vacant

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

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

Committee on Faculty Personnel

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

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

- President (Chairperson) Karol Mason
- Interim Provost and Vice President for Academic Affairs Allison Pease
- Interim Dean of Faculty Angela Crossman
- Interim Dean of Academic Programs Andrew Sidman
- 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 Claudia Calirman
 4. Communication and Theater Arts Sandra Lanzone
 5. Counseling and Human Services Katherine Stavrianopoulos
 6. Criminal Justice Evan Mandery
 7. Economics Geert Dhondt
 8. English Jean Mills
 9. History Michael Pfeifer
 10. Interdisciplinary Studies Susannah Crowder
 11. Latin American and Latinx Studies Lisandro Perez
 12. Law, Police Science, and Criminal Justice Administration Maria (Maki) Haberfeld
 13. Library Ellen Sexton
 14. Mathematics and Computer Science Douglas Salane
 15. Modern Languages and Literatures Vicente Lecuna
 16. Philosophy Jonathan Jacobs
 17. Political Science Susan Kang
 18. Psychology Daryl Wout
 19. Public Management Warren Eller
 20. Sciences Shu Yuan (Demi) Cheng
 21. Security, Fire and Emergency Management Robert Till
 22. SEEK Erica King-Toler
 23. Sociology Robert Garot
- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
 1. Majumdar, Nivedita
 2. Barberet, Rosemary
 3. Grant, Heath
- 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. Mckible, Adam
 2. Shaprio, Lauren
 3. Thompson, Denise
- 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. Gabrielle Taylor
 2. Rebecca Ghion

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 |
| • Interim Provost and Vice President for Academic Affairs | Allison Pease |
| • Vice President and Chief Operating Officer | Mark Flower |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • Interim Associate Provost for Institutional Effectiveness | Nancy Velazquez-Torres |
| • Assistant Vice President for Administration | Oswald Fraser |
| • Interim Dean of Academic Programs | Andrew Sidman |
| • Interim Associate Provost for Strategy and Operations | Kinya Chandler |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Vice President for Institutional Advancement | Ketura Parker |
| • Business Manager | Ajisa Dervisevic |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • Two (2) members chosen by the Faculty Senate <ol style="list-style-type: none"> 1. Marie-Helen Maras 2. Raymond Patton | |
| • Chairperson of each academic department <ol style="list-style-type: none"> 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 | Teresa Booker
Ed Snadjr
Claudia Calirman
Sandra Lanzone
Katherine Stavrianopoulos
Evan Mandery
Geert Dhondt
Jean Mills
Michael Pfeifer |

- | | |
|--|------------------------|
| 10. Interdisciplinary Studies | Susannah Crowder |
| 11. Latin American and Latinx Studies | Lisandro Perez |
| 12. Law, Police Science, and Criminal Justice Administration | Maria (Maki) Haberfeld |
| 13. Library | Ellen Sexton |
| 14. Mathematics and Computer Science | Douglas Salane |
| 15. Modern Languages and Literatures | Vicente Lecuna |
| 16. Philosophy | Jonathan Jacobs |
| 17. Political Science | Susan Kang |
| 18. Psychology | Daryl Wout |
| 19. Public Management | Warren Eller |
| 20. Sciences | Shu Yuan (Demi) Cheng |
| 21. Security, Fire and Emergency Management | Robert Till |
| 22. SEEK | Erica King-Toler |
| 23. Sociology | Robert Garot |
| • President of the Higher Education Officers Council | Catherine Alves |
| • Two (2) higher education officer representatives | |
| 1. Justin Barden | |
| 2. Vacant | |
| • President of the Student Council or designee | Yusuf Khaled |
| • Treasurer of the Student Council or designee | Savannah Smith |
| • Additional student representative | Kelvin Pineda |
| • Additional student representative | Shania Roseborough |
| • Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees. | |
| 1. Anthony Chambers | |
| 2. Vacant | |

Financial Planning Subcommittee

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College's Annual Financial Plan. 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 |
| • Interim Provost and Vice President for Academic Affairs | Allison Pease |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • One (1) representative chosen by the Faculty Senate | Maki Haberfeld |
| • Chair of the Council of Chairs | Robert Garot |
| • Vice Chair of the Council of Chairs | Jean Mills |
| • One (1) representative chosen by the Council of Chairs | Robert Till |
| • Chair of the Higher Education Officers Council | Catherine Alves |
| • Student representative | In-deria Barrows |
| • Student representative | Vacant |

The Interim Associate Provost of Strategy and Operations, Kinya Chandler, and the Business Manager, Ajisa Dervisevic 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:

- Interim Provost and Vice President for Academic Affairs (Chairperson) Allison Pease
- Interim Associate Provost for Institutional Effectiveness Nancy Velazquez-Torres
- 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. Vacant
- Chair of the Council of Chairs Robert Garot
- Two (2) representatives chosen by the Council of Chairs
 1. Demi Cheng
 2. Evan Mandery
- President of the Higher Education Officers Council Catherine Alves
- Two (2) student representatives:
 1. Joe Rivera
 2. Anthony Thomas

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

Committee on Graduate Studies

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

- Interim Dean of Academic Programs (Chairperson) Andrew Sidman
- Vice President for Enrollment Management and Student Affairs Brian Kerr
- Interim Assistant Vice President and Dean of Students Danielle Officer
- Chief Librarian Ellen Sexton
- Graduate Program Directors

- | | |
|--|-----------------------|
| 1. Criminal Justice, MA | Sung-Suk (Violet) Yu |
| 2. Digital Forensics and Cybersecurity, MS | Shweta Jain |
| 3. Economics, MA | Ian Seda |
| 4. Emergency Management, MS | Charles Jennings |
| 5. Forensic Mental Health Counseling, MA | Chitra Raghavan |
| 6. Forensic Psychology, MA | Abbie Tuller |
| 7. Forensic Psychology (BA/MA) | Rebecca Weiss |
| 8. Forensic Science, MS | Mechthild Prinz |
| 9. Human Rights, MA | Charlotte Walker-Said |
| 10. International Crime and Justice, MA | Gohar Petrossian |
| 11. MPA: Inspection and Oversight | Denise Thompson |
| 12. Protection Management, MS | Robert Till |
| 13. MPA: Public Policy and Administration | Yi Lu |
| 14. Security Management, MS | Alexander Alexandrou |
- Two (2) graduate students
 1. Rebecca Ghion
 2. Shania Roseborough

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. Christopher Herrmann
 3. Daniel Yaverbaum
 4. Sung-Suk (Violet) Yu
- Two (2) students
 1. Joe Rivera
 2. Marcela Diaz

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:

- | | |
|--|----------------|
| • Interim Provost and Vice President for Academic Affairs
(Chairperson) | Allison Pease |
| • Interim Associate Provost of Strategy and Operations | Kinya Chandler |

- President of the Faculty Senate
 - Vice President of the Faculty Senate
 - 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
- Warren (Ned) Benton
 Karen Kaplowitz

 Teresa Booker
 Ed Snadjr
 Claudia Calirman
 Sandra Lanzone
 Katherine Stavrianopoulos
 Evan Mandery
 Geert Dhondt
 Jean Mills
 Michael Pfeifer
 Susannah Crowder
 Lisandro Perez
 Maria (Maki) Haberfeld
 Ellen Sexton
 Douglas Salane
 Vicente Lecuna
 Jonathan Jacobs
 Susan Kang
 Daryl Wout
 Warren Eller
 Shu Yuan (Demi) Cheng
 Robert Till
 Erica King-Toler
 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:

- Dean of Student Academic Engagement and Retention
(Chairperson)
 - Coordinators of Undergraduate Majors
 1. Anthropology
 2. Applied Mathematics: Data Science & Cryptography
 3. Cell & Molecular Biology
 4. Computer Science and Information Security
 5. Criminal Justice (B.A.)
 6. Criminal Justice (B.S.)
 7. Criminal Justice Management
 8. Criminology
 9. Deviance, Crime and Culture
 10. Dispute Resolution Certificate
 11. Economics
 12. English
 13. Emergency Services Administration
- Janice Johnson-Dias

 Shonna Trinch
 Hunter Johnson, Michael Puls
 Jason Rauceo
 Kumar Ramansenthil
 Evan Mandery
 Christopher Herrmann
 Henry Smart
 Andrew Karmen
 Marta-Laura Haynes
 Maria Volpe
 Jay Hamilton
 Paul Narkunas
 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	Olivera Jokic
19. Global History	Matt Perry
20. Humanities and Justice	Allison Kavey
21. Human Services and Community Justice	Katherine Stavrianopoulos
22. International Criminal Justice	Veronica Michel
23. Latin American and Latinx Studies	Brian Montes
24. Law and Society	Jennifer Rutledge, Michael Yarbrough, Janice Bockmeyer, Katie Zuber*
25. Library	Karen Okamoto
26. Philosophy	Catherine Kemp
27. Police Studies	John Shane, Arthur Storch
28. Political Science	Jennifer Rutledge, Michael Yarbrough, Janice Bockmeyer, Katie Zuber*
29. Public Administration	Glenn Corbett
30. Security Management	Hung-Lung Wei
31. Sociology	David Green
32. Spanish	Cristina Lozano Arguelles
33. Toxicology	Shu-Yuan Cheng

*Co-coordinators

Committee on Honors, Prizes and Awards

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

- Vice President for Enrollment Management and Student Affairs (Chairperson) Brian Kerr
- Interim Assistant Vice President and Dean of Students Danielle Officer
- Senior Director for Student Affairs Vacant
- Three (3) full-time members of the faculty
 1. Mohammed Islam
 2. Peter Mameli
 3. Kevin Wolff
- 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. Myrwaldy Lucien
 2. Anthony Thomas
 3. Folusho Adeoti

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



*Andrew H. Sidman, Ph.D.
Interim Dean of Academic Programs
Professor of Political Science
524 West 59th Street
New York, NY 10019
asidman@jjay.cuny.edu
212.237.8179*

TO: The John Jay College Community
FROM: Andrew H. Sidman, Interim Dean of Academic Programs
DATE: March 14, 2023
SUBJECT: Distance Education Format for the Criminal Justice, B.S. Degree

Included with this memorandum is our application to add the distance education format to our Bachelor of Science degree in Criminal Justice (Institutional Theory and Practice). This is part of the development of what will be John Jay's first fully online, undergraduate degree. I offer this memo to contextualize what you see in the application and our decision to launch this degree in the fall.

Early in my tenure as Interim Dean, the Provost and I spoke about the possibility of an online "completion" degree for CJBS. The idea was to create a fully online degree that students could complete after earning a degree in Criminal Justice online at community college. A few of our community college partners are developing this online degree. This work started slowly, but was accelerated by the launch of CUNY Online. CUNY Online is a framework in its infancy and our interactions with that office have highlighted how far along we actually are in developing online programs at the college, which is something we have done at the graduate level for nearly a decade.

In creating this degree, we have been guided by two principles. First, the curriculum needs to be well-designed and engaging. Second, the students need to be supported through their academic journey. On the first point, CJBS seemed an obvious first degree for us to launch. It is our largest major. The college has hired faculty in the department creating capacity to accommodate more students. A degree in Criminal Justice from John Jay College would (eventually) be attractive to online students around the world. Most importantly, the courses we are including have been selected because they have gone through a rigorous design process. The Online CJBS consists of courses designed through our Department of Online Education & Support, supported through funding from the Online Excellence Project. As of now, enough courses have been developed, or will be by the summer, that a student starting in the fall could complete the major. This is a credit to the hard work of the faculty in Law, Police Science & Criminal Justice Administration and our instructional design team. In addition to having these well-designed courses, I am working on an assessment of our online course offerings from last fall. It is my hope that these assessments will show us the conditions under which online courses can produce student learning outcomes as good as we observe in traditional courses.

The second principle, student support, led to the selection of the target population for this pilot program. For the coming year, we are making the online degree available only to CUNY Justice

Academy (CJA) students. CJA students receive support and advising as they are completing their degree in community college and as they transfer to John Jay. This reduces the upfront needs we have for student support. This is also a population of students we tend to have significant knowledge about when they transfer. That knowledge, coupled with several check-ins during the academic year, will allow us to identify the infrastructure and personnel we need to add to support online students at various stages of their academic journey whether they are from within or outside of CUNY.

To address the obvious, it is my hope that this online degree will attract students. This is crucial given the enrollment challenges John Jay and CUNY, indeed all of higher education in the U.S., expect to face in the coming years. We can, however, attract new populations of students, like adults returning to complete their degrees, while giving those students the best academic experiences we can provide. Independent of enrollment issues, this is a degree we should offer. It will eventually enable us to share our well-developed expertise in criminal justice with a broader population of students interested in related careers. It is also my hope that our experiences with this program foster the development of additional programming. I do not see John Jay becoming a college with a large array of online undergraduate programs. Far from it. As with Criminal Justice, however, I see the opportunity to share our knowledge and our mission far beyond our four walls. And I am always happy to talk with anyone interested in having these conversations.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew H. Sidman". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Andrew H. Sidman



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Application to Add the Distance Education Format To a New or Registered Program¹



This application should NOT be used to add the Distance Education Format to the following types of programs or proposals:

- Programs Preparing Teachers, Educational Leaders, and Other School Personnel

The application materials for those types of proposals can be found at:

<http://www.nysed.gov/college-university-evaluation/register-or-change-program>

Doctoral programs: please [contact](#) the Office of College and University Evaluation.

Directions for submission of application:

1. For an application to add the distance education format to an **existing general academic (non-licensure) program**:

Create a **single** PDF document that includes the following completed forms:

- Application to Add the Distance Education Format
- CEO (or Designee) Approval Form

Attach the PDF document to an e-mail and send to:

OCURevAdmin@nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail:

Institution Name, Distance Education Format, Degree Award, and Program Title

E.g., Subject: AAA College, Distance Education Format, Master of Science, English Literature

2. For an application to add the distance education format to a **proposed general academic (non-licensure) program**:

Complete the form and include it in the application PDF document.

3. For proposals to add distance education to a proposed or existing program in a **licensed profession** or a related field, complete this distance education form but submit it to the [Office of the Professions](#).

¹ CUNY and SUNY institutions: contact System Administration for application submission process.
March 2015, accessible 11/29/2018

Task 1 Institution and Program Information: Complete this task for applications to add the distance education format to an existing program.

Institution Information	
Institution Name: Institution Code (6 digits): <i>The name and code of the institution should reflect the information found on the Inventory of Registered Programs</i>	City University of New York-John Jay College of Criminal Justice 333000
Institution Address:	524 W. 59 th St.
City:	New York
State/Country:	NY
Zip:	10019
Regents Regions:	New York City Region
Specify campus(s) of the institution where program is offered, if other than the main campus: <i>The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs</i>	Main campus
Specify any other additional campus(s) where the program is offered besides the ones selected above:	N/A
If any courses will be offered off campus, indicate the location and number of courses and credits:	N/A
If the program will be registered jointly with another institution, please provide the partner institution's name:	N/A

Program Information for Existing Programs: <i>Program information should reflect the information found on the Inventory of Registered Programs</i>	
Program Code: (for registered programs only)	02536 (BS); 35817 (MHC); 20700 (BS/MA); 32357 (BCC); 33085 (BMCC); 32247 (HCC); 32563 (KBCC); 32568 (LGCC); 32344 (QBCC)
Program Title:	Criminal Justice (Institutional Theory and Practice) (including our BS/MA joint degree in Criminal Justice and NYSED registered joint degrees with six CUNY community colleges for the AA/AS in Criminal Justice to our BS in Criminal Justice).
Degree Award:	BS; and BS/MA
HEGIS code:	2105.00

Contact Information	
Name of contact person	Katherine Killoran
Title of contact person:	Associate Dean of Academic Programs
Telephone	212-237-8263
Fax:	
Email:	killoran@jjay.cuny.edu

Instructions	
Guidance for this task can be found by clicking here: Review Process for Approval of Programs in the Distance Education Format	
1. Anticipated enrollment in distance program	
Initial Enrollment: 120	Maximum by year 3: 500
2. Program Information	
a). Term length (in weeks) for the distance program: 15 weeks	
b). Is this the same as term length for the classroom program? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
c). How much “instructional time” is required per week per credit for a distance course in this program (do not include time spent on activities that would be done outside “class time”, such as research, writing assignments, or chat rooms)	
Answer: 1 hour per week per credit, 3 hours per week for 3 credit course.	
d). What proportion of the program will be offered in Distance Education format?	
Answer: 100 percent – though we will continue to offer the full program in person - with day and evening offerings.	
e). What is the maximum number of students who will be enrolled in an online course section?	
Answer: 30	

Part A: Institution-wide Issues: Submit this part for the **first** Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.

Part A is not needed, John Jay College has already been approved to offer Distance Learning programs.

I. Organizational Commitment

- Describe your institution’s planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences.

Answer: N/A

- Describe your institution’s resources for distance learning programs and its support services to ensure their effectiveness. What course management system does your institution use?

Answer: N/A

- Describe how faculty are trained and supported in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train faculty, or are otherwise in charge of online education.

Answer: N/A

4. If your institution uses courses or academic support services from **another provider**, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.

Answer: N/A

5. Does your institution have a clear **policy on ownership of course materials** developed for its distance education courses? How is this policy shared with faculty and staff?

Answer: N/A

II. Learner Support

1. Describe how your institution provides distance students with **clear information** on:

- Program completion requirements, including which courses, if any, **must** be taken in an on-ground, face-to-face format
- The nature of the learning experience
- Any specific student background, knowledge, or technical skills needed
- Expectations of student participation and learning
- The nature of interaction in the courses.
- Any technical equipment or software required or recommended
- Scheduling of online and on-ground sections of the same course

Answer: N/A

2. Describe how your institution provides distance learners with adequate **academic and administrative support**, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?

Answer: N/A

3. Describe how **administrative processes** such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.

Answer: N/A

4. What **orientation** opportunities and resources are available for students of distance learning?

Answer: N/A

Part B: Program-Specific Issues: Submit this part for **each new request** to add Distance Education Format to a registered program.

III. Learning Design

1. How does your institution ensure that the **same academic standards and requirements** are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

Answer: This program will offer distance Education format versions of courses already taught on-campus. Distance education students will register for the fully online section of each course, based on enrollment availability. John Jay College-CUNY Guidelines and Standard Practices for Online Learning guarantees the quality of online offerings is equivalent and consistent with any other academic offering of our institution. The program will ensure the same academic standards and requirements by following the same educational processes and procedures regardless of the instructional delivery method. The procedures for determining

the faculty who will teach distance format courses will be the same as in-person courses. Online teaching training will be required. In addition, the expectations for high-quality academic experiences will be the same. The course goals and learning objectives will be the same too, regardless of the modality. Required course and program reviews and evaluations by the Department of Law, Police Science and Criminal Justice Administration will ensure the same standards and requirements are applied to Distant Education format. To do so, syllabi for each course will follow the same assessment categories, and the same rubrics will be used for evaluation.

2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements?**

Answer: Yes, course offerings will align with the requirements of the program. All required courses will ultimately be offered every semester and during summer sessions for the online program. A selection of courses from the Diversity and Distribution Areas will be offered every semester as well. The Department of Law, Police Science and Criminal Justice Administration oversees the course matrix and schedule to ensure that course offerings are varied and inclusive of required courses for completion of the degree in a timely manner. General education course offerings will be overseen by our Director of General Education and Educational Partnerships. Through our Online Excellence Project many general education courses have been designed for online delivery adhering to SUNY's OSQR rubric (Online Course Quality Review Rubric).

See attached Sample Program of Study Tables for the BS in Criminal Justice (Institutional Theory and Practice) for both Freshmen and transfers with associate degrees in criminal justice.

Our online program will begin with a cohort of students who transfer to John Jay with the Associates Degree in Criminal Justice. A sample program of study for the latter two years of study is also included below. Students in the fully online program will take 12 credits each Fall and Spring Semesters with six credits in each summer.

3. How do faculty ensure that **the technological tools used in the program are appropriate for the content and intended learning outcomes?**

Answer: Faculty members at John Jay College-CUNY use a common learning management system with standard tools that support class communication and content delivery. New versions of tools are reviewed and piloted periodically. Training and support documentation are provided to faculty. Blackboard is regularly updated. Training and interactive workshops on best practices using updated features are routinely offered every semester. In addition, each course section in the Program has been developed by full-time faculty working with an instructional designed from our Department of Online Education and Support, with the latest technological tools. The course shells have been assessed for compliance with best practices in distance learning by the Department of Online Education and Support.

4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

Answer: Faculty members at John Jay College CUNY use our common learning management system with standard communication capabilities for student-to-faculty and student-to-classmate interaction. All professors teaching in this program are experienced in the distance learning format, with particular attention to appropriate and flexible interaction.

5. How do faculty teaching online courses verify that students are doing their own work?

Answer: John Jay College-CUNY has systems in place to verify the identity of students in compliance with recommendations from the Middle States Association of Colleges and Schools. Blackboard requires all students to sign on with an individual account and secure password. Our student information system only

permits access to courses from students officially registered in these courses. Additional efforts that support authentic coursework include a University policy on Academic Integrity that students are held to and course design principles that employ multiple and alternative means of assessment as determined by the faculty member.

IV. Outcomes and Assessment

1. Distance learning programs are expected to produce the **same learning outcomes** as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

Answer: All programs and courses, in-person, hybrid, or online, are subject to the same processes and procedures for developing and approving learning outcomes. Instructors design outcomes in coordination with the program coordinator and Department curriculum committee, following accreditor recommendations when appropriate. Learning outcomes are available in the Undergraduate Bulletin and are included on all course syllabi including online course syllabi. Departmental and college curriculum committees approve the program outcomes. Courses will use the OSQR rubric (Online Course Quality Review Rubric) developed by SUNY and adopted by John Jay College. This rubric includes assessment of overview and general information, technology and tools, design and layout, content and activities, interaction, and assessment and feedback.

2. Describe how the **means chosen for assessing student learning** in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Answer: Assessment and evaluation methods are selected by the faculty members, in conjunction with the program coordinator and departmental assessment coordinator, in compliance with the department and college requirements, to align with the learning objectives for the course. This is consistent with traditional in-person courses at John Jay College-CUNY. Faculty members use the means most appropriate for their course, and this often includes multiple methods, including graded discussion, presentations, practices, writing assignments, projects, quizzes and exams. John Jay follows the best practices for assessing student learning in an online environment.

V. Program Evaluation

1. What process is in place to monitor and **evaluate the effectiveness** of the distance learning program on a regular basis?

Answer: Distant Education courses will be evaluated using the same academic processes as traditional in-person courses and programs. Student course evaluations will be reviewed every semester. Teaching observations are required, as per John Jay College and CUNY requirements. Course effectiveness will also be measured as part of a regular ongoing academic program review process including annual assessment of student learning and our 5-Year Academic Program review (including a self-study and a site visit by external evaluators).

2. How will the evaluation results will be used for **continuous program improvement**?

Answer: The semester review process emanating from students and faculty evaluations, along with the ongoing program self-study and assessment, will yield information to adjust and improve the courses as appropriate. Students in the fully online program will be invited to give feedback in a variety of ways including surveys and focus groups.

3. How will the evaluation process assure that the **program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?**

Answer: The learning objectives for the distance education format courses and program will be identical to the traditional in-person versions and the online sections of courses we currently offer. Students will also be required to meet high standards. All students, courses, faculty, and programs are reviewed on an ongoing basis by the major coordinator in compliance with the Office of Academic Programs and Middle States to ensure that objectives are being implemented and met. In addition, the majors undergo self-evaluation every five years. This approach provides consistent rigor and breadth of the curriculum. John Jay regularly assesses our criminal justice curriculum against the program quality standards for criminal justice higher education established by the Academy of Criminal Justice Sciences.

CRIMINAL JUSTICE (BS) ONLINE TWO YEAR PLAN OF STUDY FOR ASSOCIATE DEGREE HOLDERS					
FALL 1	WINTER	SPRING 1	SUMMER 1	Legend	
300 level Justice Course (CO) 3		Learning from the Past (CO) 3	Elective or Minor 3	CO=College Option GE	
CJBS 250 (Major) 3		Part 2 Diversity Course 2 (Major) 3	Elective or Minor 3		
Part 2 Diversity Course 1 (Major) 3		Part 3 Distribution Category A (Major)** 3			
SOC 203 or LAW 203 (Major) 3		CJBS 300 (Major) 3			
Total Credits: 12		Total Credits: 12	Totals Credits 6		
FALL 2	WINTER	SPRING 2	SUMMER 2	Curriculum Summary	
CJBS 415 Capstone (Major) 3		Part 3 Distribution Category C (Major)** 3	Elective or Minor 3	Degree Type: BS	
Part 3 Distribution Category B (Major)** 3		Elective or Minor 3	Elective or Minor 3	Gen.Ed. Credits: 6	
Elective or Minor 3		Elective or Minor 3		Major Credits: 27	
Elective or Minor 3		Elective or Minor 3		Elective Credits: 27	
Total Credits: 12		Total Credits: 12	Totals Credits 6	Total Amount of Credits Needed to Graduate: 60	
<p>Note: This program of study is for students who enter the online program as Associates Degree holders. Only 6 additional credits of Gen Ed is required.</p> <p>Note: Students will complete at least 30 credits and 40% of the major in residency at John Jay College to earn the BS degree.</p> <p>Major Note: ** Part 3 requires two of three courses to be at the 300-level or higher.</p>					

CRIMINAL JUSTICE (BS) ONLINE FOUR YEAR PLAN OF STUDY						
FALL 1	WINTER	SPRING 1	SUMMER 1	Legend		
ENG 101 (English Comp 1 RC) 3		ENG 201 (English Comp 2 RC) 3	World Cult & Global Issues (FC) 3	RC=Required Core GE FC=Flexible Core GE CO=College Option GE		
MAT 108 Math & Quantitative Reasoning (RC) 3		Life & Physical Science (RC) 3	SOC 101 (Ind & Soc & Major) 3			
100 level Justice Course (CO) 3		POL 101 (U.S. Experience in its Diversity & Major) 3				
CJBS 101 (Major) 3		PSC 101 (Major) 3				
Total Credits: 12		Total Credits: 12	Total Credits 6			
FALL 2	WINTER	SPRING 2	SUMMER 2			
Creative Expression (FC) 3		Scientific World (FC) 3	Additional Flex Core Course 3			
COR 101 (Major) 3		SOC 203 (Major) 3	Communications (CO)* 3			
CJBS 250 (Major) 3		LAW 203 (Major) 3				
Elective or Minor 3		Elective or Minor 3				
Total Credits: 12		Total Credits: 12	Total Credits 6			
FALL 3	WINTER	SPRING 3	SUMMER 3			
Learning from the Past (CO) 3		300 level Justice Course (CO) 3	Elective or Minor 3			
CJBS 300 (Major) 3		Part 2 Diversity Course 2 (Major) 3	Elective or Minor 3			
Part 2 Diversity Course 1 (Major) 3		Part 3 Distribution Category A (Major)** 3				
Elective or Minor 3		Elective or Minor 3				
Total Credits: 12		Total Credits: 12	Totals Credits 6			
FALL 4	WINTER	SPRING 4	SUMMER 4	Curriculum Summary		
CJBS 415 (Major) 3		Part 3 Distribution Category C (Major)** 3	Elective or Minor 3	Degree Type: BS Gen.Ed. Credits: 42 Major Credits: 45 Elective Credits: 33 Total Amount of Credits Needed to Graduate: 120		
Part 3 Distribution Category B (Major)** 3		Elective or Minor 3	Elective or Minor 3			
Elective or Minor 3		Elective or Minor 3				
Elective or Minor 3		Elective or Minor 3				
Total Credits: 12		Total Credits: 12	Totals Credits 6			

Gen Ed Note: * Students who are not exempt from Foreign Language must take FL101 to satisfy the Additional Flex Core Course & FL102 to complete Communications.

Major Note: ** Part 3 requires two of three courses to be at the 300-level or higher.



DEGREE \ COURSE NAME	GEN ED Category	Status	YEAR COURSE DEVELOPED
ACC 250 Introduction to Accounting		Complete	2022
AFR 140 Intro to Africana Studies	WCGI	Complete	2022
ANT 101 Introduction to Anthropology	WCGI	Complete	2022
ANT 210 Sex and Culture	Ind & Soc	Complete	2022
ANT 328 Forensic Linguistics		Complete	2022
ANT 450 Major Works in Deviance and Social Control		Complete	2022
ART 111 Intro to Drawing	Communications	Complete	2022
ART 113 Digital Photography	Communications	Complete	2022
BIO 103 Modern Biology I	LPS stem variant	Complete	2022
BIO 104 Modern Biology II	LPS stem variant	Complete	2022
CHS 150 Foundations of Human Services Counseling		Complete	2022
CJBS 101 Introduction to the American Criminal Justice System		Complete	2022
CJBS 250 Research Methods and Statistics for Criminal Justice		Complete	2022
CJBS 300 Criminal Justice: Theory in Practice		Complete	2022
CJBS 415 Capstone		Complete	2022
COR 101 Introduction to Corrections		Complete	2022
COR 320 Race, Class and Gender in Correctional Context		Complete	2022
COR 415 Major Works In Corrections		Complete	2022
COR/PSC 230 Sex Offenders in the Criminal Justice System		In Progress	2022
CSCI 271 Introduction to Computer Science		Complete	2022
CSCI 272 Object-Oriented Programming		Complete	2022
CSL 260 Gender & Work Life		Complete	2022
ECO 101 Introduction to Economics and Global Capitalism	Ind & Soc	Complete	2022
ENG 201 Composition II	Required Core	Complete	2022
ENG 235 Writing for Management, Business and Public Administration		Complete	2022
ICJ 101 Introduction to International Criminal Justice		Complete	2022
ISP 334 Sex, Gender and Justice in Global Perspective	Justice Core II Global	Complete	2022
LAW 202 Law and Evidence		Complete	2022
LAW 203 Constitutional Law		Complete	2022
LAW 206 The American Judiciary		In Progress	2022
LAW 209 Criminal Law		Complete	2022

LAW 301 Jurisprudence		Complete	2022
MAT 108 Social Science Math	Required Core	Complete	2022
MUS 101 Introduction to Music	Creative Expression	Complete	2022
PAD 121 Information in Public Administration		Complete	2022
PAD 440 Problems in Public Administration		Complete	2022
PED 110 Personal and Public Health: Social Contexts, Private Choices	Ind & Soc	Complete	2022
PED 180 Stress Management		Complete	2022
PHI 231 Big Questions: Introduction to Philosophy	Ind & Soc	Complete	2022
POL 101 American Government & Politics	USED	Complete	2022
PSC 101 Introduction to Police Studies		Complete	2022
PSC 107 Introduction to Criminal Investigation		In Progress	2022
PSC 306 Police Work with Juveniles		Complete	2022
PSC 324 Police Use of Force: Legal, Theoretical and Practical Implications		Complete	2022
PSY 200 Cognitive Psychology		Complete	2022
PSY 311 Research Methods in Psychology (HYBRID)		Complete	2022
PSY 353 Theories of Personality		Complete	2022
PSY 370 Psychology and the Law		Complete	2022
PSY 430 Clinical Topics in Forensic Psychology		In Progress	2022
SOC 203 (also listed as CRJ 203) Criminology		Complete	2022
SOC 236 (also listed as CRJ 236) Victimology		Complete	2022
SPA 101 Introductory Spanish I	WCGI	Complete	2022
SPA 102 Introductory Spanish II	Communications	Complete	2022
ANT 110 Drug Use and Abuse	Ind & Soc	In Progress	2023
ANT 220 Language and Culture		In Progress	2023
ANT 230 Culture and Crime	WCGI	In Progress	2023
ANT 315 Systems of Law	Justice Core II: Global	In Progress	2023
ANT 340 Anthropology and the Abnormal		In Progress	2023
COR 201 Law and Institutional Treatment		In Progress	2023
COR 303 Comparative Correction Systems		In Progress	2023
CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I		In Progress	2023
CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II		In Progress	2023
CSL 250 Intimate Relationships: Love, Sex and Attachment	Ind & Soc	In Progress	2023
ECO 105 Understanding US Economic Data	USED	In Progress	2023
FIS 207 Water-Based Fire Suppression Systems		In Progress	2023

FIS 209 Hazardous Materials		In Progress	2023
LAW 313 The Law and Politics of Race Relations		In Progress	2023
LAW 401 Problems of Constitutional Development		In Progress	2023
PSC 201 Police Organization and Administration		In Progress	2023
PSC 202 Police and Diversity		In Progress	2023
PSC 235 Women in Policing		In Progress	2023
PSC 255 Research Methods in Policing		In Progress	2023
PSC 260 Evidence-Based/Problem-Oriented Policing		In Progress	2023
PSC 321 Police Ethics		In Progress	2023
PSC 393 Police & Media		In Progress	2023
PSC 401 Capstone Sem in Police Problems		In Progress	2023
SCI 112 Environmental Science: A Focus on Sustainability	LPS	In Progress	2023
SEC 107 Introduction to Cybercrime: Theories and Applications		In Progress	2023
SEC 217 Cybercrime Investigations		In Progress	2023
SOC 308 Sociology of Violence		In Progress	2023

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:** March 8, 2023
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Shonna Trinch
 - b. Email address of proposer: strinch@jjay.cuny.edu
 - c. Phone number: 646.557.4403
3. **Name of major, minor or certificate program being revised:** **Anthropology BA**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: **3/8/2023**
 - b. Name of department chair or major/minor coordinators approving this proposal:
Edward Snajdr (Chair), Shonna Trinch (Major Coordinator)
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

We are proposing to add **SSC 220: Writing in the Social Sciences** as an elective to this major, Part Three. Anthropology Electives. This will promote student success in advanced academic and professional writing situations.
6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)

By adding this course as a major elective, we will offer students the important opportunity to make degree progress while gaining valuable skills and practicing using research to write effectively in advanced disciplinary situations.

Students will develop critical thinking skills, sentence fluency, language mechanics, and knowledge of disciplinary writing conventions, which will help them succeed at writing in advanced coursework, capstone projects, and in internships and jobs after graduation.
7. **How do these proposed changes affect other academic programs or departments?**
 - a. Which program(s) or department(s) will be affected?

The Vertical Writing Program and Writing Across the Curriculum Program are enthusiastically supporting these courses being offered, as they are interdisciplinary

in nature and staffed by faculty across the college. This change is in accordance with the current WID initiative to offer transfer students and upperclassmen advanced writing courses that count towards their major progress.

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>)

We have consulted with representatives from our department, including our Major Coordinator, Chair, and/or Curriculum Committee, as well as with Program Directors for the Writing Across the Curriculum Program and Vertical Writing Program. We believe that the addition of this course as an elective in our major will help our students succeed in both their academic careers and beyond graduation.

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 below.

Anthropology, Bachelor of Arts (UG Bulletin 2022-23 w/revision)

The major in Anthropology provides students with a strong foundation in Cultural Anthropology and the perspectives and expertise it offers: knowledge of regions, peoples, cultures, international/global issues; skills to research, analyze, communicate, work and use information in global, cross-cultural settings; and the values of respect and concern for other cultures and peoples. The major also provides students experience in applying that knowledge to social problems that affect their own communities.

Learning Outcomes. Students will:

- Have a broad-based familiarity with the theories, positions, methodologies and topic areas that occupy the discipline of Anthropology.
- Develop a sense of the major historical trends in Anthropology from its origins to the present, including the discipline's distinctive concern with humankind in all its aspects, the culture concept, cultural relativism, and ethnocentrism among other foundational ideas, the historical role of anthropology in relation to the colonized world, and the application of anthropological knowledge to the solution of human problems in global, cross-cultural settings.
- Understand and appreciate diversity in all its dynamic complexity, exploring the subject both at the level of the individual and of whole societies.
- Present a considered written interpretation of a passage from a primary source anthropological text, laying out the main conclusion(s) and the argument(s) that the text advances, evaluating their significance in relation to other arguments and positions within anthropology, and presenting a critical analysis of the text.
- Carry out a research project (fieldwork-based or library-based) that includes formulating and justifying a research question, collecting and analyzing data, and articulating conclusions.
- Work in fields that require a nuanced perception of cultural difference; the ability to analyze, contextualize and interpret culture/cultural behaviors and beliefs; and the ability to integrate multiple threads of inquiry into a comprehensive whole.

Credits.

Anthropology Major: 36
 General education: 42
 Electives: 42
 Total Credits for BA Degree: 120

Coordinator. Professor Shonna Trinch, Department of Anthropology
 (212.237.8262, strinch@jjay.cuny.edu)

Advising information. [Anthropology Advising Resources Page](#) (including Sample Four Year Advising Plan)

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2018 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the [2017-18 Undergraduate Bulletin](#).

Foundational Course**Subtotal: 3 cr.**

Required.

ANT 101 Intro to Anthropology

Advisors recommendation: ANT 101 satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

Part One. Topical Core**Subtotal: 12 cr.****Required**

ANT 332 Race, Ethnicity, Class and Gender in Anthropological Perspective

Select Three.

ANT 208 Language and Culture

ANT 210/PSY 210 Sex and Culture

ANT 220 Language and Culture

ANT 315 Systems of Law, Justice and Injustice Across Cultures

Part Two. Methods and Theory Core**Subtotal: 12 cr.****Required**

ANT 305 Theory in Anthropology

ANT 325 Ethnographic Research Methods in Anthropology

ANT 327 Writing for a Multi-Cultural World: Ethnographic Writing

ANT 405 Senior Seminar in Anthropology

Part Three. Anthropology Electives**Subtotal: 9 cr.****Choose three**

ANT 212 Applied Anthropology

ANT 224/ PSY 224/SOC 224 Death, Dying and Society

ANT 228/ENG 228 Intro to Language

ANT 230 Culture and Crime

ANT 310/PSY 310/ SOC 310 Culture and Personality

ANT 317 Anthropology of Development

ANT 319 Anthropology of Global Health

ANT 324 Anthropology of Work

ANT 328/ENG 328 Forensic Linguistics

ANT 330 American Cultural Pluralism, Justice and the Law

ANT 347 Structural Violence & Social Suffering

ANT 380 Selected Topics in Anthropology

SSC 220 Writing in the Social Sciences

STA 250 Principles and Methods of Statistics

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:** 3/3/2023
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Michael Puls
 - b. Email address of proposer: mpuls@jjay.cuny.edu
 - c. Phone number: 212.237.8925
3. **Name of major, minor or certificate program being revised:**

Applied Mathematics 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: 3/3/23
 - b. Name of department chair or major/minor coordinators approving this proposal: Michael Puls, Samuel Graff, 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 are proposing to add ENG 253: Technical Writing in Computer Science, Math, and Science as a requirement in the Applied Math: Data Science and Cryptography major, Part One. Core Courses.

The proposed change will increase the number of required hours for the applied math major from 51-54 to 54-57.

This will promote student success in advanced academic and professional writing situations.

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

By adding this course as a major requirement, students will gain the vital opportunity to master valuable skills and practice using research to write effectively in advanced disciplinary situations. They will translate extremely technical mathematical concepts from their major into simple language, while preserving the complex content and learning to use academic research effectively to support conclusions.

Students will develop critical thinking skills, sentence fluency, language mechanics, and knowledge of disciplinary writing conventions, which will help them succeed at writing in advanced coursework, capstone projects, and in internships and jobs after graduation.

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

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

The Vertical Writing Program and Writing Across the Curriculum Program are enthusiastically supporting this course being added to the Applied Mathematics Majors.

Additionally, the English Department will staff the course appropriately as needed. This change is in accordance with the current WID initiative to offer transfer students and upperclassmen in all departments upper division writing courses that count towards their major progress.

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

We have consulted with representatives from the department, including our Major Coordinator, Chair, and/or Curriculum Committee, as well as with Program Directors for the Writing Across the Curriculum Program and Vertical Writing Program. We believe that the addition of this requirement in our major will help our students succeed at writing in their academic careers and beyond their graduation from John Jay College.

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 below

Applied Mathematics: Data Science and Cryptography, Bachelor of Science (UG Bulletin, 2022-23 w/revisions)

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

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

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

Learning Outcomes. Students will:

- Apply the principles of mathematical proof and deductive logic to prove level appropriate mathematical statements or create counterexamples within the context of the real number axioms and the axioms defining various algebraic structures.
- Apply the mathematical modeling process to modern problems in data science and cryptography for the purpose of analyzing large data sets and encrypting plain text or decrypting cipher text.
- Function effectively in an interdisciplinary team environment and express quantitative information effectively to others.

- Identify and adhere to the ethical constraints of respecting personal data privacy and evaluate and assess ethical standards for the application of cryptographic algorithms in contemporary contexts.

Credits Required.

Applied Mathematics: Data Science & Cryptography Major: ~~54-57~~ 51-54

General Education: 42

Electives: ~~21-24~~ 24-27

Total Credits Required for B.S. Degree: 120

Co-Coordinators. Professors Michael Puls (212-484-1178, mpuls@jjay.cuny.edu) and Hunter Johnson (212-237-8846, hujohnson@jjay.cuny.edu), Department of Mathematics and Computer Science.

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

Additional information. Students who enrolled for the first time at the College or changed to this major in September ~~2023~~ 2022 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the ~~2022-23~~ 2021-2022 Undergraduate Bulletin.

FOUNDATIONAL COURSES

SUBTOTAL: 0-3 CR.

May be required depending on mathematics placement

MAT 141 Pre-Calculus

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

PART ONE. CORE COURSES

SUBTOTAL: 17 14 CR.

Required

CSCI 171 The Nature of Computers and Computing

CSCI 172 Introduction to Data Analysis

MAT 151 Calculus I

MAT 152 Calculus II

ENG 253 Technical Writing in Computer Science, Math and Science

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

PART TWO. MATHEMATICS CORE COURSES

SUBTOTAL: 22 CR.

Required

MAT 253 Calculus III
 MAT 265 Elements of Mathematical Proof
 MAT 301 Probability & Mathematical Statistics I
 MAT 302 Probability and Mathematical Statistics II
 MAT 310 Linear Algebra
 MAT 341 Advanced Calculus 1
 MAT 351 Introduction to Ordinary Differential Equations

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

PART THREE. CONCENTRATIONS

SUBTOTAL: 9 CR.

Students must choose one concentration and complete three courses

Concentration A. Data Science

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

Learning outcomes for Data Science Concentration. Student will:

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

Required

CSCI 362 Databases and Data Mining
 MAT 367 Multivariate Analysis
 MAT 455 Data Analysis

Concentration B. Cryptography

Cryptography is the science of data security, both personal and institutional, and as such is also an important component of justice. In the Cryptography concentration, students will

learn to secure information which is achieved by assuring privacy as well as other properties of a communication channel, such as data integrity, authenticity, and non-reputability, depending upon the application. They will devise systems for companies to resist the unwarranted intrusions of hackers, to protect internal company and consumer data, and to act as consultants to research staff concerning the implementation of cryptographic and mathematical methods.

Learning outcomes for the Cryptography Concentration. Students will:

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

Required

CSCI 360 Cryptography and Cryptanalysis

MAT 410 Abstract Algebra

MAT 460 Mathematical Cryptography

PART FOUR. ELECTIVES

SUBTOTAL: 6 CR.

Choose two

CSCI 358 Machine Learning

CSCI 360 Cryptography and Cryptanalysis

CSCI 362 Databases and Data Mining

CSCI 376 Artificial Intelligence

CSCI 377 Computer Algorithms

CSCI 385 Faculty Mentored Research Experience in Computer Science

CSCI 421 Quantum Computing

MAT 352 Applied Differential Equations

MAT 354 Regression Analysis

MAT 361 Functions of a Complex Variable

MAT 365 The Mathematics of Signal Processing

MAT 367 Multivariate Analysis

MAT 371 Numerical Analysis

MAT 380 Selected Topics in Mathematics

MAT 385 Faculty Mentored Research Experience in Mathematics

MAT 410 Abstract Algebra

MAT 442 Advanced Calculus II

MAT 455 Data Analysis

MAT 460 Mathematical Cryptography

TOTAL CREDIT HOURS: 54-57 ~~51-54~~

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:** Wednesday, March 8, 2023.
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): David Shapiro
 - b. Email address of proposer: dshapiro@jjay.cuny.edu
 - c. Phone number: 212.393.6882.
3. **Name of major, minor or certificate program being revised:**

Fraud Examination and Financial Forensics BS
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: Wednesday, March 8, 2023.
 - b. Name of department chair or major/minor coordinators approving this proposal:
David Shapiro, Coordinator of FEFF major.
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

We are proposing to add **ENG 253: Technical Writing in Computer Science, Math, and Science** as an elective to this major in Part Four. Electives, Category B. Applied Electives.

This will promote student success in advanced academic and professional writing situations.

6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)
- By adding this course as a major elective (in Category B: Applied Electives), we will offer students the important opportunity to make degree progress while gaining valuable skills and practicing using research to write effectively in advanced disciplinary situations.
- Students will develop critical thinking skills, sentence fluency, language mechanics, and knowledge of disciplinary writing conventions, which will help them succeed at writing in advanced coursework, capstone projects, and in internships and jobs after graduation.

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

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

The Vertical Writing Program and Writing Across the Curriculum Program are enthusiastically supporting these courses being offered, as they are interdisciplinary in nature and staffed by faculty across the college. This change is in accordance with the current WID initiative to offer transfer students and upperclassmen advanced writing courses that count towards their major progress.

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>)

We have consulted with representatives from our department, including our Major Coordinator, Chair, and/or Curriculum Committee, as well as with Program Directors for the Writing Across the Curriculum Program and Vertical Writing Program. We believe that the addition of this course as an elective in our major will help our students succeed in both their academic careers and beyond graduation.

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 Below

Fraud Examination and Financial Forensics, Bachelor of Science (UG Bulletin 2022-23 w/revision)

The Fraud Examination and Financial Forensics major provides an interdisciplinary program of study that integrates knowledge of accounting principles and techniques with intellectual tools supplied from social science and other disciplines. The aim is to present a more comprehensive view of fraud that extends beyond the limited framework of any single disciplinary framework. Students will have ample opportunity to choose from among a variety of existing fraud-related courses while being required to learn the essential foundational competencies deemed necessary for entry into the anti-fraud professions.

Learning outcomes. Students will:

- Evaluate symptoms of fraud and conduct fraud risk assessments based on an evaluation of internal control structures.
- Effectively use technologies to locate, access, analyze, interpret and report on data using facts and appropriate statistical techniques.
- Develop an investigative methodology based on the fraud theory and using both inductive and deductive reasoning.
- Demonstrate knowledge of professional rules of conduct and ethical principles.
- Communicate findings of a forensic investigation clearly and accurately, both orally and in writing. This includes learning the opportunities and challenges posed by inter-professional and interdisciplinary communication and how to bridge professional frames of reference to facilitate interpersonal collaboration and communication among lawyers, accountants, law enforcement officers, and investigators. Students will also demonstrate some knowledge of each discipline's lexicon to aid communication among the various disciplines. Students will participate in an interdisciplinary team to develop a unique and creative pro-active fraud prevention program that incorporates and integrates their knowledge of law, criminology, the criminal justice system, and accounting.

Credits Required.

Fraud Examination Major: 57-60
Gen Ed: 42
Electives: 18-21
Total Credits Required for BS Degree: 120

Coordinator. Professor David M. Shapiro, Department of Public Management (212-393.6882, dshapiro@jjay.cuny.edu)

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

Advising resources. [Fraud Examination Major Advising Resources.](#) [Major Checklist.](#)

FOUNDATIONS

SUBTOTAL: 0-3 CR.

Required, depending on student's math placement

MAT 108 Social Science Math

Advisors note: MAT 108 satisfies the College Gen Ed Math and Quantitative Reasoning area. MAT 108 is the pre-requisite for statistics.

PART ONE. FOUNDATIONS**SUBTOTAL: 12 CR.****Required**

PHI 102 Ethical Foundations in Just Society

OR

PHI 210 Ethical Theory

ECO 101 Intro to Economics & Global Capitalism

SOC 101 Intro to Sociology

STA 250 Principles and Methods of Statistics

PART TWO. CORE ACCOUNTING COURSES**SUBTOTAL: 15 CR.****Required**

ACC 250 Intro to Accounting

ACC 260 Accounting Info Systems

ACC 270 Intermediate Accounting I

ACC 271 Intermediate Accounting II

ACC 308 Auditing

PART THREE. FRAUD AND FINANCIAL FORENSIC COURSES**SUBTOTAL: 18 CR.****Required**

ACC 265 Digital Forensics for the Fraud Examiner

ACC 302 Fraud Examination and Financial Forensics I

ACC 309 Fraud Examination and Financial Forensics II

ACC 405 Data Analysis for the Fraud Examiner

ACC 410 Seminar in Forensic Financial Analysis

Select one.

ECO 360/SOC 360 Corporate and White-Collar Crime

PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations

PART FOUR. ELECTIVES**SUBTOTAL: 12 CR.****Select four courses from the two areas below Category A Liberal Arts Electives and Category B Applied Electives. At least two courses must be from Category A.**

Note: Students should meet with their major coordinator/advisor before selecting which electives best meet their educational and career objectives. Students may choose to emphasize breadth (i.e., by choosing electives across different disciplines) or depth (i.e., by choosing a cluster of related courses)

Category A. Liberal Arts Electives

Select 2-4 courses

ANT 230 Culture and Crime

ART 230 Issues in Art and Crime

COM 113 Oral Communication

COM 218 Managerial Communication

ECO 315/PSC 315 An Economic Analysis of Crime

ECO 360/ SOC 360 Corporate and White-Collar Crime
 LAW 206 The American Judiciary
 PHI 231 Big Questions: Intro to Philosophy
 PHI 310/LAW 310 Ethics and Law
 PSY 101 Intro to Psychology
 PSY 372 Psychology of Criminal Behavior
 SOC 203 Criminology
 SOC 206 The Sociology of Conflict and Dispute Resolution

Category B. Applied Electives

Select 0-2 courses

ACC 251 Intro to Managerial Accounting
 ACC 380 Selected of Topics in Fraud Exam & Financial Forensics
 ACC 381-382 Accounting Internship
 ACC 383-384 Accounting Internship Intensive
 CSCI 270/SEC 270 Security of Computers and Their Data
 ECO 235 Finance for Forensic Economics
 ENG 235 Writing for Management, Business and Public Admin
ENG 253 Technical Writing in Computer Science, Math and Science
 LAW 202 Law and Evidence
 LAW 264/ ACC 264 Business Law
 PAD 343 Administration of Financial Resources
 PSC 107 Intro to Criminal Investigations

TOTAL CREDIT HOURS: 57-60

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:** 2/14/2023
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Demi (Shu-Yuan) Cheng
 - b. Email address of proposer: shcheng@jjay.cuny.edu
 - c. Phone number: 646-557-4637
3. **Name of major, minor or certificate program being revised:** Toxicology BS
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: Feb 2023
 - b. Name of department chair or major/minor coordinators approving this proposal:
Shu-Yuan Cheng
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

Due to the creation of the new Human Anatomy & Physiology 1 and 2 (BIO 375/376) sequence being offered and BIO 356 no longer being offered after Fall 2023, the Toxicology BS major is adding the new BIO375/376 sequence to Part Two. Toxicology core courses and removing BIO355.

Part Three Electives will be reduced by omitting the two Categories of electives and eliminating the courses from Category B (2-4 cr.).

These changes will result in a net increase in total credits of three (70-73) to earn the major. Students will still have 5-8 credits of free electives. In actuality, students will end up with an additional 6-12 credits of free electives since the major overlaps with the Gen Ed program significantly in the required math and science core and the Scientific World in the Flex Core. Students can use an additional major science course to satisfy the sixth 'additional' Flex Core course if they enter as freshmen and are exempt from foreign language.

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

(narrative format to go to CUNY and NYSED reports)

A two-semester sequence of Human Anatomy & Physiology, with laboratory, is a very common component of undergraduate biology and toxicology curricula because of its nature as a requirement for admission into so many graduate programs in the health sciences. The field of toxicology routinely requires knowledge of anatomy and physiology as it studies the effects of chemical, physical or biological agents on living organisms mostly focused on humans.

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

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

None

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>)

N/A

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 below.

Toxicology, Bachelor of Science (UG Bull 2022-23 w proposed revisions)

Toxicology is an interdisciplinary science that addresses the adverse effects of substances on living organisms caused by chemical, physical or biological agents. The field includes exposure assessment, hazard identification, dose-response analysis, risk characterization and risk management. Toxicologists have the critical responsibility of understanding the effect of exposure to harmful substances found in food, the environment, medicines, licit and illicit drugs and other sources, as well as that of publicizing information of relevance to the public. Through research and education, toxicologists can improve the health and safety of humans and other living organisms and protect the environment in which we live.

The major begins with the foundational science courses common to any degree in the chemical or life sciences: chemistry, biology, organic chemistry, calculus, and physics, with required laboratory work throughout. Then, students take a required core of courses that cover biochemistry, human **anatomy and** physiology, the basics of toxicology and its major sub-fields (environmental, biomedical, clinical). Students also select ~~one two~~ elective courses—they can focus on their interests and future career goals such as risk assessment, forensic toxicology, **and clinical toxicology** ~~genetics, microbiology, and inorganic chemistry~~. Finally, the major includes an advanced capstone experience which brings all of these courses together in the study of a specific research area in toxicology. Students in this major are well-prepared for a variety of careers and graduate programs including PhD programs in toxicology, the life sciences, medical school, and related professional degrees.

Learning Outcomes. Students who successfully complete the Toxicology major will be able to:

- Describe the distribution and the toxic mechanism of chemical, physical, and biological agents in the natural and occupational environment.
- Identify and describe the diseases or other adverse health effects that may result from exposure to toxic agents and the risk of those outcomes.
- Recognize regulatory and management considerations relative to toxic agents.
- Apply quantitative methods to measure the concentration or intensity of toxic agents.
- Explain and promote interventions to reduce or eliminate exposures to toxic agents.
- Interpret and analyze the information on the interaction of natural and man-made toxicants with people, and their impact on human health and disease.
- Assess and communicate risk of toxins affecting communities of varied racial, socioeconomic and geographic divisions.

Admission Requirements. Ideally, candidates for John Jay College science majors will meet the following criteria:

1. At least an 81 CAA (High School Academic Average); AND
2. 3 years of High School Math; AND
3. 3 years of High School Science; AND
4. Have taken High School Chemistry Regents OR High School Chemistry course.

Students who wish to transfer into the Forensic Science major must have earned at least 30 credits, have an overall GPA of at least 2.5, and a Math/Science GPA of 2.5 or higher in science major courses to be admitted. In addition, students must have taken Chemistry and Biology courses appropriate to

their class standing upon transferring. Students who transfer with less than 30 credits must meet the admissions standards listed above.

Credits Required.

Toxicology Major	<u>70-73</u> 67-73
General Education	42
Electives	<u>5-8</u> 5-11
Total Credits Required for B.S. Degree	120

Coordinator. Professors Shu-Yuan (Demi) Cheng (646-557-4637, shcheng@jjay.cuny.edu) and Marta Concheiro-Guisan (212-237-8492, mconcheiro-guisan@jjay.cuny.edu), Department of Sciences

Advising information. Toxicology Major Advising Resources including Sample Four Year Advising Plans. Major Checklist.

Admission requirements. Ideally, candidates for John Jay College science majors will meet the following criteria:

1. At least an 81 CAA (High School Academic Average); AND
2. 3 years of High School Math; AND
3. 3 years of High School Science; AND
4. Have taken High School Chemistry Regents OR High School Chemistry course.

Students who wish to transfer into the Forensic Science major must have earned at least 30 credits, have an overall GPA of at least 2.5, and a Math/Science GPA of 2.5 or higher in science major courses to be admitted. In addition, students must have taken Chemistry and Biology courses appropriate to their class standing upon transferring. Students who transfer with less than 30 credits must meet the admissions standards listed above.

Course information. Placement into BIO 103 and CHE 103 is determined by students' math preparation AND they must be majoring in Toxicology.

Note. At least two science courses **and one math** course count as STEM variants to satisfy the Common Core general education requirements. If students are exempt from the foreign language requirement, they can use an additional three credits of science towards the Common Core.

Depending on mathematics placement, students may need to take MAT 105 College Algebra and MAT 141 Pre-Calculus as prerequisites for the required calculus course, MAT 151 (formerly MAT 241). Either prerequisite course can satisfy the Required Core: Math and Quantitative Reasoning category of the Gen Ed program.

Honors option. To earn honors in the toxicology major, students must have completed the TOX 401 capstone or the FOS 402 research internship with a grade of B+ or higher, completed all requirements for the major and have earned at least a 3.5 cumulative GPA in courses above the 100-level in the major. Credit for courses required as prerequisites for major courses and transfer credits applied to the major will not be calculated into the major cumulative GPA. Students must have also earned at least a 3.2 overall cumulative GPA. This honor will be noted on the student's transcript.

Experiential learning opportunities. During their senior year students in the Toxicology program can participate in a variety of experiential learning opportunities. Students may enroll in the undergraduate research course, FOS 402, and participate in a faculty-sponsored laboratory research project. In addition, students may participate in a research experience associated with the capstone seminar course, TOX 401, which culminates in the presentation of original research at a poster session open to the public. In recent years, students have presented their findings at meetings such as the Environmental Club and the Health and Justice Forum.

MATHEMATICS FOUNDATION

SUBTOTAL: 0-3 CR.

Required depending on math placement

MAT 141 Pre-Calculus

Advisors recommendation: Depending on student's math placement, MAT 141 can satisfy the Required Core: Math and Quantitative Reasoning area of the Gen Ed program.

PART ONE. GENERAL SCIENCE FOUNDATION

SUBTOTAL: 41 CR.

Required

BIO 103 Modern Biology I

BIO 104 Modern Biology II

CHE 103 General Chemistry I

CHE 104 General Chemistry II

CHE 201 Organic Chemistry I

CHE 202 Organic Chemistry II

MAT 151 Calculus I

MAT 301 Probability & Mathematical Statistics I

PHY 101 College Physics I (Liberal Arts Physics)

PHY 102 College Physics II (Liberal Arts Physics)

Notes:

BIO 101 + BIO 102 may be taken in place of BIO 103

CHE 101 + CHE 102 may be taken in place of CHE 103

PHY 203 + PHY 204 can substitute for PHY 101 + PHY 102

Students considering graduate or professional school should take PHY 203 & PHY 204.

PART TWO. TOXICOLOGY CORE

SUBTOTAL: 23 ~~18~~ CR.

Required

~~BIO 355 Human Physiology (3 cr.)~~

BIO 3XX (375) Human Anatomy and Physiology 1 (4 cr.)

BIO 376 (376) Human Anatomy and Physiology 2 (4 cr.)

CHE 315 Biochemistry (4 cr.)

TOX 313 Toxicology of Environmental and Industrial Agents (3 cr.)
 TOX 425 Techniques of Analytical Toxicology (3 cr.)
 TOX 426 Analytical and Quantitative Toxicology Laboratory (2 cr.)
 TOX 430 Principles of Pharmacological Toxicology (3 cr.)

PART THREE. ELECTIVES

SUBTOTAL: ~~3-4~~ 5-8 CR.

Choose 1-2 courses. (One in each category)

~~Category A. Toxicology Electives~~

~~—Choose one~~

~~TOX 336 Principles of Forensic Toxicology (3 cr.)
 TOX 338 Cellular and Molecular Toxicology (4 cr.)
 TOX 340 Clinical Toxicology (3 cr.)~~

Note: TOX 401 may be taken as an elective only if FOS 402 is taken as the capstone. Consult the major coordinator.

~~Category B. Biology/Chemistry Electives~~

~~Choose one~~

~~BIO 205 Eukaryotic Cell Biology (3 cr.)
 BIO 211 Microbiology (3 cr.)
 BIO 315 Genetics (3 cr.)
 BIO 356 Human Anatomy and Physiology Laboratory (2 cr.)
 BIO 360 Human Pathology (4 cr.)
 BIO 364 Forensic Pathology (4 cr.)
 CHE 220 Quantitative Analysis (4 cr.)
 CHE 361 Inorganic Chemistry (3 cr.)
 CHE 302 Physical Chemistry II (3 cr.)~~

PART FOUR. CAPSTONE

SUBTOTAL: 3 CR.

Choose one

TOX 401 Capstone Experience in Toxicology
 FOS 402 Undergraduate Research Internship

Note: If FOS 402 is completed for the capstone requirement, students can take TOX 401 as a toxicology elective. Consult the major coordinator.

TOTAL CREDIT HOURS: ~~70-73~~ 67-73

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:** 02/24/23.
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s):
Dr. 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:**

Homeland Security Minor
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: February 15, 2023
 - b. Name of the department chair or major/minor coordinators approving this proposal: Dr. Robert Till
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

Add SEC 331 – Maritime Security and Safety and ESA 355 Geographic Information Systems for Emergency Services as Electives in the Homeland Security Minor

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

SEC 331 – Maritime Security and Safety is relevant to transportation security in the Homeland Security field. ESA 355 - Geographic Information Systems for Emergency Services allows students to learn and use analytical methods to explore the effects of critical incidents in the Homeland Security field. Both courses are very relevant to the Minor.

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

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

SEC 331 and ESA 355 are both electives in their respective majors (Security Management and Emergency Services Administration). We plan to run them more frequently, offering more opportunities for students in these majors to take the courses.

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

Maggie Smith was consulted to ensure we have the necessary resources to teach the GIS courses if enrollment increases.

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

Attached.

Homeland Security Minor

Description. Homeland security professionals deal with a wide variety human-made and natural disasters. Using a multidisciplinary lens, the Homeland Security minor introduces students to the field of homeland security, looking in particular at essential homeland security functions (e.g., intelligence and counterintelligence activities) and objectives (e.g., securing the nation’s borders), threats to homeland security (e.g., terrorism and human trafficking), assessment of the risk of these threats, the social, political, ethical, and legal implications of homeland security, and the ways to mitigate, respond to, prepare for, and recover from homeland security threats. The courses in this minor critically evaluate discourses, narratives, and perspectives on homeland security, terrorism, counterterrorism, and antiterrorism, and intelligence, and promote evidence-based analyses of “what works” and “what does not work” in these fields. Security managers, security operators, emergency management professionals, intelligence agents, private security professionals, law enforcement officers, policymakers, and those in other related fields need to be familiar with homeland security in order to maintain currency in the field and be more marketable employees. Anyone interested in learning about homeland security and/or working in the homeland security job market that has exponentially expanded since the terrorist attacks on September 11, 2001, should take this minor.

Learning outcomes. Students will:

- Identify, evaluate, and present information about homeland security through writing assignments, practical exercises, exams, research papers, and oral presentations.
- Identify and assess homeland security threats and risks.
- Identify the functions and objectives of the Department of Homeland Security, and explain the role of intelligence, counterintelligence, counterterrorism, and antiterrorism in homeland security.
- Critically evaluate homeland security policies and practices from multiple theoretical perspectives.
- Propose effective measures to counter and combat homeland security threats and the manner in which their efficacy can be assessed.

Rationale. Globalization has challenged the security and stability of nations by enabling human-made threats to traverse borders through the rapid and expansive movement of people, property, goods, money and information across borders. These threats to the security and stability of nations added impetus to the creation of government agencies tasked with protecting the homeland. Homeland security is an umbrella term used to

describe the measures taken by nations to secure their territories and borders. The job market for public and private sector employees with homeland security-related backgrounds in border security, transportation security, counterterrorism, antiterrorism, intelligence, and cybersecurity has exponentially expanded since the terrorist attacks on September 11, 2001. An essential function of homeland security is protecting the nation's critical infrastructure sectors (i.e., food and agriculture, chemical, critical manufacturing, commercial, communications, dams, defense, emergency services, energy, financial, government, healthcare, informational technology, nuclear, transportation, water and wastewater), which are primarily owned and operated by the private sector. Given the primary role of the private sector in critical infrastructure protection, it is imperative that professionals seeking employment in these sectors are well-versed in homeland security policies and procedures. If John Jay wishes to remain at the cutting edge of security, it must be more attentive to homeland security issues which are integral to public and private security professions.

Credits. 18

Minor coordinator. Professor Robert Till (212-484-1379, rtill@jjay.cuny.edu).

Advisor. Ms. Gentiana Seferaj (212.237.8043, gseferaj@jjay.cuny.edu), Department of Security, Fire and Emergency Management.

Requirements. Students must complete 18 credits by taking the three required security courses and choosing three electives. A maximum of two courses can overlap with a student's major, minor or programs.

Please note: Students cannot earn both the B.S. in Security Management and the Minor in Homeland Security due to the similarities of the fields and the amount of course overlap.

Part One. Required Courses

SEC 112	Introduction to Homeland Security	3
SEC 220	Terrorism, Security and Emergency Management	3
SEC 333	Intelligence and Counterintelligence: Public and Private Practices	3
		Subtotal: 9

Part Two. Electives

Choose three.

SEC 270/CSCI 270	Security of Computers and Their Data	3
SEC 310	Emergency Planning	3
SEC 323	Private Security and Homeland Defense	3
SEC 327	Risk and Vulnerability Analysis	3
SEC 329	Security, Risk and Technology	3
<u>SEC 331</u>	<u>Maritime Security and Safety</u>	3
<u>ESA 355</u>	<u>Geographic Information Systems for Emergency Services</u>	3

Subtotal: 9

Total Credit Hours: 18

ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Queensborough Community College

Programs:

Liberal Arts

General Concentration

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 QCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from QCC	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

Queensborough Community College (QCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts and Sciences – General Concentration 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 AND SCIENCES

Sending College Queensborough 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 English Composition II	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 1-2 PHIL courses recommended	3-6	Individual and Society	3-6
Scientific World	3-6	Scientific World	3-6
Program Core			
Select One: HE 101 Personal Health and Wellness HE 102 Health, Behavior and Society	1-2	PED Elective Credit	1-2
Select Two: Dance 100 Series Physical Education Series 400 Physical Education Series 500	2-6	Physical Education Blanket	2-6
Select Two: Foreign Language	6	Modern Language	6
SP 211 Speech Communication	3	COM 113 Oral Communication	3
**Select One: BI 132 Foundations of Biology: Lab Experience BI 171 Laboratory: Plants and People CH 102 Living in a Chemical World Lab CH 111 Chemistry and the Environment: Lab CH 121 Fundamentals of Chemistry Lab ET 842 Energy Production and Conservation for a Sustainable World PH 112 Space, Astronomy, and Our Universe Laboratory	3	BIO 101 1A/1B Paced Modern Biology BIO 205 Eukaryotic Cell Biology SCI 112 Environmental Science Sustainability CHE BL Chemistry Blanket PHY BL Physics Blanket	3
**Select One: Social Science Course	3	AFR, ANT, LLS, POL, PSY, SOC Blanket	3
**Select One: HIST 110 Intro to Ancient Civilization HIST 111 Intro to Medieval and Early Modern Western Civilization HIST 112 Intro to Modern Western Civilization	3	HIS 203 History to 500 HIS 204 History 500-1600 HIS 205 The Modern World	3
Electives (recommended courses listed below) PHIL 101 Introduction to Philosophy (IS) PHIL 120 Philosophy of Religion (IS) PHIL 140 Medical Ethics PHIL 145 Computers and Ethics PHIL 148 Public Health Ethics PHIL 165 American Philosophy (IS) PHIL 130 Theories of the Good Life	8	Electives PHI 231 The Big Questions PHI 205 Philosophy of Religion PHI Blanket PHI 216 Ethics and Information Technology PHI Blanket PHI Blanket PHI 210 Ethical Theory	8

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

E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

Liberal Arts -Concentration in Philosophy		
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:		
A. Core Courses		
PHI 105	Critical Thinking and Informal Logic	3
PHI 210	Ethical Theory	3
PHI 231	Big Questions: Intro to Philosophy	0-3
PHI/LAW 310	Ethics and Law	3
PHI 330	Philosophical Modernity	3
Subtotal		12-15
B. Critiques of Philosophical Modernity (choose 1)		
PHI 343	Existentialism	3
PHI 351	Classical Chinese Philosophy	3
PHI/AFR 354	Africana Philosophy	3
Subtotal		3
C. Capstone Courses (choose 1)		
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
Part Two: Ethics and Value Theory (choose 1)		
PHI 201	Philosophy of Art	3
PHI 203	Political Philosophy	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/POL 423	Selected Topics in Justice	3
PHI 340	Utopian Thought	3
Subtotal		0-3
Part Three: History of Philosophy (choose 1)		
PHI 202	Philosophical Visions of American Pluralism	3
PHI 326	Topics in the History of Modern Thought	3
PHI 327	19 th 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 1)		
PHI 104	Philosophy of Human Nature	3
PHI 204	Symbolic Logic	3

PHI 205	Philosophy of Religion	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 (choose 3)		
Subtotal		9
Major Requirements Subtotal		30-39
General Electives (Consult with an Advisor)		15-24
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 and Sciences – General Concentration majors at QCC may be advised to enroll in a selection of the following courses to prepare for the Philosophy major at John Jay College:

QCC	Course	JJAY	Course
PHIL 101	Introduction to Philosophy	PHI 231	The Big Questions
PHIL 120	Philosophy of Religion	PHI 205	Philosophy of Religion
PHIL 140	Medical Ethics	PHI B1	PHI Blanket
PHIL 145	Computers and Ethics	PHI 216	Ethics and Information Technology
PHIL 148	Public Health Ethics	PHI B1	PHI Blanket
PHIL 165	American Philosophy	PHI B1	PHI Blanket
PHIL 130	Theories of the Good Life	PHI 210	Ethical Theory

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 QCC with the following information: a) the number of QCC students who applied to the program; b) the number of QCC students who were accepted into the program; c) the number of QCC 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 QCC website, and on John Jay's website. Transfer advisers at QCC will promote this agreement with eligible students.

Effective Date: Fall 2023

Queensborough Community College

John Jay College of Criminal Justice

Dr. Date
Provost and Vice President
for Academic Affairs

Dr. Allison Pease Date
Provost and Vice President for
Academic Affairs

Dr. Jonathan Jacobs Date
Chairperson, Department of Philosophy



ARTICULATION AGREEMENT

D. SENDING AND RECEIVING INSTITUTIONS

Sending College: Queensborough Community College

Programs:

Liberal Arts and Sciences

Concentration in English

Degree: Associate in Arts (A.A.)

Receiving College: John Jay College of Criminal Justice

Department: English

Program: English

Degree: Bachelor of Arts (B.A.)

E. 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 –English 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

F. SUMMARY OF TRANSFER CREDITS FROM QCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from QCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	39	9-12	27-30
Electives	45	18-21	27-30
Total	120	60	60

D. TRANSFER CREDITS AWARDED

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

**COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED:
LIBERAL ARTS AND SCIENCES—CONCENTRATION IN ENGLISH**

Sending College Queensborough 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 English Composition II	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			
**Select One: HE 101 Personal Health and Wellness HE 102 Health, Behavior and Society	1-2	PED Elective Credit	1-2
**Select Two: Dance 100 Series Physical Education Series 400 Physical Education Series 500	2-6	Physical Education Blanket	2-6
**Select Two: Foreign Language	6	Modern Language ARA, CHI, FRE, GER, ITA, JPN, POR, SPA Blanket	6
SP 211 Speech Communication	3	COM 113 Oral Communication	3
**Select One: BI 132 Foundations of Biology: Lab Experience BI 171 Laboratory: Plants and People CH 102 Living in a Chemical World Lab CH 111 Chemistry and the Environment: Lab CH 121 Fundamentals of Chemistry Lab ET 842 Energy Production and Conservation for. a Sustainable World PH 112 Space, Astronomy, and Our Universe Laboratory	3	BIO 101 1A/1B Paced Modern Biology BIO 205 Eukaryotic Cell Biology SCI 112 Environmental Science Sustainability CHE BL Chemistry Blanket PHY BL Physics Blanket	3
**Select One: Social Science Course	3	AFR, ANT, LLS, POL, PSY, SOC Blanket (from previously approved courses)	3
**Select One: HIST 110 Intro to Ancient Civilization HIST 111 Intro to Medieval and Early Modern Western Civilization HIST 112 Intro to Modern Western Civilization	3	HIS 203 History to 500 HIS 204 History 500-1600 HIS 205 The Modern World	3
ENG 201 Introduction to Literary Studies Two 200 level ENG courses or One 200 level ENG course and ENG 311	9	LIT 260 Introduction to Literary Studies LIT/ENG Elective Credit	9

**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

English		
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		
Critical Methods		
LIT 300	Text and Context	3
LIT 305	Foundations of Literature and Law	3
Subtotal		6
Historical Perspectives (choose four)		
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 17 th and 18 th Century Literature	3
LIT 374	Topics in 19 th Century Literature	3
LIT 375	Topics in 20 th Century Literature	3
LIT 379	Selected Historical Topics in Literature	3
Subtotal		6-12
Electives (choose four)		
Students concentrating in "Literature and the Law", must choose two of the courses identified with asterisks. One 200-level general education literature or writing course (with the exception of ENG 201) can be used to satisfy an elective. See course equivalency chart.		
Subtotal		9-12
Major Seminar (choose one)		
LIT 400	Senior Seminar in Literature	0-3
LIT 405	Senior Seminar in Literature and the Law	0-3
Subtotal		3
Major Requirements Subtotal		27-30
General Electives (Consult with an Advisor)		27-30
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, Liberal Arts and Sciences –English majors at QCC may be advised to enroll in a selection of the following courses to prepare for the English major at John Jay College:

QCC Course		JJAY Course	
ENGL 201	Intro to Literary Studies	LIT 260	Intro to Literary Study
ENGL 213	World Lit I: Ancient Through Renaissance	LIT 230	Expressions of the Living Past: Reading Ancient Worlds
ENGL 214	World Lit II: Masterpieces from 17th-21st Centuries	LIT 232	Reading the Modern World
ENGL 215	American Lit I: Colonial Period	LIT 233	American Stories
ENGL 216	American Lit II: Civil War to Present	LIT 233	American Stories
ENGL 217	Contemporary Lit in English	LIT 287	Selected Topics in Literature
ENGL 231	Special Topics in Writing Studies	ENG 380	Selected Topics in Creative Writing
ENGL 232	Special Topics in Writing Studies	ENG 380	Selected Topics in Creative Writing
ENGL 252	Film and Literature	LIT 275	The Language of Film
ENGL 262	New York	LIT 203	NYC in Literature

G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

3. *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.

4. *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 QCC with the following information: a) the number of QCC students who applied to the program; b) the number of QCC students who were accepted into the program; c) the number of QCC 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 QCC website, and on John Jay's website. Transfer advisers at QCC will promote this agreement with eligible students.

Effective Date: Fall 2023

Queensborough Community College

John Jay College of Criminal Justice

Dr. Date
Provost and Vice President
for Academic Affairs

Dr. Allison Pease Date
Interim Provost and Vice President for
Academic Affairs

Dr. Jean Mills Date
Chairperson, Department of English



ARTICULATION AGREEMENT

G. SENDING AND RECEIVING INSTITUTIONS

Sending College: Queensborough Community College

Programs:

Liberal Arts and Sciences

Concentration in History

Degree: Associate in Arts (A.A.)

Receiving College: John Jay College of Criminal Justice

Department: History

Program: Global History

Degree: Bachelor of Arts (B.A.)

H. 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

I. SUMMARY OF TRANSFER CREDITS FROM QCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from QCC	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

Queensborough Community College (QCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts and Sciences – Concentration in History 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 AND SCIENCES—CONCENTRATION IN HISTORY**

Sending College Queensborough 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 English Composition II	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			
**Select One:	1-2	PED Elective Credit	1-2
HE 101 Personal Health and Wellness			
HE 102 Health, Behavior and Society			
**Select Two:	2-6		2-6
Dance 100 Series		Physical Education Blanket	
Physical Education Series 400			
Physical Education Series 500			
**Select Two:	6	Modern Languages Credit	6
Foreign Language		ARA, CHI, FRE, GER, ITA, JPN, POR, SPA Blanket	
SP 211 Speech Communication	3	COM 113 Oral Communication	3
**Select One:	3		3
BI 132 Foundations of Biology: Lab Experience		BIO 101 1A/1B Paced Modern Biology	
BI 171 Laboratory: Plants and People		BIO 205 Eukaryotic Cell Biology	
CH 102 Living in a Chemical World Lab		SCI 112 Environmental Science Sustainability	
CH 111 Chemistry and the Environment: Lab		CHE BL Chemistry Blanket	
CH 121 Fundamentals of Chemistry Lab		PHY BL Physics Blanket	
ET 842 Energy Production and Conservation for a Sustainable World			
PH 112 Space, Astronomy, and Our Universe Laboratory			
**Select One:	3		3
Social Science Course		AFR, ANT, LLS, POL, PSY, SOC Blanket (from previously approved courses)	
**Select One:	3		3
HIST 110 Intro to Ancient Civilization		HIS 203 History to 500	
HIST 111 Intro to Medieval and Early Modern Western Civilization		HIS 204 History 500-1600	
HIST 112 Intro to Modern Western Civilization		HIS 205 The Modern World	
**Select Three:	9		9
History 100 Series		HIS BL History Blanket	
History 200 Series			
**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 and Sciences-Concentration in History		
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		6
Part Two: Research and Methodology		
HIS 210	Doing History	3
HIS 240	Historiography	3
HIS 300	Research Methods in History	3
Subtotal		9
Part Four: Electives (18 credits – min. two 300-level, max. two 100-level)		
	At least two U.S. History	0-18
	At least two Non-U.S. History	0-18
	At least two Premodern History	0-18
Subtotal		0-18
Part Five: Capstone Seminar		
HIS 425	Senior Seminar in History	3
Subtotal		3
Major Requirements Subtotal		24-39
General Electives (Consult with an Advisor)		18-21
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
Total Credits Required for Degree		120

Humanities and Justice B.A.		
Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
Subtotal		3
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 7: a minimum of 12 credits at 300 level)*		
	See list of equivalent courses and electives below in Part F	6-21
Subtotal		6-21
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		21-36
General Electives (Consult with an Advisor)		18-33
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 and Sciences – Concentration in History majors at QCC may be advised to enroll in a selection of the following courses to prepare for the Global History or Humanities and Justice majors at John Jay College:

QCC Course		JJAY Course	
HIST 110	Intro to Ancient Civilization	HIS 203	History to 500
HIST 111	Intro to Medieval and Early Modern Western Civilization	HIS 204	History 500-1600
HIST 112	Intro to Modern Western Civilization	HIS 205	The Modern World
HIST 127	Growth of Am Civ I: Colonial Period Through Reconstruction	HIS 201	Am Civ I
HIST 128	Growth of Am Civ II: Reconstruction to Present	HIS 202	From 1865 to Present
HIST 132	World History since 1500	HIS 208	Exploring Global History
HIST 135	History of New York State	HIS 217	History of New York City
HIST 136	African American History	AFR 121	Africana Communities in the U.S.
HIST 140	Latin American Hist I: Ancient Times to Independence (1500 BC-1825)	HIS 208	Exploring Global History
HIST 141	Latin American Hist II: Independence to Present	LLS 130	Introduction to Latin American History
HIST 152	Women in World History: Prehistoric Times to Present	HIS 208	Exploring Global History
HIST 154	History and Health Care	HIS 131	Topics in History of Science, Technology and Medicine
HIST 178	Special Topics in History	HIS 282	Special Topics in History
HIST 179	Special Topics in History	HIS 282	Special Topics in History
HIST 186	Introduction to Legal History I	HIS 277	American Legal History
HIST 187	Introduction to Legal History II	HIS 277	American Legal History
HIS 193	The History of the U.S.-Mexico Borderlands in Perspective	LLS 280	Selected Topics in Latin American and Latinx Studies
HIS 203	Economic History of the Ancient World	HIS 208	Exploring Global History
HIS 204	Topics in the History of Slavery	HIS 269	History of World Slavery
HIS 205	History of the First World War I: 1914-1918	HIS 127	Microhistories
HIS 206	History of the Second World War	HIS 127	Microhistories
HIS 207	The Greeks and the Persians	HIS 254	History of Ancient Greece and Rome
HIS 208	The Romans and their Empire	HIS 254	History of Ancient Greece and Rome
HIS 209	The Barbarians: From the Roman Empire	HIS 282	Special Topics in History
HIST 218	Ancient Greek History	HIS 254	History of Ancient Greece and Rome
HIST 239	Recent American Civ	HIS 202	American Civ: 1865-Present
HIST 266	Women in America	HIS 282	Special Topics in History
HIST 276	Immigration and Ethnic Groups in Am History	HIS 214	Immigration and Ethnicity in the US
HIST 291	History of Genocide in the 20th Cent	POL 320	International Human Rights
HIST 295	Judaism, Christianity, and Islam	REL 101	Western Religions
PHIL 130	Theories of the Good Life	PHI 210	Ethical Theory

G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

5. *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.

6. *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 QCC with the following information: a) the number of QCC students who applied to the program; b) the number of QCC students who were accepted into the program; c) the number of QCC 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 QCC website, and on John Jay's website. Transfer advisers at QCC will promote this agreement with eligible students.

Effective Date: Fall 2023

Queensborough Community College

John Jay College of Criminal Justice

Dr. Date
Provost and Vice President
for Academic Affairs

Dr. Allison Pease Date
Provost and Vice President for
Academic Affairs

Dr. Michael Pfeifer Date
Chairperson, Department of History

Dr. Stephen Russell Date
Professor and Coordinator, Humanities &
Justice Program



ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Bronx Community College

Programs: Liberal Arts and Sciences

Degree: Associate in Arts (A.A.)

Receiving College: John Jay College of Criminal Justice

Departments: English, History and Philosophy

Programs: English, Global History, Humanities and Justice or 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 –English 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 BCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from BCC	Credits to be completed at John Jay
General Education Requirements	36	33	3-6
English Major Requirements	39	3-15	24-36
Electives	45	12-24	21-33
Global History Major Requirements	39	0-15	24-39
Electives	45	12-30	15-33
Philosophy Major Requirements	39	0-3	36-39
Electives	45	24-27	18-21
Humanities and Justice Major Requirements	36	0-15	21-36
Electives	48	12-27	21-36
Total	120	60	60

D. TRANSFER CREDITS AWARDED

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

**COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED:
LIBERAL ARTS AND SCIENCES—CONCENTRATION IN ENGLISH**

Sending College Bronx Community College	Credit Granted	Receiving College Equivalent John Jay College	Credit Granted
Required Core			
ENG 101 English Composition I	3	ENG 101 Comp I Expl & Auth	3
ENG 112 English Composition II	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	6	World Cultures and Global Issues	6
US Experience in Its Diversity	3	US Experience in Its Diversity	3
Creative Expression	3	Creative Expression	3
Individual and Society	3	Individual and Society	3
Scientific World	3	Scientific World	3
Major Requirements			
Select One: ART 11 Introduction to Art ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East MUS 11 Introduction to Music MUS 12 Introduction to Music: A multicultural survey of world music	3	ART 101 Introduction to Art ART 109 World Art II MUS 101 Introduction to Music MUS 104 Music in World Culture	3
COM 11 Fundamentals of Interpersonal Communication	3	COM 113 Oral Communication	3
HIS 10 History of the Modern World OR HIS 11 Introduction to History of the Modern World	3	History Elective*	3
English	3	English	3
Modern Languages	6	Modern Languages*	6
Social Science	3	Social Science Elective*	3
PEA Physical Education or HLT 91 Critical Issues in Health	1-2	PED Elective	1-2
General Electives		General Electives*	
History Requirements			
HIS 20 The American Nation	3	HIS 201 American History I	3
History Electives	6	History Electives*	6
Restricted Elective	3	Elective*	3

**See section F for recommended courses for students who intend to pursue a Humanities B.A at John Jay College.

E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

English, B.A.		
Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
General Education Subtotal		3
Major Courses		
Critical Methods		
LIT 260	Intro to Literary Theory	0-3
LIT 300	Text and Context	3
LIT 305	Foundations of Literature and Law	3
Subtotal		6-9
Historical Perspectives (choose four)		
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 17 th and 18 th Century Literature	3
LIT 374	Topics in 19 th Century Literature	3
LIT 375	Topics in 20 th Century Literature	3
LIT 379	Selected Historical Topics in Literature	3
Subtotal		12
Electives (choose four)		
Students concentrating in "Literature and the Law", must choose two of the following courses: <i>ENG 250, ENG 328/ANT 328, ENG 350, ISP 321, ISP 322, LIT 219, LIT 311, LIT 314, LIT 315, LIT 319, LIT 323, LIT 342, LIT 348, LLS 363</i> . One 200-level general education literature or writing course (with the exception of ENG 201) can be used to satisfy an elective. See course equivalency chart.		
Subtotal		3-12
Major Seminar (choose one)		
LIT 400	Senior Seminar in Literature	0-3
LIT 405	Senior Seminar in Literature and the Law	0-3
Subtotal		3
Major Requirements Subtotal		24-36
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

Global History, B.A.		
Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
Subtotal		3
Major Courses		
Part one: Survey of Global History		
HIS 203	The Ancient World	3
HIS 204	The Medieval World	3
HIS 205	The Modern World	3
Subtotal		3-9
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: Electives*		
	U.S. History (see section f for courses that satisfy this requirement at BCC)	3-6
	Non-U.S. History (see section f for courses that satisfy this requirement at BCC)	3-6
	Pre Modern History (see section f for courses that satisfy this requirement at BCC)	3-6
Subtotal		9-18
Part Four: Capstone		
HIS 425	Senior Seminar in History	3
HIS 489	Independent Study 400-level	0-3
Subtotal		3-6
Major Requirements Subtotal		24-42
General Electives (Consult with an Advisor)		15-33
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
Total Credits Required for Degree		120

Humanities and Justice, B.A.		
Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
Subtotal		3
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 7: a minimum of 12 credits at 300 level)*		
	See list of equivalent courses and electives options below in Part F	6-21
Subtotal		6-21
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		21-36
General Electives (Consult with an Advisor)		21-36
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
Total Credits Required for Degree		120

Philosophy, B.A.		
Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
General Education Subtotal		3
Major Courses		
Part One:		
A. Core Courses		
PHI 105	Critical Thinking and Informal Logic	3
PHI 210	Ethical Theory	3
PHI 231	Big Questions: Intro to Philosophy	0-3
PHI/LAW 310	Ethics and Law	3
PHI 330	Philosophical Modernity	3
Subtotal		12-15
B. Critiques of Philosophical Modernity (choose 1)		
PHI 343	Existentialism	3
PHI 351	Classical Chinese Philosophy	3
PHI/AFR 354	Africana Philosophy	3
Subtotal		3
C. Capstone Courses (choose 1)		
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
Part Two: Ethics and Value Theory (choose 1)		
PHI 201	Philosophy of Art	3
PHI 203	Political Philosophy	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/POL 423	Selected Topics in Justice	3
PHI 340	Utopian Thought	3
Subtotal		3
Part Three: History of Philosophy (choose 1)		
PHI 202	Philosophical Visions of American Pluralism	3
PHI 326	Topics in the History of Modern Thought	3
PHI 327	19 th 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 1)		
PHI 104	Philosophy of Human Nature	3
PHI 204	Symbolic Logic	3
PHI 205	Philosophy of Religion	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		3
Part Five: Electives (choose 3)		
Subtotal		9
Major Requirements Subtotal		36-39
General Electives (Consult with an Advisor)		18-21
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 and Sciences –History majors at BCC may be advised to enroll in a selection of the following courses to prepare for the Global History or Humanities and Justice major at John Jay College:

BCC Course		JJAY Course		Gen Ed
HIS 10	History of the Modern World	HIS 205	The Modern World	
HIS 11	Introduction to the Modern World	HIS 205	The Modern World	
HIS 13	History of the Ancient World	HIS 203	The Ancient World	
HIS 14	Medieval History	HIS 204	The Medieval World	
HIS 15	Intellectual and Social History of Modern Europe	HIS 127	Microhistories	
HIS 20	The American Nation: The Political and Social Development of a People	HIS 201	American History I	
HIS 23	Social and Intellectual History of Modern America	HIS 127	Microhistories	
HIS 24	The History of American Foreign Relations	HIS 242	U.S. Foreign Policy in Latin America	
HIS 28	Women: The Historical Perspective	HIS 282	Selected Topics in History	
HIS 29	History of Women in the United States	HIS 282	Selected Topics in History	
HIS 31	Latin American History	HIS 265	Class, Race and Family in Latin American History	
HIS 34	History of Science and Technology	HIS 131	Topics in History of Science, Technology and Medicine	
HIS 35	History of Africa	HIS 127	Microhistories	
HIS 36	History of Modern Russia	HIS 127	Microhistories	
HIS 37	African-American History	AFR 121	Africana Communities in the U.S.	
HIS 39	History of the Caribbean	HIS 127	Microhistories	
HIS 45	The History of Genocide and Ethnic Cleansing in the Modern World	HIS 327	History of Genocide (500 CE to the Present)	
HIS 46	The Cold War: Road to Armageddon	HIS 127	Microhistories	
HIS 51	History of New York City	HIS 217	History of New York City	
ENG 124	Great Writers of English Literature I	LIT 287	Selected Topics in Literature	
ENG 125	Great Writers of English Literature II	LIT 287	Selected Topics in Literature	
ENG 133	Modern American Short Story	LIT 233	This is America: Stories of Promise, Power, and Protest	
ENG 148	Afro-Caribbean Literature	LIT 212	Literature of the African World	
ENG 150	U.S. Literature and Thought I	LIT 287	Selected Topics in Literature	
ENG 151	U.S. Literature and Thought II	LIT 233	This is America: Stories of Promise, Power, and Protest	

ENG 153	The Black Writer in American Literature	LIT 287	Special Topics	
ENG 154	Black Poetry	LIT 287	Special Topics	
ENG 155	Introduction to Literary Studies	LIT 260	Introduction to Literary Study	
ENG 156	Children's Literature	LIT 270	Reading and Writing Children's Literature	
ENG 157	Introduction to Women's Literature	LIT 287	Selected Topics in Literature	
ENG 161	Shakespeare	LIT 287	Selected Topics in Literature	
ENG 172	The Bible as Literature	LIT 362	The Bible as Literature	
ENG 178	Queer Literature	LIT 287	Selected Topics in Literature	
ENG 181	Asian American Literature	LIT 287	Selected Topics in Literature	
PHL 11	Introduction to Philosophy	PHI 231	Big Questions Introduction to Philosophy	
PHL 90	Introduction to Religion	REL 101	Western Religions	

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 BCC with the following information: a) the number of BCC students who applied to the program; b) the number of BCC students who were accepted into the program; c) the number of BCC 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 BCC website, and on John Jay's website. Transfer advisers at BCC will promote this agreement with eligible students.

Effective Date: Fall 2023

Bronx Community College

John Jay College of Criminal Justice

Dr. Date
Provost and Vice President
for Academic Affairs

Dr. Allison Pease Date
Interim Provost and Vice President for
Academic Affairs

Dr. Jean Mills Date
Chairperson, Department of English

Dr. Michael Pfeifer Date
Chairperson, Department of History

Dr. Stephen Russell Date
Professor and Coordinator of Humanities
and Justice

Dr. Jonathan Jacobs Date
Chairperson, Department of Philosophy



ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Bronx Community College

Department: History

Programs: Liberal Arts and Sciences: History

Degree: Associate in Arts (A.A.)

Receiving College: John Jay College of Criminal Justice

Department: History

Programs: Global History OR 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 –English 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 BCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from BCC	Credits to be completed at John Jay
General Education Requirements	36	33	3
Major Requirements (History)	39	3-21	18-36
Electives	42	6-24	18-36
Major Requirements (HJS)	36	0-15	21-36
Electives	42	9-24	18-33
Total	120	60	60

D. TRANSFER CREDITS AWARDED

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

**COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED:
LIBERAL ARTS AND SCIENCES—CONCENTRATION IN ENGLISH**

Sending College Bronx Community College	Credit Granted	Receiving College Equivalent John Jay College	Credit Granted
Required Core			
ENG 101 English Composition I	3	ENG 101 Comp I Expl & Auth	3
ENG 112 English Composition II	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	6	World Cultures and Global Issues	6
US Experience in Its Diversity	3	US Experience in Its Diversity	3
Creative Expression	3	Creative Expression	3
Individual and Society	3	Individual and Society	3
Scientific World	3	Scientific World	3
Major Requirements			
Select One: ART 11 Introduction to Art ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East MUS 11 Introduction to Music MUS 12 Introduction to Music: A multicultural survey of world music	3	ART 101 Introduction to Art ART 109 World Art II MUS 101 Introduction to Music MUS 104 Music in World Culture	3
COM 11 Fundamentals of Interpersonal Communication	3	COM 113 Oral Communication	3
HIS 10 History of the Modern World OR HIS 11 Introduction to History of the Modern World	3	History Elective*	3
English	3	English	3
Modern Languages	6	Modern Languages*	6
Social Science	3	Social Science Elective*	3
PEA Physical Education or HLT 91 Critical Issues in Health	1-2	PED Elective	1-2
General Electives		General Electives*	
History Requirements			
HIS 20 The American Nation	3	HIS 201 American History I	3
History Electives	6	History Electives*	6
Restricted Elective	3	Elective*	3

**See section F for recommended courses for students who intend to pursue a Global History or Humanities and Justice B.A. at John Jay College.

E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

Global History B.A.		
Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
Subtotal		3
Major Courses		
Part one: Survey of Global History		
HIS 203	The Ancient World	3
HIS 204	The Medieval World	3
HIS 205	The Modern World	3
Subtotal		3-9
Part Two: Research and Methodology		
HIS 210	Doing History	3
HIS 240	Historiography	3
HIS 300	Research Methods in History	3
Subtotal		6-9
Part Three: Electives*		
	U.S. History (see section f for courses that satisfy this requirement at BCC)	3-6
	Non-U.S. History (see section f for courses that satisfy this requirement at BCC)	3-6
	Pre Modern History (see section f for courses that satisfy this requirement at BCC)	3-6
Subtotal		9-18
Major Requirements Subtotal		18-36
General Electives (Consult with an Advisor)		18-36
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
Total Credits Required for Degree		120

Humanities and Justice B.A.		
Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
Subtotal		3
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 7: a minimum of 12 credits at 300 level)*		
	See list of equivalent courses and electives below in Part F	6-21
Subtotal		6-21
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		21-36
General Electives (Consult with an Advisor)		18-33
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
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F. COURSE EQUIVALENCIES

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ENG 172	The Bible as Literature	LIT 362	The Bible as Literature
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ENG 181	Asian American Literature	LIT 287	Selected Topics in Literature

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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.
4. *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 BCC with the following information: a) the number of BCC students who applied to the program; b) the number of BCC students who were accepted into the program; c) the number of BCC students who enrolled; and d) the aggregate GPA of these enrolled students.
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Dr. Stephen Russell Date
Professor and Coordinator of Humanities
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JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: Feb. 27, 2023

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:

English

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

Name: Toy-Fung Tung

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

Phone number(s) 212-237-8705; 646-456-0993

2. a. **Title of the course:**

Asians Speak Up! Reimagining Asian Lives from East to West

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

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 skills required by this course include reading, viewing, writing, analytical, and meta-cognitive. Those skills and course texts/materials make it appropriate for the 200-level. Designed primarily to introduce sophomores to critical race perspectives through texts and other media, this course provides them with a foundation for more specialized study at the 300-level, particularly any course addressing the critical global issues of race, nationality, state status (refugee, alien) and othering.

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

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

This course is envisioned as contributing to the College's multi-pronged effort to de-colonize the John Jay curriculum by making it more diverse and inclusive. Literature written by Asians in English has existed as a field of study since around the 1974 controversial publication of *Aiiieeeee!: An Anthology of Asian-American Writers*. However, John Jay is currently not offering a literature course dedicated specifically to the work in English of Asian or Asian American authors in print and other media. But now, the College is about to have a Global Asian Studies Minor, and overall awareness has grown of the need to include Asians in any study or discussion of race in the curriculum. This course intends to advance that aim within the new Global Asian Studies Minor and the English Department's curriculum.

Significantly, this course proposal comes at a very different moment from the one that gave birth to Asian American studies. Global events, such as the Korean and Vietnam Wars, along with anti-Communist movements and the Cold War, as well as the complex inter-relationships between the West and the Asian continent (East Asia, Southeast Asia, and South Asia)—

most recently in connection with COVID-19 and safe harbor for 9/11 terrorists—have resulted in a bifurcated global Asian consciousness, defined by a double affinity for the culture, values, and ideals of Asian heritage and for the culture, values, and realities of life in the dominant societies of the West. By “dominant” is meant the ambivalent racial positioning of progressive western societies, which pit imagined inclusiveness against racist realities, so that while this course is intended to highlight the double self-images of global Asians, it will also set those perceptions within the historical context of racial ambivalence and the ‘othering’ of Asians in the West.

Finally, this course is both interdisciplinary and multimedia. It is framed by the philosophical perspectives of critical race theory and a more generalized “othering” (such as colorism and ‘orientalism’). It will also be informed by the long history of legalized racism (via immigration policies) against those of the “yellow race,” starting in the 19th Century and continuing until the repeal of the Chinese Exclusion Act during World War II and the 1988 apology to survivors of the Japanese internment camps established during World War II. Racism will be explored through the work of global Asian writers, performers, and personalities, whose self-representations seek specifically to dismantle and/or confront the racist stereotypes of Asians on page and screen, as well as in other cultural productions, such as cartoons, advertisements, fashion, and live performances. A learning collaboration is also embedded in the course, since students will be presented with more orthodox materials, such as texts and films, while they will be required to find analogues in other contexts, such as the Internet.

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

This course explores the meaning of ‘Asian’ by contrasting the racial stereotyping of Asians on page and screen with how Asian writers, performers, and personalities have resisted and redefined those stereotypes. The course will consider works portraying ‘Asians’ in past and present, from two standpoints—the negative ‘othering’ imposed by dominant western cultures and the positive representations by Asians of themselves. It will examine the global Asian within modern and post-modern contexts of the West’s relations with the different regions of Asia. The course also will investigate global Asian strategies for confronting the historical determinism of a self ‘othered’ by East-West differences and see how Asians are devising new definitive restructurings of ‘myself’ and the world.

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

ENG 101

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

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

No Yes. If yes, then please provide:

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

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

- Students will gather, interpret, and assess information from a variety of sources and points of view.
- Students will evaluate evidence and arguments critically or analytically.
- Students will produce well-reasoned written and oral arguments using evidence to support conclusions.
- Students will identify and apply the fundamental methods of comparative literature, in particular, the interdisciplinary perspective of comparative literature, by using the appropriate vocabulary and concepts drawn from literature and film criticism/analysis, history, and critical race theory to discuss specific examples of stereotypes and anti-stereotypes.
- Students will analyze culture, globalization, or global diversity, and describe an event or process from more than one point of view.
- Students will analyze the significance of one or more major movements that have shaped the world's societies.
- Students will analyze and discuss the role that race, ethnicity, class, gender, and language, or other forms of social differentiation play in world cultures or societies.

Comment: In addition to these being the prescribed Learning Outcomes of the World Cultures and Global Issues category, the first three are consistent with the English Department's overall learning objectives, while the others advance the aims of the English major and minor, and also of the new Global Asian Studies minor (currently being proposed), to de-colonize and diversify the College's current curriculum.

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

No Yes

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

English major (elective), Part Four. Electives
 English minor (elective), Part Two. Electives
 Proposed Global Asian Studies minor (elective)

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

No Yes If yes, please indicate the area:

Flexible Core:

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

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

This course meets seven of the Learning Outcomes for a course in the Flexible Core that is positioned in the category of “World Cultures and Global Issues.” Why additionally is this course on global Asian works in English on page and screen particularly suited for “World Cultures and Global Issues”? The answer is that Asian self-representation in works by Asians is informed by a bifurcated identity in the global community, since Asians in the West are dual world citizens: 1) by heritage, of eastern societies, and 2) by domicile/citizenship, of western societies where ‘yellow’ Asians are ‘othered.’ If one of the significant aspects of self-identification as a “Black American” is the history of United States slavery, one corollary for the global Asian is the modern and post-modern history of the political relations of the dominant West with the different regions of Asia. Precisely in an indeterminate global space, which Yunte Huang has called the “transpacific,” unfolds the struggle between the historical determinism of a self that is ‘othered’ by the East-West binary and an authentic self that is reimagined through self-determination, or what Frantz Fanon called “a definitive structuring of myself and the world.”

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

Grades will be determined roughly as follows:

- PreQuizzes (5 of 8 count) and Quizzes (5 of 8 count) **20% of grade**
- One 5-minute oral class presentation of argument with evidence **5% of grade**
- Midterm **20% of grade**
- Research Journal Assignment—gather/analyze primary sources **10% of grade**
- **Term Paper Project: 3 Assignments + Term Paper, listed below: 45% of grade**
 - 1) State your Research Question and list your primary sources (5%)
 - 2) Revised anti-stereotype Analysis (Part 1 of Paper) (10%)
 - 3) Stereotype Analysis w/secondary source (Part 2 of Paper) (10%)
 - 4) Final Paper (Compare/Contrast Parts 1& 2 above) (20%)

Total for Term Paper Project (45%)

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

No Yes X

If yes, please state the librarian’s name Professor Kathleen Collins

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

We checked; none exist currently.

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

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

No _____ Yes X

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

X OneSearch (the library discovery tool)
 X eBooks

Subject specific library databases:

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

Other (list them here) JSTOR and ProjectMuse

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

No X
Yes _____

As a result of this meeting with Kathleen Collins, a new Global Asian Studies research guide is now in development. Professor Collins has also met independently with Professors Hyunhee Park and Anru Lee, who are also developing or have developed courses for the new Global Asian Studies minor.

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

In consultation with the collection development librarian, new titles in global Asian literature and interdisciplinary Asian studies will be purchased.

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval: Feb. 27, 2023
15. **Faculty - Who** will be assigned to teach this course? Toy-Fung Tung, Nivedita Majumdar
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
 X No
_____ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
_____ Not applicable

No
 Yes. If yes, give a short summary of the consultation process and results.

As noted above, this course is conceived as part of the proposed Global Asian Studies Minor, which is supported by a BRESI grant, and we have consulted with Professor Hyunhee Park of History and Professor Anru Lee of Anthropology throughout the development of the Minor's initial courses, including this one. Included also in discussions was Professor Keiko Miyajima, whose new course on Japanese anime and manga will be included among the Minor's electives.

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:

Jean Mills, English Department chair

Chair, Proposer's Department

CUNY Common Core Course Submission Form

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

College	John Jay College of Criminal Justice
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LIT 2XX
Course Title	Asians Speak Up! Reimagining Asian Lives from East to West
Department(s)	English
Discipline	Literature
Credits	3.0
Contact Hours	3.0
Pre-requisites (if none, enter N/A)	ENG 101
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	This course explores the meaning of ‘Asian’ by contrasting the racial stereotyping of Asians on page and screen with how Asian writers, performers, and personalities have resisted and redefined those stereotypes. The course will consider works portraying ‘Asians’ in past and present, from two standpoints—the negative ‘othering’ imposed by dominant western cultures and the positive representations by Asians of themselves. It will examine the global Asian within modern and post-modern contexts of the West’s relations with the different regions of Asia. The course also will investigate global Asian strategies for confronting the historical determinism of a self ‘othered’ by East-West differences and see how Asians are devising new definitive restructurings of ‘myself’ and the world.
Special Features (e.g., linked courses)	N/A
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
Indicate the status of this course being nominated:	
<input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed	
CUNY COMMON CORE Location	
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)	
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input checked="" type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <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.

A. World Cultures and Global Issues

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

Throughout the semester students will—in Pre-Quizzes/Quizzes, a Research Journal and Research Journal Assignment, as well as their Term Paper Projects and one 5-minute oral class presentation of argument with evidence—demonstrate that they have acquired the skills to gather, interpret and assess a variety of sources and points of view.

Specifically, in their Research Journals, which they will start in Session 8, and in the Research Journal Assignment, which builds on that and is due by Session 16, students will independently research primary source material on page and screen for their Term Papers and evaluate the suitability of their material for their Term Paper Projects. See the **Rubrics** for the Research Journal and Research Journal Assignment **at the end of the Syllabus**.

Also, through scaffolded Pre-Quizzes and Quizzes on class material, students will be learning how to use information from multiple sources correctly, particularly online secondary sources. For example, in Session 8/Week 4, in order to complete Quiz #3, students will visit Stanford's online site on the Chinese workers who built the Transcontinental Railroad, and they will click "Oral History Interviews" (of descendants of RR workers) and read one of the interviews, then describe how that interview added to the material presented in the assigned readings from the book, *Ghosts of Gold Mountain*, which used collateral historical information to reconstruct the RR workers' lives. This will also provide an opportunity for students to complete their required 5-minute oral presentation, because they can share their Quiz #3 analysis in front of the class. See **Syllabus Assignment Schedule, Session 8** for details.

- Gather, interpret, and assess information from a variety of sources and points of view.

In low-stakes weekly or bi-weekly Pre-Quizzes and Quizzes (sometimes combined), which will be posted on Blackboard, students will be asked—in Pre-Quizzes—to demonstrate understanding of a primary source or factual information and then—in Quizzes—to analyze that source using factual information or critical race theory, in order to specify how that primary source's representation of the 'Asian' reflects or resists stereotyping, as well as the strategies for doing that. Students will demonstrate an understanding of the difference between giving a plain factual answer (Pre-Quiz) and using the evidence of a primary or secondary source to support an opinion or argument (Quiz). For example, in Week 4, they will be asked to complete Pre-Quiz #2/Quiz #2 (combined), which asks that they consult one of two secondary sources provided, in order to explain one puzzling aspect of the assigned readings

- Evaluate evidence and arguments critically or analytically.

<p>of Yau's poems. Again, in Weeks 5 and 6, students will complete Pre-Quiz #4/Quiz #4 (combined), which requires that they use <u>one</u> of the links to historical information in the assigned readings and <u>one</u> of three secondary sources provided, in order to explain <u>two</u> puzzling aspects of the assigned readings from <i>Dictée</i>, which is a multi-lingual and multimedia work that poses many riddles of interpretation. See Syllabus Assignment Schedule for details.</p> <p>The Research Journal Assignment and the Term Paper Project also fulfill this learning outcome, in that students independently research primary source material for their Research Journal, then evaluate the suitability of that gathered material for their Term Paper Projects. See the Rubrics for the Research Journal Assignment and the Term Paper Project at the end of the Syllabus.</p>	
<p>Students will be asked to write well-reasoned arguments in scaffolded writing assignments from Quizzes to the Midterm, culminating in their final Term Papers, which requires a comparison between an anti-stereotype that they find through their own research with an anti-stereotype or stereotype encountered in class materials. See the Rubric for the final Term Paper at the end of the Syllabus.</p> <p>In addition, one 5-minute prepared oral class presentation of argument with evidence will be required of each student, to be delivered any time during the semester, particularly during Sessions 8 (where they can present their Quiz #3 work) or 28 (where they can present their Term Paper work), which are two classes devoted entirely to oral presentations. See Syllabus Assignment Schedule, Sessions 8 and 28, for details.</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Throughout the semester and in practically every writing assignment, students will identify and apply the fundamental methods of comparative literature, in particular the interdisciplinary perspective of comparative literature, by using the appropriate vocabulary and concepts drawn from literature and film criticism/analysis, history, and critical race theory to discuss specific examples of stereotypes and anti-stereotypes in Quizzes, their Research Journal Assignment, and most especially in their semester-long Term Paper Project. Interdisciplinary concepts applied will include, but are not limited to, 'othering,' transnationalism, nationalism, imperialism, terrorism, cross-cultural exchanges, immigration, diaspora, orientalism, colorism, and standard/non-standard English. See the Rubrics for the Research Journal Assignment and the Term Paper Project at the end of the Syllabus.</p> <p>In particular, Pre-Quiz #2/Quiz #2 (combined) and Pre-Quiz #4/Quiz #4 (combined) on the multi-lingual and multimedia texts of Yan and Cha require students to explain textual references to external events, films, and cultural icons, as well as non-literary materials/information inserted into the text (unidentified images, for example), by reading secondary sources that discuss these references/insertions, and then applying the appropriate non-literary disciplinary vocabulary and concepts from those secondary sources to analyzing textual riddles in the assigned readings. See Syllabus Assignment Schedule for details.</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
<p>This entire course is predicated on interrogating the meaning of "Asian" from the two perspectives of a racist global binary. Students, especially in their Research Journal Assignment and</p>	<ul style="list-style-type: none"> • Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

<p>Term Paper Project, will analyze, from the points of view of colonizer/colonized and the ‘othering’ that results from this polarity, how the process and history of the West’s global racism and its global processes of imperialism/colonization/domination have helped shape Asian societies politically and culturally and thereby affected both the ‘othering’ and self-representations of Asians; while also analyzing how the long cultural traditions of the East have contributed to Asian self-representations. See the Rubrics for the Research Journal Assignment and the Term Paper Project at the end of the Syllabus.</p> <p>Additionally, students will, in their Pre-Quizzes and Quizzes, be constantly comparing stereotypes and anti-stereotypes from global perspectives formed by the transnational movement of peoples and ideas from East to West and vice versa. In Week 2, for example, students will read stories reflecting China’s May 4 movement to Westernize and modernize Chinese literature, and then in Pre-Quiz #2/Quiz #2 (combined) on Yau’s poetry, they will be asked to analyze Yau’s negative presentation of the Western reception of Eastern culture and persons (through using secondary sources). Again, in Pre-Quiz #4/Quiz #4 (combined) on Cha’s <i>Dictée</i> and Pre-Quiz #5/Quiz #5 (combined) on Yang’s <i>American Born Chinese</i>, students will be asked to analyze with evidence how the authors present a positive image of the ‘Asian’ by contextualizing that image globally, in Cha’s case within the global politics of anti-Communism and the Korean War, her Korean heritage, and Western cultural icons; and in Yang’s case within immigration fueled by the American Dream, his Chinese heritage, and the merging of Western and Eastern cultural norms.</p>	
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
<p>All of the Pre-Quizzes/Quizzes and the Term Paper Project, particularly the #3 Term Paper Assignment, require students to analyze with evidence Asian stereotypes and anti-stereotypes within the global framework of major political movements and wars that have shaped the world’s societies, particularly wars and movements resulting from the global imperialism/colonization of the dominant western societies of the world, which have spawned ‘othering’ representations of the ‘Asian.’</p> <p>Specifically, in Week 1, students will complete Pre-Quiz #1, which asks them to contextualize the representation of Asians in two films, one of Charlie Chan and one of Dr. Fu Manchu, within the post-World War II era of anti-Communism and the Cold War, and to relate images of ‘Yellow Peril’ to the negative portrayals of Asians in those two films. In Week 3, students will complete Quiz #1, in which they will analyze short stories imitating Sherlock and Watson that reflect the May 4 movement in China, a political and cultural movement both advancing nationalist goals and promoting transnational literary modernization/Western imitation. Students will further analyze the contemporary vestiges of this movement, combining Asian heritage with adulation of the West, in Pre-Quiz #2/Quiz #2 (combined) on Yau’s poetry. Similarly, in the three Pre-Quizzes (#3 to #5) and Quizzes (#3 to #5) in Module 3, students will analyze the historical, cultural, and social consequences of diaspora/displacements and global immigration, resulting from wars of imperialism/colonization and anti-Communist movements, and also from global popularization of the American Dream, as these global forces frame three texts: the story of the Chinese builders of the</p>	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.

Tung LIT 2XX Course Proposal/World Cultures and Global Issues

<p>Transcontinental Railroad, Cha's <i>Dictée</i>, and Yang's <i>American Born Chinese</i>. In Module 4, in Pre-Quiz #6/Quiz #6, students will analyze the cultural domination of Western societies in relation to Asian self-representation by specifying how Yu's use of the literary form of a movie script transforms the kung-fu Asian stereotype into a springboard for a new anti-stereotype.</p>	
<p>Students will analyze and discuss the role that race, ethnicity, class, gender, language, and sexual orientation play in shaping Asian self-representation as a refutation of Asian 'othering,' particularly in their Research Journal, Research Journal Assignment, and Term Paper project, where they will contrast 'Asian' stereotypes with anti-stereotypes created by Asians within the context of the values and culture of the dominant society. See the Rubrics for the Research Journal, Research Journal Assignment and the Term Paper Project at the end of the Syllabus.</p>	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th St., New York NY 10019
SAMPLE SYLLABUS FOR
LIT 2XX ASIANS SPEAK UP!

Professor: Toy-Fung Tung

Semester:

Course Code: LIT 2XX (xxxxx)

Course Section: (01)

Classroom: XXXXX

Class times: TBD

Office: 7.65.17 NB (on 7th floor, north side)

ZOOM Office Hours: MON 2:00 pm to 3:00 pm and by appointment

Office: ZOOM Office link

<https://jjay-cuny.zoom.us/j/91771868168?pwd=Mk5nUi9aTU9wamJmT3F5azBaVWFPUT09>

Contacts: cell (646) 456-0993 (preferred); office phone (212) 237-8705

e-mail--ttung@jjay.cuny.edu

Course Prerequisites: ENG 101

This course fulfills a Gen Ed requirement in the category, “World Cultures and Global Issues,” and it will be accepted as an elective in the English major and minor and in the new Global Asian Studies minor.

Course Title: Asians Speak Up! Reimagining Asian Lives from East to West

Course Format: TBD

COURSE DESCRIPTION

This course explores the meaning of ‘Asian’ by contrasting the racial stereotyping of Asians on page and screen with how Asian writers, performers, and personalities have resisted and redefined those stereotypes. The course will consider works portraying ‘Asians’ in past and present, from two standpoints—the negative ‘othering’ imposed by dominant western cultures and the positive representations by Asians of themselves. It will examine the global Asian within modern and post-modern contexts of the West’s relations with the different regions of Asia. The course also will investigate global Asian strategies for confronting the historical determinism of a self ‘othered’ by East-West differences and see how Asians are devising new definitive restructurings of ‘myself’ and the world.

COURSE OBJECTIVES

The overall objective of this course aims at a new definition of the particular binary that excludes Asians globally from dominant western cultures. Fanon’s famous Black-White binary, framed in philosophical and historical terms, provides many hints for doing this, except that the alienating construct here is not the fiction of race tied to the taint of color, but rather the entrenched fiction of an inalienable “foreignness,” constructed along an East-West binary.

Through analysis of primary sources, as well as use of secondary sources:

- **Students will gather, interpret, and assess information from a variety of sources and points of view**, as they complete assigned readings and written assignments, in order understand the construction and dismantling of ‘Asian’ stereotypes from the 19th Century to the present; and finally, they will write a Term Paper that compares/contrasts an anti-stereotype from their own research with a stereotype or anti-stereotype from class materials, using primary/secondary sources. Specifically, students will create a Research Journal to record the anti-stereotypes they found through research and then analyze one of those examples in the Research Journal Assignment.
- **Students will evaluate evidence and arguments critically or analytically**, in the process of identifying and characterizing the emergence of an authentic Asian voice, through evaluating primary and secondary sources, which they will do in PreQuizzes/Quizzes, a Midterm and their Term Paper Project (Term Paper + 3 Term Paper assignments leading up to the Term Paper).
- **Students will produce well-reasoned written or oral arguments using evidence to support conclusions**, as they analyze and clearly explain the ‘othering’ strategies of Asian stereotypes and Asians’ own positive self representations in PreQuizzes/Quizzes, a Midterm, and a final Term Paper, as well as in **one 5-minute oral class presentation** of opinion with evidence.

Through close analysis of assigned literary texts and films—in PreQuizzes/Quizzes, a Midterm, and their Term Paper Projects, as well as in one 5-minute oral class presentation of opinion with evidence:

- **Students will identify and apply the fundamental methods of comparative literature, in particular, the interdisciplinary perspective of comparative literature**, by using the appropriate vocabulary and concepts drawn from literature and film criticism/analysis, history, and critical race theory to discuss specific examples of stereotypes and anti-stereotypes.
- **Students will analyze, from the points of view of colonizer/colonized, and the ‘othering’ that results from this polarity, how the process and history of the West’s global racism and its global processes of imperialism/colonization/domination** have helped shape Asian societies politically and culturally and thereby affected both the ‘othering’ and self representations of Asians; while also analyzing how the long cultural traditions of the East have contributed to Asian self representations.
- **Students will analyze the significance of major movements that have shaped the world’s societies**, through wars, such as World War II, and the Korean and Vietnam Wars, which themselves have resulted from global movements, such as the Cold War, anti-Communism, western imperialism/colonization, and ideals such as the American Dream, and which also have produced migrations and a global transnational culture.
- **Students will analyze and discuss the role that race, ethnicity, class and language play** in shaping Asian self-representation as a refutation of Asian ‘othering,” particularly in their Term Paper projects.

COURSE REQUIREMENTS

Grades will be determined roughly as follows:

- Pre-Quizzes (5 of 8 count) and Quizzes (5 of 8 count) **20% of grade**
- One 5-minute oral class presentation of argument with evidence **5% of grade**
- Midterm **20% of grade**
- Research Journal Assignment—gather/analyze primary sources **10% of grade**
- **Term Paper Project: 3 Assignments + Term Paper, listed below: 45% of grade**
 - 1) State your Research Question and list your primary sources (5%)
 - 2) Revised anti-stereotype Analysis (Part 1 of Paper) (10%)
 - 3) Stereotype Analysis w/secondary source (Part 2 of Paper) (10%)
 - 4) Final Paper (Compare/Contrast Parts 1& 2 above) (20%)

Total for Term Paper Project (45%)

PREQUIZZES and QUIZZES WILL BE POSTED ON BLACKBOARD.

PREQUIZZES are worth 5 points and help prepare you to do QUIZ questions.

QUIZZES are worth 10 points.

The highest 5 Pre-Quizzes will count; and the highest 5 Quizzes.

Sometimes Pre-Quizzes and Quizzes are combined and scaffolded, so that easier questions prepare you for the harder questions.

One-on-one appointments will be scheduled after the Midterm to finalize each student's Term Paper.

Extra credit opportunities will be offered in class, and on the Midterm and PreQuizzes/Quizzes.

Specific Writing Objectives

Low-stakes Pre-Quizzes and Quizzes are designed to prepare students for the mid-stakes midterm exam paragraphs. The objectives for writing on **pre-quizzes, quizzes and the exam** are to:

- give precise and clear answers, supported by citations and/or quotations
- demonstrate understanding of the difference between a plainly factual answer and an answer requiring formulation/support of an informed opinion, or what is considered making an argument
- Pre-Quizzes will require writing a paragraph that shows basic understanding of assigned material
- Quizzes will require writing a paragraph that critically assesses and analyzes the assigned material

The high-stakes writing objectives of the final assessment term paper are:

- a clear thesis
- a coherent argument, using good rhetorical skills and incorporating close analysis of primary source evidence, using the analytical tools of the appropriate discipline (literature, history, philosophy, film, performance)

- sound research methodologies, including correct use of print, Internet and other sources, especially secondary sources
- a final product of 5-7 typed pages that has been proofread for grammatical errors and put in the proper format (1" margins, 12 point Times Roman font, numbered pages), with citations to the primary sources and at least 2 quotations, plus reference to 1 secondary source, as well as a "List of Works Cited."

Additional Learning Objectives for the Final Assessment Term Paper

- Students will identify and apply the fundamental concepts and methods of the disciplines of literary study, as well as of philosophy and history, since critical race theory and the West's historical relations with Asia, as well as the history of racism against Asians in the West are essential to understanding the subject of the Term Paper, which is a comparison between examples of the 'othering' of Asians and their own positive self representations.
- Through work on their Research Journals, Research Journal Assignments and the 3 Term Paper Assignments preceding the final Term Paper, students will identify at least two primary sources (one independently investigated) and one secondary source, to be used as the source material for their final argumentative Term Paper.
- Students will analyze 'Asian' stereotypes and Asian anti-stereotypes—within both a) the context of East-West politics and a global racism and b) the context of a global transnational cultural diversity facilitated by the Internet and other forms of transnational communication—by referring to at least one event or movement or ideal, such as the Korean or Vietnam Wars or anti-Communism or the American Dream, and by clearly describing and analyzing the transnational context (for example, You Tube video on Internet or independently published text) of the anti-stereotype in their Term Papers.
- Students will analyze the significance of the Internet and of the English language itself as forces creating global and transnational values that transcend racist East-West dichotomies of race, ethnicity, class and language. Specifically, they will describe and compare a racist stereotype with a new Asian self representation that reflects both the values and culture of the world's dominant Western societies and the heritage of the East, making sure to discuss how a stereotype makes assumptions about race, ethnicity, class, language, and on the basis of those assumptions excludes 'others' from participation in the dominant culture, on the basis of appearance, background, education, speech, beliefs and so on.

CLASS POLICIES

Honesty. The only honest way to produce a paper or any written work is to think of the answer in your brain and type out that answer with your fingers into the computer, along with any quotes or supporting evidence that you have assembled. If you produce a paper in any other way, you are doing dishonest work and you will get a failing grade for that work and be subject to failing the course as well. Further, you may be subject to disciplinary action by the College. Please read the plagiarism information below in this syllabus.

Cheating and Plagiarism. Plagiarism, along with any other form of cheating, and any unacknowledged use of someone else's work (published or not, or even a friend's work), violates CUNY policy on academic integrity, and no credit will be given for such submissions. Submitting the same paper for two courses without prior permission is also dishonest, and such work will be rejected. Working together and submitting the same written work for any written assignment is also considered cheating. ***Copying from the INTERNET, even if you change a few words around, is also unacceptable. In my course, even if***

you cite your source, this is an unacceptable way to complete assignments, and no credit will be given.
Please note that plagiarism or cheating may result in a failing grade for the entire course.

For the CUNY policy on academic integrity, please see:

<http://www.jjay.cuny.edu/academic-integrity>

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See the John Jay Undergraduate Bulletin for further explanation.

Turnitin. I will be using Turnitin in this course for the term paper. Please be aware that Turnitin is **not** the only resource I have for detecting plagiarism or cheating.

Attendance is required. *Four* unexcused absences will be tolerated; but if you are absent *more than four times* without legitimate excuse, you may be in jeopardy of failing this course. Leaving early without legitimate reason will count as a partial absence. Please observe common courtesy in class.

John Jay e-mail and personal email. You are required to activate your John Jay email and keep it current, since you need it for **Blackboard**, which is integral to this course. **I will be using e-mail to communicate with you and I may need to call you**, so you must also provide me with your **personal e-mail and mobile phone number**. Please check for e-mail messages from me consistently. My personal cell number is on this syllabus.

Blackboard. The use of Blackboard is essential to this class. Many required or optional readings will be made available on the Blackboard site for this course. All **written assignments**, except the term paper, need to be submitted on Blackboard. You must be registered in this course before you can access your Blackboard account. If you need help activating your Blackboard account, call DoIt at 212-237-8200. After that, if you continue to have difficulties, contact blackboardstudent@jjay.cuny.edu.

ZOOM. For one-on-one appointments, I will be using my ZOOM office, so please activate your **free ZOOM** account from John Jay. To activate your free ZOOM account, go to <https://jjay-cuny.zoom.us/> and enter your John Jay email and email password.

Rules for ZOOM appointments. On ZOOM appointments, **students will be required to keep the camera on throughout the appointment**; if the camera goes off for any reason, the appointment will be terminated.

FREE TECHNOLOGY/RESOURCES PROVIDED BY JOHN JAY

Free ZOOM. See above.

Free loaner LAPTOP. If you need a laptop, John Jay will provide you with a loaner laptop. If you need a loaner laptop, please contact DoIt at 212-237-8200.

Free Microsoft Office 365 suite. John Jay also provides each student with access to **Microsoft Office 365 suite**. If you need this, go to office.com and enter your CUNYfirst username in the following format, e.g., jane.doe64@login.cuny.edu, and your CUNYfirst password.

The Writing Center. The Writing Center, located in Room 01.68 NB, is a service that provides free tutoring to students of John Jay, as well as many Writing Workshops.

Here is a link to the Writing Center: <http://jjcweb.jjay.cuny.edu/writing/about.htm>

The Writing Center has ONLINE APPOINTMENTS:

<http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>

REQUIRED BOOKS and BOOK EXCERPTS

† **YOU DO NOT NEED TO BUY ANY BOOKS. All are available from NYPL or the John Jay Library.**

DETAILED STUDY GUIDES WILL BE PROVIDED FOR BOOKS EXCEPT YANG'S
Study guides will take you through the readings and pose questions for thought.

Cha, Theresa Hak Kyung. *Dictee*. 1982. Berkeley:University of California Press, 2001.
 ISBN 978-0-520-26129-7. 1-58; images: pp. 74, 78, 93, 119, 133, 154, 173. **Selections on Blackboard**

Chang, Gordon H. *Ghosts of Gold Mountain: The Epic Story of the Chinese Who Built the Transcontinental Railroad*. Boston: Houghton Mifflin Harcourt, 2019.
 ISBN 978-1-328-61857-3. 38-57, 98-120. **Selections on Blackboard**

Fanon, Frantz. *Black Skin, White Masks*. Trans. Constance Farrington. 1967. Reprint, New York: Grove/Atlantic, 1968. ISBN 13 9780394173276. 1-23, 89-97. **Selections on Blackboard**

† Lin, Tom. *The Thousand Crimes of Ming Tsu*. New York: Little, Brown and Company, 2021.
 ISBN 978-0-316-54215-9.

† Yang, Gene Luen. *American Born Chinese*. New York: First Second Books, 2006. [Graphic Novel]
 ISBN 978-1-5964-3152-2.

† Yu, Charles. *Interior Chinatown*. New York: Pantheon, 2020. ISBN 978-0-307-90719-6.

OTHER REQUIRED TEXTS/MEDIA

ALL MATERIAL ON BLACKBOARD or the INTERNET.

Chen, Chen. "Self Portrait as So Much Potential" and "Self-Portrait With & Without." In *When I Grow Up I Want to be a List of Further Possibilities*. A. Poulin, Jr. New Poets of America Series 39. Rochester, NY: BOA Editions, 2017. 13, 25.

Cheng, Xiaoqing (1893-1976). "The Odd Tenant" and "One Summer Night." In *Sherlock in Shanghai: Stories of Crime and Detection*. Translated by Timothy C. Wong. Honolulu: University of Hawai'i Press, 2007. 94-112; 195-206.

- Chiang, Ted. "Liking What You See: A Documentary." In *Stories of Your Life and Others*. New York: Vintage Books, 2016. 237-74. ISBN 978-1-101-97212-0.
- Joyce, Stephen. "The Link and the Chain: The Individual and Communal Self in Theresa Hak Kyung Cha's *Dictee*." *Fiar*, vol. 1.1, June 2008. <http://interamerica.de/current-issue/joyce/>
- Lahiri, Jhumpa. "Casting Shadows." *The New Yorker* February 15 & 22 (2021 Issue).
- Lee, Kun Jong. "Rewriting Hesiod, Revisioning Korea: Theresa Hak Kyung Cha's 'Dictee' as a Subversive Hesiodic 'Catalogue of Women.'" *College Literature* 33, no. 3 (Summer 2006): 77-99.
- Leong, Michael. "Neo-Surrealism's Forked Tongue: Reflections on the Dramatic Monologue, Politics, and Community in Recent Poetry of Will Alexander and John Yau." *Contemporary Literature* 55, no. 3 (Fall 2014): 501-533.
- Nguyen, Viet Thanh. "Prologue: We." In *The Committed*. New York: Grove Press, 2021. xi-xiii. ISBN 13-978-0-8021-5706-5.
- . "War Years," "The Americans," "Someone Else Besides You," and "Fatherland." In *The Refugees*. New York: Grove Press, 2017. Reprint, 2018. ISBN 9780802127365.
- Shores, Lynn, director. *Charlie Chan at the Wax Museum*. Twentieth Century-Fox, 1940. 63 min. <https://www.youtube.com/watch?v=wVnvw7luyp8>
- Sharp, Don, director. *The Face of Fu Manchu*. CD. 1965; Burbank, CA, Warner Bros. Entertainment, 2012. 1 hr. 34 min.
- Sun, Liaohong (d. 1960). "The Sunglasses Society." In *Stories for Saturday: Twentieth-Century Chinese Popular Fiction*, translated by Timothy C. Wong. Honolulu: University of Hawai'i Press, 2003. 159-73.
- Yau, John. "Hollywood Asians." In *Forbidden Entries*. Santa Rosa, CA: Black Sparrow Press, 1996. 83-106. ISBN 1-57423-016-6.
- Zhang, Emma. "'Dictee' by Theresa Hak Kyung Cha." *Asian Review of Books*. September 2, 2022. <https://asianreviewofbooks.com/content/dictee-by-theresa-hak-kyung-cha/>
- Zhou, Xiaojing. "Postmodernism and Subversive Parody: John Yau's 'Genghis Chan Private Eye' Series." *College Literature* 31, no. 1 (Winter 2004): 73-102.

ASSIGNMENT SCHEDULE

MODULE 1 (yī)(il)(môt)(ekam)— OTHERS SPEAK—‘YELLOW PERIL’ STEREOTYPES

Learning Outcomes for Module 1

- ❖ analyze the globalized cultural images of Asian ace detective and arch villain in films
- ❖ articulate the way perceived cultural values of the East have been transplanted negatively into contexts in the West
- ❖ apply critical race theory to analyze evidence of racist stereotyping in films and to articulate points of view on race

“Endeavoring to make English language my slave, I pursue poetry,” Charlie Chan in Earl Derr Biggers, *The House Without a Key* (Indianapolis: Bobbs-Merrill, 1925), 208, quoted in Yunte Huang, *Charlie Chan: The Untold Story of the Honorable Detective and His Rendezvous with American History* (New York: W. W. Norton & Co., 2010), 155.

WEEK 1—FILMS

Session 1: Charlie Chan, Ace Detective

Readings/Viewings Due

- Watch introductory Videos posted on BB in “Getting Started BASICS.”
- Watch *Charlie Chan at the Wax Museum*. Twentieth Century-Fox, 1940. 63 min.
<https://www.youtube.com/watch?v=wVnww7luy8>

Session 2: Dr. Fu Manchu, Arch Villain

Readings Due

- Excerpts from Fanon’s *Black Skin, White Masks*. Introduction, xi-xviii, “The Black Man and Language,” pp. 1-23.
- View images of ‘Yellow Peril’ posted on Blackboard.

Class activity

- Watch CD of *The Face of Fu Manchu*

Writing Assignment: PreQuiz #1 on post World War II anti-Communism and ‘Yellow Peril’ images

Thinking point:

- how did global anti-Communism transform into cultural anti-Asian representations?

MODULE 2 (èr)(i)(hai)(dve)—ASIANS SPEAK—ASIAN DETECTIVES AND VILLAINS

Learning Outcomes for Module 2

- ❖ re-assess the globalized cultural images of Asian ace detective and arch villain from Module 1, now as transformed by Asian writers to resist ‘othering’

- ❖ **based on evidence from short stories and poems, analyze and describe how stereotyping film images from Module 1 are reinterpreted positively, or rejected, through literary strategies of narrative and poetic discourse**
- ❖ **analyze with evidence how ‘othering’ has been reimagined by Asian writers**

“Investigate domestic squirrel
Donkey liner puddling his horse
Horizontal rain delay”

John Yau, #7 in “Genghis Chan Private Eye XXIII (Haiku Logbook).” *Forbidden Entries*, p. 97.

IN MODULE 2 YOU MUST COMPLETE:

- **PreQuizzes #1 through #2 and Quizzes #1 through #2**

WEEK 2—STORIES and POETRY

Session 3: Cheng Xiaoqing’s Sherlock/Watson, a product of China’s May 4th Movement

Readings Due

- “The Odd Tenant,” in Cheng, Xiaoqing (1893-1976). In *Sherlock in Shanghai: Stories of Crime and Detection*, pp. 94-112.
- “One Summer Night,” pp. 195-206.

Session 4: Sun Liaohong’s Arch Villain and John Yau’s Peter Lorre

Readings Due

- “The Sunglasses Society.” In *Stories for Saturday: Twentieth-century Chinese Popular Fiction*, pp. 159-73.
- “Peter Lorre Dreams He Is the Third Incarnation of a Geisha,” in “Hollywood Asians.” In *Forbidden Entries*, pp. 80-82.

Writing Assignment: Quiz #1 on anti-stereotypes to the film portrayals in Module 1 and critical race theory

For Quiz #1 inspiration--

Check out “Monster Hunter Rise” Video Game with Amazing Japanese Calligraphy:

<https://www.facebook.com/CAPCOMasia/videos/mhrise-calligraphy/470926697582872/>

<https://funglr.games/event/monster-hunter-rise-live-event-bisen-aoyagi/>

Check out the following films: Dan Kwan and Daniel Scheinert’s *Everything Everywhere All at Once*, Jon M. Chu’s *Crazy Rich Asians*, Lee Isaac Chung’s *Minari* and Domee Shi’s Disney short, *Bao*.

WEEK 3—POETRY

Session 5: John Yau’s “Hollywood Asians” and Chen Chen’s Asian LGBTQ+ Voice

Readings Due

- “Genghis Chan: Private Eye XXI to XXVIII.” In *Forbidden Entries*, pp. 92-106.
- “Self Portrait as So Much Potential and “Self-Portrait With & Without.” In *When I Grow Up I Want to be a List of Further Possibilities*, pp. 13, 25.

Writing Assignment: PreQuiz #2 and Quiz #2 (combined) on John Yau’s “Hollywood Asians” and one secondary source

- Leong, Michael. “Neo-Surrealism’s Forked Tongue: Reflections on the Dramatic Monologue, Politics, and Community in Recent Poetry of Will Alexander and John Yau.” *Contemporary Literature* 55, no. 3 (Fall 2014): 501-533.
- Zhou, Xiaojing. “Postmodernism and Subversive Parody: John Yau’s ‘Genghis Chan Private Eye’ Series.” *College Literature* 31, no. 1 (Winter 2004): 73-102.

**MODULE 3 (sān)(sam)(ba)(trīṇi)—ASIANS SPEAK ACROSS THE EAST-WEST DIVIDE
East Asia and Southeast Asia**

Learning Outcomes for Module 3

- ❖ analyze the globalization of the cultural identity of the ‘Asian,’ as a consequence of East-West migrations, from the dual perspective of the eastern immigrant and the western host culture
- ❖ specifically, in the three literary works in this module, analyze and articulate with evidence, how Asian self representation was shaped by political contexts and global events that redefined the Asian’s position in the global community, in terms of race, ethnicity, class, gender, language(s), and nationality, with reference to
 - “westward expansion” and global colonizing activities starting from the Early Modern period
 - the “Cold War” geopolitical movements of the mid-20th Century
 - the post-World War II ideology of the American Dream

IN MODULE 3 YOU MUST COMPLETE:

- RESEARCH JOURNAL RESEARCH
- PreQuizzes #3 through #5 and Quizzes #3 through #5
- Midterm Exam

For RUBRIC for RESEARCH JOURNAL—see END of SYLLABUS or on BLACKBOARD.

WEEKS 3 & 4—MEMOIR OF THOSE WITHOUT VOICES

“Nature has made a race of workers, the Chinese race, who have wonderful manual dexterity and almost no sense of honor; govern them with justice, levying from them, in return for the blessing of such a government, an ample allowance for the conquering race, and they will be satisfied.” Ernest Renan, *La Réforme intellectuelle et morale*, quoted in Aimé Césaire, *Discourse on Colonialism*, trans. Joan Pinkham (New York: Monthly Review Press, 2000), 36.

**Session 6: Chinese Immigrant Builders of the Transcontinental Railroad
Readings Due**

Prepared for UCASC, 3/17/23

- *Ghosts of Gold Mountain*, pp. 1-74.

Writing Assignment: PreQuiz #3 on how the voiceless builders of the Transcontinental Railroad were given voices.

Thinking point:

- **find one example from the readings that shows us who these builders were, how they lived, or what they thought or felt**

Session 7: Chinese Immigrant Builders of the Transcontinental Railroad

Readings Due

- *Ghosts of Gold Mountain*, pp. 98-161.

Writing Assignment: Quiz #3—student engagement assignment on the “Railroad Chinese”
Go to the Resources Tab of “Stanford’s Chinese Railroad Workers in America Project”:

<http://web.stanford.edu/group/chineserailroad/cgi-bin/website/>

Click on “Oral History Interviews” and select 1 interview.

Answer the following: 1) identify the person interviewed and that person’s connection to the railroad workers; 2) what information in the interview did you find most interesting? and 3) how did that information/evidence in the interview add to/change/confirm something you learned about the railroad workers from the assigned readings?

Session 8:

Presentations on Stanford’s online site, “Chinese Railroad Workers in America,” and *Ghosts of Gold Mountain*.

Opportunity for your 5-minute oral class presentation of argument with evidence.

WEEKS 5 & 6—SPEAKING IN MANY VOICES on PAGE and SCREEN

“May I write words more naked than flesh,
 stronger than bone, more resilient than
 sinew, sensitive than nerve.”
 Sappho—the epigraph to *Dictee*.

Session 9: On Japan’s Occupation and The Korean War

Readings Due

- <https://www.history.com/news/japan-colonization-korea>
- <http://yris.vira.org/essays/3523>
- <https://www.eisenhowerlibrary.gov/research/online-documents/korean-war>

Session 10: *Dictee: A Korean-American Woman and the Korean War*

Readings Due

- *Dictee*, pp. 1-41.

Session 11: *Dictee: Her Korean Mother and the Japanese Occupation*

Readings Due

- *Dictee*, pp. 45-75.

Writing Assignment: PreQuiz #4 and Quiz #4 (combined), on *Dictee* and two secondary sources:

For PreQuiz/Quiz #4, consult one of the following and one of the history links in Session 9, in order to explain 2 mysteries in *Dictee*. A “mystery” is a question, such as “what is this” or “what does this mean?” or “why is this image here?”

- Joyce, Stephen. “The Link and the Chain: The Individual and Communal Self in Theresa Hak Kyung Cha’s *Dictee*.” *Fiar*, vol. 1.1, June 2008.
<http://interamerica.de/current-issue/joyce/>
- Lee, Kun Jong. “Rewriting Hesiod, Revisioning Korea: Theresa Hak Kyung Cha’s ‘Dictee’ as a Subversive Hesiodic ‘Catalogue of Women.’” *College Literature* 33, no. 3 (Summer 2006): 77-99. **On Blackboard.**
- Zhang, Emma. “‘Dictee’ by Theresa Hak Kyung Cha.” *Asian Review of Books*. September 2, 2022. <https://asianreviewofbooks.com/content/dictee-by-theresa-hak-kyung-cha/>

Session 12: *Dictee*: A Korean-American Woman Speaking French and Watching Movies

Readings Due

Dictee, pp. 79-118; 167-79.

WEEKS 7 & 8—RESISTING STEREOTYPES WITH ANCIENT FABLES

“YOU KNOW, JIN, I COULD HAVE SAVED MYSELF FROM **FIVE HUNDRED YEARS’ IMPRISONMENT** BENEATH A MOUNTAIN OF ROCK HAD I ONLY REALIZED HOW **GOOD** IT IS TO BE A MONKEY,” the Monkey King, *American Born Chinese*, p. 223.

Session 13: Fanon’s “Disalienation” and the Ancient Fable of the Monkey King

Readings Due

- *American Born Chinese* (graphic novel), pp. 1-52; 55-130.

***Individual one-on-one ZOOM appointments start, for planning the Term Paper.**

Session 14: Fanon’s “Disalienation” and the Ancient Fable of the Monkey King

Readings Due

- *American Born Chinese* (graphic novel), pp.133-198; 201-233.

Writing Assignment: Pre-Quiz #5 and Quiz #5 (combined) on Gene Luen Yang’s *American Born Chinese*

Thinking points:

- How does Yang present the negative Asian stereotypes? Give one example from the story.
- How does Yang use the ancient tale of the Monkey King to construct an anti-stereotype and positive self image of Asians for today? Give one piece of evidence to support your view.
- What does the American Dream mean to Jin Wang/Danny?

WEEK 8—MIDTERM**Session 15: MIDTERM RXAM**
MODULE 4 (sì)(sa)(bốn)(catvāri)— ONE PERSON, DOUBLED IDENTITIES
East Asia and Southeast Asia
Learning Outcomes for Module 4

- ❖ analyze the globalization of the cultural self representation of the ‘Asian,’ from the dual perspectives of the dominant others, controlling world events, and of those “othered” and displaced by those events, as this duality is explored in novels and short stories in this module
- ❖ specifically, by applying the concepts/methods of literary production/analysis and of historical interpretation, analyze and articulate with evidence how Asian self representations in these works transform stereotypes of film heroes/heroines, Wild West cowboys, and the American Dream
- ❖ apply critical race theory to your analyses of representation
- ❖ in completing the Research Journal Assignment and the Term Paper project (except for the final Term Paper itself), students will demonstrate that they have successfully
 - gathered/interpreted/assessed information from multiple sources
 - critically evaluated primary source evidence and secondary-source arguments
 - used the gathered information and analyses to produce well-reasoned arguments supported by evidence

DETAILED STUDY GUIDES WILL BE PROVIDED FOR THE BOOKS in THIS MODULE
Study guides on BLACKBOARD will take you through the readings and pose questions for thought.

“MA
 Don’t grow up to be Kung Fu Guy.

...
 KUNG FU KID
 Oh. Then what should I be?

MA
 Be more.

Lying there in the silence, you try to imagine what she could possibly mean.
 Kung Fu Guy is the pinnacle. How could anyone be more?”

Interior Chinatown, p. 56.

IN MODULE 4 YOU MUST COMPLETE:

- **RESEARCH JOURNAL ASSIGNMENT**
- **EITHER Pre-Quiz #6/Quiz #6 (combined) OR Pre-Quiz #7/Quiz #7 (combined)**
- **FIRST 3 ASSIGNMENTS of the TERM PAPER PROJECT**

**For RUBRICS for RESEARCH JOURNAL ASSIGNMENT & TERM PAPER PROJECT—
See END of SYLLABUS or on BLACKBOARD.**

WEEKS 8, 9, & 10—ASIAN SELF REPRESENTATION IN A NOVEL ABOUT MOVIE ROLES

**Session 16: Asian Movie Stereotypes and Breaking Free
Readings Due**

- *Interior Chinatown*, Acts I to III, pp. 1-119.

****LAST DAY TO SUBMIT PreQuizzes #1 through #5 and Quizzes #1 through #5**

**Session 17: Asian Movie Stereotypes and Breaking Free
Readings Due**

- *Interior Chinatown*, Acts IV to V, pp. 121-212.

*****RESEARCH JOURNAL ASSIGNMENT DUE**

**Session 18: Asian Movie Stereotypes and Breaking Free
Readings Due**

- *Interior Chinatown*, Acts VI to VII, pp. 213-270.

WEEKS 10 & 11— ASIAN SELF REPRESENTATION IN A NOVEL ABOUT AN ASIAN COWBOY

**Session 19: An Authentic Asian Cowboy in the Wild West
Readings Due**

- *Thousand Crimes of Ming Tsu*, Part One (“Hunt”), pp. 3-98.

Writing Assignment: Pre-Quiz #6 and Quiz #6 (combined) on film stereotypes/anti-stereotypes in Charles Yu’s *Interior Chinatown*

Thinking points:

- How does Yu present the negative Asian stereotypes? Give one example from the story.
- How does Yu use format of a film script to construct an anti-stereotype of the Asian film hero for today? Give one piece of evidence to support your view.
- Is “Kung Fu Guy” a positive or negative Asian self image, and why?

**Session 20: An Authentic Asian Cowboy in the Wild West
Readings Due**

- *Thousand Crimes of Ming Tsu*, Part Two (“Travel”), pp. 101-211.

Session 21: An Authentic Asian Cowboy in the Wild West**Readings Due**

- *Thousand Crimes of Ming Tsu*, Part Three (“Fate/Order/Life”), pp. 215-73.

Session 22: An Authentic Asian Cowboy in the Wild West**Readings Due**

- Finish *Thousand Crimes of Ming Tsu*.

Writing Assignment: Pre-Quiz #7 and Quiz #7 (combined) on stereotypes/anti-stereotypes of the Wild West of the Transcontinental Railroad in Tom Lin’s *Thousand Crimes of Ming Tsu***Thinking Points:**

- How does Lin’s Chinese cowboy and crime enforcer, Ming, disrupt the common picture of the Wild West and what we learned about the Chinese builders of the railroad? Give one example from the story.
- How does Lin appropriate the violence in western films and stories, in order to query racism? Give one piece of evidence to support your view.
- What kind of Wild West scenario does the Chinese cowboy occupy?

WEEKS 12 &13— ASIAN SELF REPRESENTATION and the VIETNAM WAR

“I wrote this book for the ghosts, who, because they’re outside of time, are the only ones with time.”

Roberto Bolaño, *Antwerp*—the epigraph to *The Refugees*

Session 23: Doubled Identities and Divided Loyalties**Readings Due**

- On Vietnam War
<https://www.nytimes.com/2018/03/26/opinion/what-was-the-vietnam-war-about.html>
- Timeline of Vietnam War
<https://www.ncpedia.org/anchor/vietnam-war-timeline>
- *The Committed*, “Prologue: We.” In *The Committed*. New York: Grove Press, 2021. xi-xiii.

Session 24: Doubled Identities and Divided Loyalties**Readings Due**

- “War Years,” and “The Americans.” In *The Refugees*. New York: Grove Press, 2017. Reprint, 2018. 49-72; 125-49.

Session 25: Doubled Identities and Divided Loyalties**Readings Due**

- “Fatherland.” In *The Refugees*. New York: Grove Press, 2017. Reprint, 2018. 181-207.

Optional Writing Assignment: Pre-Quiz #8 and Quiz #8 (combined) on the problem of an authentic identity in Viet Thanh Nguyen’s short stories about being Vietnamese, American or a refugee/expatriate after the Vietnam War

Thinking points:

- How does Nguyen connect the characters’ doubled identities specifically to the Vietnam War and its aftermath? Give one example from the stories.
- How does Nguyen use the status of refugee or expatriate in the stories to query the effects of colonizing racism on those who are ‘othered,’ displaced, and despised? Give one piece of evidence to support your view.
- Most of the characters have divided loyalties as a result of living as a refugee or expatriate. Give one example with evidence to support your choice.

**MODULE 5 (wũ)(o)(nẵm)(pañca)— FOREVER ALIEN?
South Asia**

Learning Outcomes for Module 5

- ❖ analyze and articulate subtle strategies of “Asian’ self representation that do not straightforwardly transform fictional stereotypes, but seek to reposition the “Asian’ as controlling author squarely within the global cultural context
- ❖ students will be asked to refer to their Research Journals and Term Paper Projects to provide examples of performative, authorial reimaging of the ‘Asian’ as a culturally dominant figure
- ❖ in completing the final Term Paper, students will produce a well-reasoned written argumentative paper supported by primary and secondary materials
- ❖ in completing the 5-minute oral class presentations, students will produce a well-reasoned oral argument with evidence

IN MODULE 5 YOU MUST COMPLETE:

- **FINAL TERM PAPER (due FRI of first Exam Week)**
- **5-minute Oral Presentation of Argument with Evidence (if not already done)**

WEEKS 13 & 14— ASIAN AUTHORS NOT WRITING ABOUT ASIANS SPECIFICALLY— CHIANG’S SCIENCE FICTION AND A STORY BY A SOUTH ASIAN WOMAN IN ITALIAN AND TRANSLATED BY HER INTO ENGLISH

Session 26:

Readings Due

- Chiang, Ted. “Liking What You See: A Documentary.” In *Stories of Your Life and Others*. New York: Vintage Books, 2016. 237-74.

Session 27:**Readings Due**

- Lahiri, Jhumpa. “Casting Shadows.” *The New Yorker* February 15 & 22 (2021 Issue).

Session 28:

Last day of classes—Term Paper Showcase and PARTY!!!

Opportunity for your 5-minute oral class presentation of argument with evidence.

RESEARCH JOURNAL RUBRIC

The Research Journal is a record of your investigations, where you will record and take notes on at least 3 examples of anti-stereotypes; it will not be graded, but you will need to do it correctly, in order to complete the Research Journal Assignment, which is worth 10% of your total grade.

This assignment constitutes your independent findings of primary source material and will be graded as part of your Research Journal Assignment:

- 1) find at least 3 examples of anti-stereotypes or positive Asian self representations on page or screen**
- 2) look for Asian representation where Asians are unexpectedly front and center, such as mainstream films, hip hop, stand-up comedy, cooking shows, fashion, beauty, science fiction, manners advice**
- 3) for each example, include:** a) URL or other cite or locator, so that anyone else can find your example easily; b) a description that specifically identifies your example by its form and purview (see Research Journal Assignment below for ideas); and c) notes about why you think each example is an anti-stereotype

RESEARCH JOURNAL ASSIGNMENT RUBRIC

This assignment is worth 10% of your final grade and has 2 parts:

- **Briefly describe the one example/primary source anti-stereotype from your Research Journal that you will use for your Term Paper**
- **First Draft of Part 1 of Term Paper—write 1-2 paragraphs analyzing with evidence how your primary source is an anti-stereotype**

An excellent description of the primary source that is your anti-stereotype will include:

- a URL or other citation form documenting your source so that anyone else can quickly find it
- a description that specifically identifies your example by its form and purview—is it a printed text or a movie, and what is its title and subject? Is it a fashion photograph and what was the context of the photograph, an event, etc.? Is it an advertisement and what kind of ad—print, screen, performance? Is it a hip hop artist’s specific song, or his public self-presentation that you are looking at?

By contrast, a poor description of the primary source that is your anti-stereotype will be vague:

- your URL or other citation form will be faulty so it will not lead to your example
- your description will be too general—for example, “the songs of BTS” or “skin whitening tips”

An excellent 1-2 paragraphs analyzing with evidence how your primary source is an anti-stereotype:

- might be introduced by a short description of the stereotype that you think your anti-stereotype is correcting, for example, the idea that “lighter is better” or “male leading men look like Tom Cruise and Brad Pitt,” or you could pick a stereotype from class materials, such as Dr. Fu Manchu or Charlie Chan, and state that in those cases White actors portrayed Asian stereotypes, and what were some aspects (evil genius, bad English, for example) of those stereotypes
- would describe specific aspects of your example and how each aspect contributes to an anti-stereotype, for example, you could say that “Crazy Rich Asians” was marketed as a mainstream movie with Asian romantic leads (played by handsome/beautiful Asian actors), just as if it were made by any non-Asian mainstream director, and then you would discuss aspects of the film that made it a mainstream romantic drama (girlfriend meeting boyfriend’s parents, for example) and then compare the movie with an ‘Asian’ movie stereotype, such as kung-fu hero movies (using a specific movie of this genre and a specific example from the movie)

By contrast, a poor 1-2 paragraphs:

- would say something vague, such as that “Crazy Rich Asians” was a mainstream success and that proves it is an anti-stereotype, without giving any of the specific reasons why it was considered “mainstream” rather than an ‘Asian’ movie
- would not give any idea of the stereotype (kung-fu movies) that it was countering, or say something vague, such as “Crazy Rich Asians” is different in every way from a kung-fu movie

TERM PAPER PROJECT RUBRIC

This assignment is worth 45% of your total grade.

Students will be doing assignments that scaffold into a final Term Paper for most of the semester.

General Learning Objectives of the Term Paper Project:

In the Research Journal Assignment, plus the 3 Term Paper Assignments and the final Term Paper itself, **students will demonstrate their skills as independent learners**, by transferring their skills and knowledge of class materials to an independent investigation and analysis of an anti-stereotype, which they will then compare and contrast with a stereotype or anti-stereotype encountered in class materials in a Term Paper that presents a well-reasoned argument supported by primary sources and at least one secondary source. The writing and research tasks needed to produce a final paper are scaffolded in the Research Journal assignment plus the 3 Term Paper Assignments

The Research Journal Assignment and Term Paper Project are worth the following:

- | | |
|---|---------------------------|
| • Research Journal Assignment—gather/analyze primary sources | 10% of final grade |
| • Term Paper Project (3 Term Paper assignments + Term Paper) | 45% of final grade |
| 1) State your Research Question and list your primary sources | (5%) |
| 2) Revised anti-stereotype Analysis (Part 1 of Paper) | (10%) |
| 3) Stereotype Analysis w/ secondary source (Part 2 of Paper) | (10%) |
| 4) <u>Final Paper (Parts 1& 2 + Part 3 compare/contrast Parts 1 & 2)</u> | <u>(20%)</u> |

Term Paper Project Total: (45%)

Research Journal:

In Session 8, students will begin working independently on their Research Journals. Students will independently gather at least 3 anti-stereotypes from various sources of their own choosing.

Research Journal Assignment: By Session 17, students will hand in their Research Journal Assignment, in which they will describe and analyze one of their gathered anti-stereotypes, so that by using evidence from their anti-stereotype, they will make a well-reasoned argument for why their anti-stereotype is an anti-stereotype. This argument is the first draft of the anti-stereotype analysis that will be used in Part 1 of the Term Paper. **SEE RESEARCH JOURNAL ASSIGNMENT RUBRIC ABOVE.**

#1 Term Paper Assignment—State the Research Question and list sources:

- **Research Question**

You are going to write a compare/contrast paper. These papers all take the general form of: a) discuss item #1; b) discuss item #2; c) discuss the similarities and differences between #1 and #2.

The Research Question may be of the form: how does [my anti-stereotype example] refute stereotyping of ‘Asians’ by the dominant culture, and in what ways does it project a positive self-representation of Asians by Asians?

You can individualize the Research Question by being more specific about the stereotyping, for example, by saying “refute the stereotyping of Asian actors.” Or, “refute stereotyping of an art form such as hip hop which excludes Asians entirely.”

- **Sources—2 primary sources**

2 primary sources are required: a) your anti-stereotype example from your Research Journal Assignment and b) an example of a stereotype or anti-stereotype from class materials

#2 Term Paper Assignment—Revised anti-stereotype Analysis (Part 1 of Paper)

Based on my comments on your Research Journal Assignment, you will rewrite and expand the 1-2 paragraphs that you wrote analyzing your anti-stereotype. This is Part 1 of your paper, but after you write Part 2, you may want to switch the order of the 2 parts.

#3 Term Paper Assignment— Stereotype Analysis w/ secondary source (Part 2 of Paper)

Starting around Session 13, I will be scheduling one-on-one ZOOM meetings with each student, during which a) we will discuss the stereotype or anti-stereotype example that you will be using from the class materials **and** b) we will review some good secondary source choices together.

Based on our ZOOM meeting, you will write Part 2 of your paper, which will analyze the stereotype or anti-stereotype example from class materials and you will list at least one secondary source that you will be using. **See the Research Journal Assignment for guidance** for analyzing your example from class materials.

1 secondary source is required: you will get extra credit if you find a secondary source on your own; but I will have a “Course Research” area on Blackboard, which will list a number of

secondary sources related to the class materials. Remember that you have also already used secondary sources in PreQuiz #2/Quiz #2 and PreQuiz #4/Quiz #4.

Final Term Paper

Here, you will answer your Research Question in a formal paper by fulfilling all the Term Paper requirements (see below) and by a) putting Parts 1 & 2 that you have already written in the right order; b) writing 1-3 new paragraphs comparing and contrasting Parts 1 & 2, plus c) writing a conclusion and creating a “List of Works Cited.”

- an excellent conclusion summarizes your main points and opens up new areas of discussion, while a poor conclusion is a vague sentence that says something such as, “thus, I have successfully contrasted a stereotype image of Asians with a non-stereotype image”
- an excellent “List” lists every work, primary and secondary, that you used in your paper and puts these works into some acceptable citation format such as MLA, Chicago, or APA (examples are easy to find on the Internet), while a poor “List” does not list all works, nor puts them in the right order, nor types them in some consistent/acceptable format

Term Paper Requirements:

- a clear thesis—the answer to your Research Question
- a coherent argument, using good rhetorical skills and incorporating close analysis of primary source evidence, using the analytical tools of the appropriate discipline (literature, history, philosophy, film, performance)
- sound research methodologies, including correct use of print, Internet and other sources, especially secondary sources
- a final product of 5-7 typed pages that has been proofread for grammatical errors and put in the proper format (1” margins, 12 point Times Roman font, numbered pages), with citations to the primary sources and at least 2 quotations, plus reference to 1 secondary source, as well as a “List of Works Cited”

For an excellent paper, include these Additional Learning Objectives:

- Students will identify and apply the fundamental concepts and methods of the disciplines of literary study, as well as of philosophy and history, since critical race theory and the West’s historical relations with Asia, as well as the history of racism against Asians in the West are essential to understanding the subject of the Term Paper, which is a comparison between examples of the ‘othering’ of Asians and their own positive self representations.
- Through work on their Research Journals, Research Journal Assignments and the 3 Term Paper Assignments preceding the final Term Paper, students will identify at least two primary sources (one independently investigated) and one secondary source, to be used as the source material for their final argumentative Term Paper.
- Students will analyze ‘Asian’ stereotypes and Asian anti-stereotypes—within both a) the context of East-West politics and a global racism and b) the context of a global transnational cultural diversity facilitated by the Internet and other forms of transnational communication—by referring to at least one event or movement or ideal, such as the Korean or Vietnam Wars or anti-Communism or the American Dream, and by clearly describing and analyzing the transnational context (for example, You Tube video on Internet or independently published text) of the anti-stereotype in their Term Papers.

- Students will analyze the significance of the Internet and of the English language itself as forces creating global and transnational values that transcend racist East-West dichotomies of race, ethnicity, class and language. Specifically, they will describe and compare a racist stereotype with a new Asian self representation that reflects both the values and culture of the world's dominant Western societies and the heritage of the East, making sure to discuss how a stereotype makes assumptions about race, ethnicity, class, language, and on the basis of those assumptions excludes 'others' from participation in the dominant culture, on the basis of appearance, background, education, speech, beliefs and so on.

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 10, 2023

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: Political Science

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

Name: Brian Arbour
 Email address(es) barbour@jjay.cuny.edu
 Phone number(s) 646-557-4616

2. a. **Title of the course:** Presidential Primaries

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

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

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

The course is an advanced course in political science, and students will need knowledge developed from the foundation courses in the major to succeed in the course. Students will write a research paper on a historical primary election. The readings, assignments and writing expectations of the course are all appropriate for a 300-level course in political science.

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

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

The course addresses a need in the political science major for more 300-level courses that focus on American politics. At the moment, there is only 1 course at the 300-level in American politics.

The course also focuses on an important area of new developments in political science. Recent scholarship has shifted our understanding of primary elections by focusing on how parties and their extended networks of supporters try to converge on a favored candidate and to cue voters to support the party's favored choice. These party-led efforts work to synthesize different factions and "policy demanders" within a party's coalition to support a nominee who tries to reflect the party's policy priorities and positions, and who tries to balance the different components of the coalition. These efforts though are constrained by the choices that voters make in primaries and caucuses, and recent events have in some cases strengthened this new understanding of how presidential primaries work, and other events have raised serious doubts about the validity of these theories.

The course attempts to understand contemporary primaries as contests between different factions or wings of the American political parties. As such, it stands as both a course about campaigns and a course about political parties, and thus is a unique offering in the political science major.

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

This course examines contemporary presidential primary elections in the United States. It focuses not just on which candidate wins individual primaries and caucuses and who leads in the delegate count, but also on how presidential nomination contests shape the two major American political parties. The course examines how different factions of the major parties use presidential nominations to jockey for influence in the party and to develop a party's consensus on its policy positions and priorities.

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): POL 101, ENG 201

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

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

 No X Yes. If yes, then please provide:

- | | |
|-----------------------------|-------------|
| a. Semester(s) and year(s): | Spring 2020 |
| b. Teacher(s): | Arbour |
| c. Enrollment(s): | 36 |

d. Prerequisites(s): N/A

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

Students will

1. Identify the role that primary elections play in the structure of contemporary American political parties.
2. Describe the calendar, structure, and rules of the contemporary presidential nomination system and assess how those influence the outcomes of nomination contests.
3. Learn the history of the presidential nomination contests and analyze how and why the post-McGovern-Fraser system developed and the consequences of these changes.
4. Assess the normative value of the work party insiders do to collaborate on a preferred candidate and cue voters to select that candidate.
5. Write a paper examining the results of a historical presidential primary, using course concepts to explain and evaluate the outcome of that nomination process.

Course Learning Objectives #1 and #4 connect to Major Learning Outcome #3—Students will become knowledgeable members of the community capable of reasoned judgments on political issues and ideas (Reasoned Judgments).

Course Learning Objectives #2 and #3 connect to Major Learning Outcome #4—Students will demonstrate knowledge of the major subfields of political science, learning about the primary system build on the knowledge students learned in one of their foundation courses in American Politics.

Course Learning objective #5 connects to Major Learning Outcome #1—Students will initiate, develop, and present independent research (Independent Research)

Course Learning Objective #5 also connects to Major Learning Outcome #2—Students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments (Effective Writing).

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

No Yes

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

Political Science major, Part IV. Political Science Electives, American & Urban Politics category

Political Science minor, Part Two. Electives

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

No Yes If yes, please indicate the area:

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

- A 2,000-2,500 word research paper that examines the history of a one party's presidential nomination contests in a specific year (e.g. the 2008 Democratic contest, the 1996 Republican contest, etc.). The assignment asks students to assess how the major themes of the course played out in the year under study.
 - Periodic homework assignments (5-6 over the course of the semester) will ask students to research their assigned nomination contest. Assignments will ask students to research items like results of specific primaries or caucuses, media coverage of each candidate, endorsements, and fundraising.
- Weekly low-stakes writing assignments called "Discussion Questions" that ask students to reflect on key elements of reading assignments.
- Current events—Students will find, summarize, post and discuss newspaper articles on Blackboard about the contemporary presidential nomination contest.

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

No Yes

If yes, please state the librarian's name Jeffrey Kroessler Dec. 20, 2021

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

No Yes

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

OneSearch (the library discovery tool)
 eBooks

Subject specific library databases:

Academic Search Complete Gale Reference Sources
 NexisUni PsycInfo

___ Criminal Justice Abstracts ___ Sociological Abstracts

Other (list them here) _____

Are there existing library Research Guides to support your class?

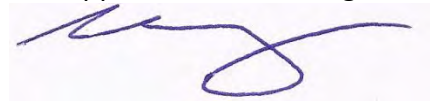
<https://guides.lib.jjay.cuny.edu/>

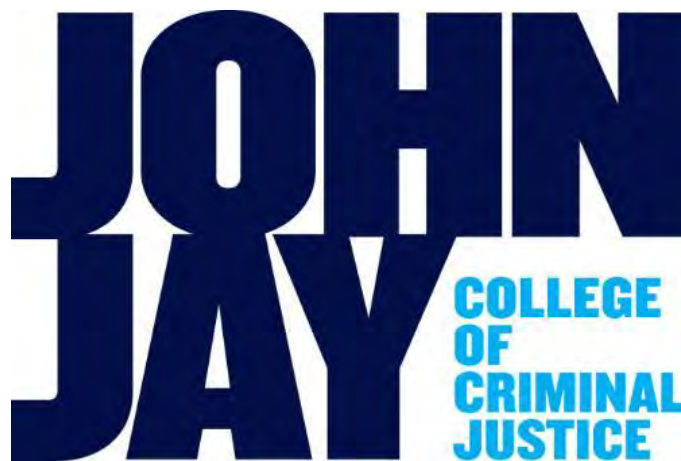
No _____

Yes ___X___

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

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval: 2/5/23
15. **Faculty - Who** will be assigned to teach this course? Brian Arbour
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: Susan Kang, Chair, Political Science Department





SYLLABUS

POLITICAL SCIENCE 3XX

PRESIDENTIAL PRIMARIES

Semester
 Sec: XX Class: YYYYY
 Class Time
 Class Location

Professor Brian Arbour

Office: NB 09.65.07

Phone: 646-557-4616

E-mail: barbour@jjay.cuny.edu

Office Hours: Wednesdays 2 pm-3:30 pm

By Appointment

Twitter: @bkarbour

Bulletin Course Description

This course examines contemporary presidential primary elections in the United States. It focuses not just on which candidate wins individual primaries and caucuses and who leads in the delegate count, but also on how presidential nomination contests shape the two major American political parties. The course examines how different factions of the major parties use presidential nominations to jockey for influence in the party and to develop a party's consensus on its policy positions and priorities.

Other Course Information

Presidential primaries are exciting and unpredictable events. They attract a diverse array of candidates: some are serious candidates for the presidency, some want to increase the importance of a particular issue, and some want to just promote their own personal brand. Primaries also challenge voters, because they have to sort through this array of candidates with little help from the traditional cues voters use to choose candidates (party identification, issue positions, etc.) The nomination contest also provides a locus for pressure groups to try to shift a party to commit to their preferred policy positions. The sequential order of primaries and caucuses also creates the possibility for "momentum" and creates a different set of campaign strategy decisions than other elections.

Our course will examine the 2024 presidential nomination contest as it happens. We will of course be interested in who wins individual primaries and caucuses and who leads in the delegate count for this summer's party conventions. But we will focus just as much on how presidential nomination contests shape the two major American political parties. Nomination contests tell us much about who competes for power in political parties and how parties shape choices for voters.

Learning Objectives

Students will:

- Identify the role that primary elections play in the structure of contemporary American political parties.
- Describe the calendar, structure, and rules of the contemporary presidential nomination system and assess how those influence the outcomes of nomination contests.
- Learn the history of the presidential nomination contests and analyze how and why the post-McGovern-Fraser system developed and the consequences of these changes.
- Assess the normative value of the work party insiders do to collaborate on a preferred candidate and cue voters to select that candidate.
- Write a paper examining the results of a historical presidential primary, using course concepts to explain and evaluate the outcome of that nomination process.

Course Readings

There are two sources for reading in this course. All readings for the course are listed on a Google Doc, which includes links for all readings that are available on the internet.

In addition, readings not available on the internet are posted online in the Contents section of class's Blackboard page. You can also find a link to the Google Doc of readings there.

You can access Blackboard via "Web Tools" section of the John Jay website (www.jjay.cuny.edu). Occasionally, I will post reading materials or links to interesting articles on current events here. In addition, Blackboard allows for an easy method to e-mail the entire class (both for you and for me). These e-mails will go to your John Jay e-mail account, which you should check on a regular basis.

There is no assigned textbook in this class.

Current Event Readings

You are a student, a citizen, a stakeholder in our region, state, and nation. For all of these reasons, I expect you to keep up with political news. Reading a newspaper is the best way to do this. Our discussions in class will frequently touch on current events, often as a way to illustrate a concept from lecture or a reading. Not only will regularly consuming the news bring course material to life, but it will also undoubtedly make the class more interesting. (And as a non-trivial side benefit, being

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a news junkie invariably gives you interesting things to talk about at parties when you find yourself in a conversation that has lapsed into awkward silence.)

To allow students to do that, I am requiring you to download either the *New York Times* app or the *Wall Street Journal* app on your cell phones and/or tablets. The College has a program with both the *Journal* and *Times* that allows students and faculty to receive complimentary access to their digital edition.

Details of how to get your digital subscription for the *Times* are available at: <https://www.lib.jjay.cuny.edu/nyt>. For the *Journal*, go to <https://www.lib.jjay.cuny.edu/wsj>

Grading

Current Events	15%
Discussion Questions	15%
Homework Assignments	15%
History of Presidential Primaries	
Group Presentation	10%
Paper	35%
In Class Participation	10%

Current Events—At least one every two weeks, students must upload a newspaper or magazine article or a blogpost about the 2020 nomination contest to the Discussion page on Blackboard. Students must also provide a brief summary of the article they are posting, explain how it is related to what we have talked about in the course, and ask a discussion question based on the article and participate in further discussion on them with other class members.

Students are also required to comment on other students' articles. You are welcome to answer the discussion question or to provide your own comment.

Discussion Questions will ask you to answer several questions about that day's readings. These questions are designed to facilitate discussion for that day's class. Responses must be printed (i.e. they cannot be handwritten).

Because discussion questions are designed to facilitate discussion in class on a particular day, you are not allowed to submit these late. Since I expect students will miss a class or two during the semester, I will drop your two lowest grades on discussion question items.

Paper—History of Presidential Primaries—Each student will write a 2,000-2,500-word paper (8 to 10 pages) that discusses the history of one of the party's presidential nomination contests in a specific year (e.g. the 2008 Democratic contest, the 1996 Republican contest, etc.). The paper should not only explain the major events of that nomination contest, but should use knowledge gained from readings, lectures, and class discussions to explain why the winner won, and why the losers lost. The paper is due on Monday, May 18th at 12 noon.

Homework Assignments—Homework assignments are given on a biweekly basis. The homework assignments will help you conduct the basics of research for your paper.

Group Presentation—Groups of four students will make a 15-minute presentation on the specific nomination contest that I have assigned to each of you. Presentations should summarize the main themes of that contest, explaining who won and why.

Participation is vital in this course. I also expect students to participate in class discussions, by contributing their ideas and thoughts over the course of the semester, especially when I throw the floor open to opinions on the topics we cover.

To receive any points for class participation, students should comment occasionally on class issues, particularly when I ask for opinions on current events or issues of what our government should look like. Students who receive the middle level of participation points are those that contribute to the class only periodically, and their contributions do not reflect that they have read the course material in great depth. Students who do well on the participation grade make contributions that teach other students in the course. They do this by asking intelligent questions frequently and contributing discussions in ways that demonstrate that they understand and comprehend the course readings.

Both quantity and quality are important. Quantity is important because I cannot give you a good grade on participation if your participation is zero. But quantity is not sufficient to receive full credit. The quality of your contributions to the class will determine your participation grade.

Course Policies and Procedures

Late Work is of course discouraged. Getting behind on your work in this class will not only hurt your grade in this class, but by cramming much work into a smaller amount of time, it will hurt your grades in other classes. While students may turn in late work, it will be penalized one letter grade for each 24 hours in which the assignment is late.

As mentioned above, this policy does not extend to discussion questions. They must be turned in the day in which they are due.

If students have family or medical emergencies that would prevent them from turning in work on time, they may contact me as soon as possible to make a request. I require appropriate documentation (i.e. a doctor's note). The instructor, and the instructor alone, will evaluate your request and determine if you have a valid excuse, and will be able to take the makeup exam.

E-mail Submissions: I do not accept papers via e-mail. Please do not e-mail me an assignment, as it will not count. There are ***no exceptions*** to this policy.

Respect for Others. A successful learning experience requires mutual respect on the part of the student and the professor. Accordingly, neither the professor nor students should be subjected to others' behavior that is rude, disruptive, intimidating, or demeaning, both in and outside of

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the classroom. Any such behavior will be reported to the Department of Public Safety and/or the Dean of Students.

Cell Phones—While I'm as big a fan as anyone of hearing Lizzo's "Truth Hurts" as much as anybody, I would prefer not to hear it in class as a ringtone. Cell phones are a distraction to the learning process. As a courtesy to me and your classmates, please turn off yours before entering class.

Cheating will of course not be tolerated. According to the John Jay College policy on cheating, "Students are prohibited from using books, notes, and other reference materials during examinations except as specifically authorized by the instructor. Students may not copy other students' examination papers, have others take examinations for them, substitute examination booklets, submit papers written by others, or engage in other forms of academic dishonesty."

Cheating, of course, includes plagiarism. John Jay College uses the CUNY Policy on Academic Integrity, which defines plagiarism as "the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation.

Students who violate either of these policies will be punished to the fullest extent possible. At a minimum, a student who cheats or plagiarizes should expect, at a minimum, to receive a 0 for the assignment in question, and in most cases will receive an F for the course.

Students with Disabilities should inform the Professor promptly (i.e. during the first week of class) about their status. I will make the appropriate accommodation, in accordance with the guidelines established by the Disability Services Office.

Course Readings and Assignments

All Readings are Posted on Our Class Google Doc:

https://drive.google.com/file/d/1DyfxdLJLJ_9FDqWYkg4uAAuEKaxvvOUm/view?usp=sharing

<i>Date</i>	<i>Topic</i>
January 27	Introduction and Welcome
January 29	What is a Political Party?
February 3	Iowa
February 5	What is a Political Party? Part 2
February 10	New Hampshire
February 12	No Class—School Holiday
February 17	No Class—School Holiday
February 19	Library Session (meet at Lloyd Sealy Library)
February 24	Nevada
February 26	South Carolina
March 2	Super Tuesday
March 4	The History of Political Parties
March 9	McGovern-Fraser and Its Effects
March 11	Rules of the Process
March 16	The “Invisible” Primary
March 18	The Party Decides?
March 23	Deciding to Run
March 25	Planning to Run
March 30	Momentum
April 1	Campaign Finance
April 6	Winnowing
April 8, 13, & 15	No Class—Spring Break
April 20	Media
April 22	Who Caucuses? Who Primaries?
April 27	Momentum
April 29	Choosing a Primary Candidate
May 4, 6, & 11	Presentations on Historical Primaries
May 13	Campaign Reform

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Course Readings
POL 2XX: Presidential Primaries
Dr. Arbour

Use the provided links to get to online readings.

Readings that are posted on Blackboard are noted with **BB**:

FYI--My 2020 Presidential Primary Twitter list is available at

<https://twitter.com/i/lists/1220723454154018822>

It features reporters and analysts who do the best job of explaining the whys and hows of this year's primary.

Date	Topic	Reading
Jan. 27	Introduction & Welcome	NA
Jan. 29	What is a Political Party	<p>BB: Bawn, Kathleen, Martin Cohen, David Karol, Seth Masket, Hans Noel, and John Zaller. "A Theory of Political Parties: Groups, Policy Demand and Nominations in American Politics." <i>Perspectives on Politics</i> (19(3): 571-597.</p> <p>BB: Aldrich, John H. <i>Why Parties? The Origin and Transformation of Political Parties in America</i>. Chicago: University of Chicago Press.</p> <ul style="list-style-type: none"> ● Read pp. 1-7 and pp. 18-27, both in Chapter 1. <p>BB: Schattschneider, E.E. "What is a Political Party?" from <i>Party Government</i>. Holt, Rinehart, and Winston. Chapter 3.</p> <ul style="list-style-type: none"> ● Read pp. 53-64. Sections: <i>What Parties Are Not, The Parties Try to Control the Government by Winning Elections, Nominations</i>.
Feb 3	Iowa	<p>Prokop, Andrew. "Why do the Iowa caucuses matter? Because Everyone Thinks They do." Vox.com. Feb. 1, 2016. https://www.vox.com/2016/1/25/10817088/iowa-caucus-2016-poll-trump-sanders</p> <p>Scher, Bill. "Iowa Matters Less Than Ever in 2020." Politico.com. Jan. 9, 2020. https://www.politico.com/news/magazine/2020/01/09/iowa-caucus-democrats-2020-096337</p> <p>Ember, Sydney & Reid J. Epstein. "Why Almost Nobody Will Defend the Iowa Caucuses." <i>New York Times</i>. Nov. 13, 2019. https://www.nytimes.com/2019/11/13/us/politics/2020-iowa-caucus.html?action=click&module=RelatedLinks&pgtype=Article</p> <p>Issenberg, Sasha. [Video] "In Defense of the Iowa Caucuses." TheRecount.com. Jan. 21, 2020. https://therecount.com/victory-lab-iowa-caucuses-2644883547.html</p> <p>Acosta, Deborah & Ben Laffin. "Why the Iowa Caucuses Loom So Large?" <i>New York Times</i>. Jan. 31, 2016. Video:</p>

		<p>https://www.nytimes.com/video/us/politics/100000006674436/2020-iowa-caucus.html</p> <p>Botti, David & Sarah Kerr. “Why the Iowa Caucuses are So Important.” <i>New York Times</i>. January 28, 2020. Video: https://www.nytimes.com/video/us/politics/100000004178801/why-the-iowa-caucuses-matter.html</p> <p>Wang, Shirley. “How the Iowa Caucuses Work.” <i>New York Times</i>. January 29, 2020. https://www.nytimes.com/2020/01/29/opinion/how-the-iowa-caucuses-work.html</p> <p>Lenz, Liz. “How Do You Caucus with a Baby?” <i>Cedar Rapids Gazette</i>. January 28, 2020 https://www.thegazette.com/subject/opinion/staff-columnist/how-do-you-caucus-with-a-baby-20200128</p>
Feb. 5	What is a Party part 2	<p>Masket., Seth. “Who gets the nomination will tell us a lot about how strong the party is.” <i>MischiefsOfFaction.com</i>. Nov. 12, 2019 https://www.mischiefsoffaction.com/post/how-strong-party</p> <p>Rosenfeld, Sam & Daniel Shlozman. “The Dilemmas for Democrats in Three Past Visions for the Party.” <i>Polycarchy (Vox.com)</i>. Jun. 13, 2019 https://www.vox.com/polyarchy/2019/6/13/18663301/democrats-liberals-new-deal-1970s</p> <p>Azari, Julia. “The Puzzle of Weak Parties and Strong Partisanship.” <i>Insights Blog (loc.gov)</i>. March 15, 2019. https://blogs.loc.gov/kluge/2019/03/the-puzzle-of-weak-parties-and-strong-partisanship/</p> <p>Rosenbluth, Frances McCall and Ian Shapiro “Bring Back the Superdelegates.” <i>Washington Post</i>. Aug. 1, 2019. https://www.washingtonpost.com/outlook/2019/08/01/bring-back-superdelegates/</p> <p>Rosenblum, Nancy L. “Yes, Labels!” <i>Democracy</i>. Summer 2012. https://democracyjournal.org/magazine/25/yes-labels/</p> <p>Edsall, Thomas B. “The Democratic Party Is Actually Three Parties.” <i>New York Times</i>. July 24, 2019. https://www.nytimes.com/2019/07/24/opinion/2020-progressive-candidates.html</p> <p>Rothschild, Anna & Galen Duke. [Video] “Do Parties or Voters Choose Presidential Nominees?” <i>FiveThirtyEight.com</i>. Jan. 16, 2020 https://fivethirtyeight.com/features/do-parties-or-voters-choose-presidential-nominees/</p>
Feb. 10	New Hampshire	<p>BB: Moore, David W. & Andrew E. Smith. “Importance of the New Hampshire Primary” & “Myths about New Hampshire and the Primary.” From <i>The First Primary: New Hampshire’s Outsized Role in Presidential Nominations</i>. Durham, NH: University of New Hampshire Press.</p>

		<p>Nilsen, Ella. “New Hampshire’s Status Anxiety.” Vox.com. Nov., 11, 2019: https://www.vox.com/policy-and-politics/2019/11/11/20928876/new-hampshire-primary-influence-2020</p> <p>Skelley, Geoffrey. “How Much Do Iowa and New Hampshire Really Matter for 2020?” FiveThirtyEight.com Oct. 24, 2019. https://fivethirtyeight.com/features/how-much-do-iowa-and-new-hampshire-really-matter-for-2020/</p> <p>Eisenberg, Albert. “As 2020 presidential primaries approach, why are we still putting so much stock in Iowa and New Hampshire?” <i>Philadelphia Inquirer</i>. Dec. 26, 2019. https://www.inquirer.com/opinion/iowa-caucus-new-hampshire-primary-presidential-election-20191226.html</p> <p>Schinella, Tony. “New Hampshire’s 2020 Primary: Sleeper Than Elections of the Past.” Patch.com. Dec. 2, 2019. https://patch.com/new-hampshire/concord-nh/new-hampshires-2020-primary-sleeper-elections-past</p>
Feb. 12	No Classes—Holiday	
Feb. 17	No Classes—Holiday	
Feb. 19	Library Session	
Feb. 24	Nevada	<p>Blankenbuehler, Paige. “How Nevada became the first Western caucus (and why it matters). HighCountryNews.org. March 21, 2016. https://www.hcn.org/issues/48.5/how-nevada-became-the-first-western-caucus-and-why-it-matters</p> <p>Merica, Dan. “Nevada Democrats increase number of critical Las Vegas Strip caucus sites.” CNN.com Jan. 7, 2020 https://www.cnn.com/2020/01/07/politics/nevada-democrats-strip-caucus-sites/index.html</p> <p>Medina, Jennifer. “California and Nevada Ask: Iowa Who?” <i>New York Times</i>. Nov. 18, 2019. https://www.nytimes.com/2019/11/18/us/2020-democrats-california-nevada.html</p> <p>Nilsen, Ella. “The 2020 Nevada caucuses—and growing political power of the West—explained.” Vox.com. Jun. 20, 2019. https://www.vox.com/2019/6/20/18659691/2020-nevada-caucuses-presidential-election</p> <p>Damore, David F. and Robert E. Lang. “Here’s Why Nevada Matters.” Politico.com. Feb. 16, 2016. https://www.politico.com/magazine/story/2016/02/2016-why-nevada-primary-matters-clinton-sanders-213641</p> <p>Lesniewski, Niels. “Why 2020 Democrats need to pay so much attention to Nevada.” <i>Roll Call</i>. Jul. 8, 2019. https://www.rollcall.com/news/campaigns/2020-democrats-need-pay-much-attention-nevada</p>
Feb. 26	South Carolina	BB: Knott, H. Gibbs & Jordan M. Ragusa. “Why South Carolina,” “South Carolina’s Primary Electorate,” & “Winners and Losers of the South Carolina Primary” from

		<p><i>First in the South: Why South Carolina's Presidential Primary Matters</i>. Columbia, SC: University of South Carolina Press.</p> <p>Scher, Bill. "Which Matters More: Iowa or South Carolina?" RealClearPolitics.com. Nov. 25, 2019. https://www.realclearpolitics.com/articles/2019/11/25/which_matters_more_iowa_or_south_carolina_141806.html</p>
Mar. 2	Super Tuesday	<p>Norrander, Barbara. "Primary Primers: Why Super Tuesday will be the most important date in the 2020 election calendar." LSE US Centre. Nov. 20, 2019. https://blogs.lse.ac.uk/usappblog/2019/11/20/primary-primers-why-super-tuesday-will-be-the-most-important-date-in-the-2020-election-calendar/</p> <p>Fulwood, Sam, III. "Super Tuesday 2020 looks to be an election game changer." ThinkProgress.org. May 16, 2019. https://thinkprogress.org/super-tuesday-looms-as-a-pass-fail-test-for-2020-democrats-7f7e3d7d752a/</p> <p>Rakich, Nathaniel. "Who's Leading the Democratic Primary in Super Tuesday States?" FiveThirtyEight.com. Dec. 9, 2019. https://fivethirtyeight.com/features/whos-leading-the-democratic-primary-in-super-tuesday-states/</p> <p>NewsHour. "Looking back at the origins of Super Tuesday." Mar. 1, 2016. [Video]: https://www.pbs.org/newshour/show/looking-back-at-the-origins-of-super-tuesday</p> <p>Washington Post. "What is Super Tuesday?" February 18, 2020. [Video]: https://www.youtube.com/watch?v=YpeJwCtyYtI</p>
Mar. 4	History of Political Parties	<p>Kamarck, Elaine C. "The Good Old Days? When Parties Controlled Nominations and Primaries Were to Be Avoided at All Costs?" Washington: Brookings Institute Press. https://www.brookings.edu/wp-content/uploads/2018/02/9780815735274_ch1.pdf</p> <p>BB: Cowan, Geoffrey. "Chapter 7" and "Chapter 8." <i>Let the People Rule: Theodore Roosevelt and the Birth of the Presidential Primary</i>. New York: W.W. Norton.</p> <p>BB: White, Theodore. H. "The Art of the Primary: Wisconsin and West Virginia" & "Rendezvous at Los Angeles: The Democratic Convention." From <i>The Making of the President 1960</i>. Harper Collins.</p> <p>Decades TV Network. "1968: The DNC" Dec. 4, 2018. https://www.youtube.com/watch?v=aO6G7xy_KV4</p>
Mar. 9	History of the Primary Process--Post McGovern Fraser	<p>BB: Jewitt, Caitlin E. "How did we get here? The Evolution of Presidential Nominations?" from <i>The Primary Rules: Parties, Voters, and Presidential Nominations</i>. Ann Arbor, MI: University of Michigan Press</p>

		<p>BB: Atkeson, L., & Maestas, C. (2009). “Meaningful Participation and the Evolution of the Reformed Presidential Nominating System.” <i>PS: Political Science and Politics</i>, 42(1), 59-64.</p>
Mar. 16	Rules of the Process	<p>BB: Jewitt, Caitlin E. “Delegate Allocation Rules, Front-Runner Effects and Presidential Nomination Outcomes.” from <i>The Primary Rules: Parties, Voters, and Presidential Nominations</i>. Ann Arbor, MI: University of Michigan Press</p> <p>BB: Kamarck, Elaine C. “Devil in the Details: How the Delegate Count Shapes Modern Nominating Campaigns.” From <i>Primary Politics: Everything You Need to Know About How America Nominates Its Presidential Candidates</i>. Washington: Brookings Institute Press.</p> <p>Prokop, Andrew & Christina Animashaun. “The strange and crucially important order of the Democratic primary states, explained.” Vox.com. Jan. 27, 2020. https://www.vox.com/2020/1/27/20686864/democratic-primary-calendar-2020-iowa-super-tuesday</p>
Mar. 18	The “Invisible” Primary	<p>Prokop, Andrew. “The Invisible Primary: Can party elites pick a nominee before anyone votes?” Vox.com. Dec. 29, 2104. https://www.vox.com/2014/12/29/7450793/invisible-primary</p> <p>Weigel, Dave. “The Trailer: The Invisible Primary Is Underway in Iowa.” <i>Washington Post</i>. Oct. 10, 2018. https://www.washingtonpost.com/politics/paloma/the-trailer/2018/10/07/the-trailer-the-invisible-primary-is-underway-in-iowa/5bb901a01b326b7c8a8d1880/</p> <p>Masket, Seth. “The Democratic Primary Field is not as Wide Open as it Seems.” <i>Pacific Standard</i>. Jul. 1, 2019. https://psmag.com/ideas/the-democratic-primary-field-is-not-as-wide-open-as-it-seems</p> <p>Masket, Seth. “Democratic Party Activists May be Cooling on Warren and Warming to Biden.” FiveThirtyEight.com. Jan. 2, 2020. https://fivethirtyeight.com/features/democratic-party-activists-may-be-cooling-on-warren-and-warming-to-biden/</p> <p>Skelly, Geoffrey. “Democratic Party Leaders Are Mostly Sitting Out the Endorsement Race So Far.” FiveThirtyEight.com. Jan 13, 2020. https://fivethirtyeight.com/features/democratic-party-leaders-are-mostly-sitting-out-the-endorsement-race-so-far/</p> <p>BB: Aldrich, J. (2009). The Invisible Primary and Its Effects on Democratic Choice. <i>PS: Political Science and Politics</i>, 42(1), 33-38.</p>

Mar. 18	The Party Decides?	<p>BB: Cohen, Marty, David Karol, Hans Noel, & John Zaller. “The Invisible Primary: Theory and Evidence” from <i>The Party Decides</i>. 2008. Chicago: University of Chicago Press.</p> <p>BB: Steger, W. (2016). Conditional Arbiters: The Limits of Political Party Influence in Presidential Nominations. <i>PS: Political Science & Politics</i>, 49(4), 709-715.</p> <p>BB: Cohen, M., Karol, D., Noel, H., & Zaller, J. (2016). Party Versus Faction in the Reformed Presidential Nominating System. <i>PS: Political Science & Politics</i>, 49(4), 701-708.</p>
Mar. 23	Deciding to Run	<p>Flegenheimer, Matt. “The Many Reasons to Run for President When You Probably Don’t Stand a Chance.” <i>New York Times</i>. Apr. 13, 2019. https://www.nytimes.com/2019/04/13/us/politics/presidential-candidates-2020.html</p> <p>Hassell, Hans. “Why are there so many candidates for president?” TheConversation.com. May 16, 2019. https://theconversation.com/why-are-there-so-many-candidates-for-president-116571</p> <p>Bacon, Perry, Jr. “Why Even More Democrats Are Thinking About Entering The Presidential Race.” FiveThirtyEight.com. Nov. 12, 2019 https://fivethirtyeight.com/features/why-are-democratic-donors-agitating-for-a-new-candidate/</p> <p>Schmitt, Mark. “Why are there so many Democratic candidates for president?” Vox.com. May 2, 2019. https://www.vox.com/polyarchy/2019/5/1/18525526/democratic-candidates-president-why-so-many</p> <p>Lerer, Lisa. “Why Run for President? Because Even Losing Has Its Perks?” <i>New York Times</i>. Dec. 6, 2018. https://www.nytimes.com/2018/12/06/us/politics/on-politics-why-run-for-president.html</p> <p>Rakich, Nathaniel. “Running for President is Easier When You Have Nothing to Lose.” FiveThirtyEight.com. Apr. 17, 2019. https://fivethirtyeight.com/features/running-for-president-is-easier-when-you-have-nothing-to-lose/</p>
Mar. 25	Planning to Run	<p>BB: Plouffe, David. “Yes or No.” from <i>The Audacity to Win: The Inside Story and Lessons of Barack Obama’s Historic Victory</i>. 2009. New York: Viking.</p> <p>BB: Institute of Politics, Harvard Kennedy School. Excerpts from <i>Campaign for President: The Managers Look at 2016</i>. Lanham, MD: Rowman & Littlefield.</p>
Mar. 30	Campaign Strategy	<p>BB: Sides, John, Daron Shaw, Matt Grossman & Keena Lipsitz. “Presidential Campaigns” from <i>Campaigns & Elections</i>, 3rd ed. New York: W.W. Norton.</p> <p>BB: Brewer, Mark D. & L. Sandy Maisel. “Presidential Nominations” from <i>Parties and Elections in America: The</i></p>

		<p><i>Electoral Process, 8th ed.</i> Pp. 255-287. Lanham, MD: Rowman & Littlefield</p> <p>BB: Ridout, T., & Holland, J. (2010). Candidate Strategies in the Presidential Nomination Campaign. <i>Presidential Studies Quarterly</i>, 40(4), 611-630</p>
Apr. 1	Campaign Finance	<p>Masket, Seth. "Big-Dollar Party Donors Like Biden...and Warren." FiveThirtyEight.com. Jan. 6, 2020. https://fivethirtyeight.com/features/big-dollar-party-donors-like-biden-and-warren/</p> <p>Steger, Wayne P. "The Changing Money Game." From <i>A Citizen's Guide to Presidential Nominations: The Competition for Leadership</i>. New York: Routledge.</p> <p>Jin, Beatrice and Maggie Severns. "The Money." Politico.com https://www.politico.com/2020-election/president/democratic-primary/candidates/fundraising-and-campaign-finance-tracker/</p> <p>Scott, Dylan. "2020 Democrats' campaign finance pledges, explained." Vox.com. Jun. 25, 2019. https://www.vox.com/policy-and-politics/2019/6/24/18656919/2020-democratic-presidential-candidates-campaign-donations-finance-pledges</p> <p>Wolfe, Julia & Chris Zubak-Skees. "What Third-Quarter Fundraising Can Tell Us About 2020." The Center for Public Integrity. Oct. 16, 2019. https://publicintegrity.org/politics/elections/what-third-quarter-fundraising-can-tell-us-about-2020/</p>
Apr. 6	Winnowing--	<p>Steger, Wayne P. "Candidates: Opportunism, Competition, and Change." From <i>A Citizen's Guide to Presidential Nominations: The Competition for Leadership</i>. New York: Routledge.</p> <p>BB: Haynes, A. A., Gurian, P.-H., Crespin, M. H., & Zorn, C. (2004). The Calculus of Concession: Media Coverage and the Dynamics of Winnowing in Presidential Nominations. <i>American Politics Research</i>, 32(3), 310–337. https://doi.org/10.1177/1532673X03260353</p> <p>BB: Damore, D.F., Hansford, T.G. & Barghothi, A.J. Explaining the Decision to Withdraw from a U.S. Presidential Nomination Campaign. <i>Polit Behav</i> 32, 157–180 (2010)</p> <p>Bernstein, Jonathan. "Kamala Harris' withdrawal shows that winnowing works." <i>Omaha World-Herald</i>. Dec. 7, 2019. https://www.omaha.com/opinion/jonathan-bernstein-kamala-harris-withdrawal-shows-that-winnowing-works/article_5eb5b1e8-c2e2-5e4d-81d5-18f6d68d12df.html</p> <p>Rakich, Nathaniel. "The Winnowing Continues with Steve Bullock and Joe Sestak." FiveThirtyEight.com. https://fivethirtyeight.com/features/the-winnowing-continues-with-steve-bullock-and-joe-sestak/</p>

Apr. 8	No Class—Spring Break	
Apr. 13	No Class—Spring Break	
Apr. 15	No Class—Spring Break	
Apr. 20	Media	<p>BB: Patterson, Thomas E. “The Miscast Institution” from <i>Out of Order</i>. New York: Vintage</p> <p>Patterson, Thomas E. “News Coverage of the 2016 Presidential Primaries: Horse Race Reporting Has Its Consequences.” Harvard Kennedy School. December 2016. https://www.hks.harvard.edu/publications/news-coverage-2016-presidential-primaries-horse-race-reporting-has-consequences. Then click “Download PDF”</p> <p>Mehta, Dhrumil. “The Media Frenzy Around Biden is Fading.” FiveThirtyEight.com. Oct. 28, 2019. https://fivethirtyeight.com/features/the-media-frenzy-around-biden-is-fading/</p>
Apr. 22	Voters—Turnout	<p>BB: Atkeson, L., & Maestas, C. (2016). Presidential Primary Turnout 1972–2016. <i>PS: Political Science & Politics</i>, 49(4), 755–760. doi:10.1017/S1049096516001608</p> <p>Vox.com. “Primary voters don’t really look like America.” Mar. 1, 2016. https://www.youtube.com/watch?v=Fwht08ceJOg</p>
Apr. 27	Momentum—Bartels	<p>Bartels, Larry M. “The Campaign as Horse Race” and “Expectations and Choice” from <i>Presidential Primaries and the Dynamics of Public Choice</i>. 1988. Princeton, NJ: Princeton University Press.</p> <p>BB: Butler, R. Momentum in the 2008 Presidential Contests. <i>Polity</i> 41, 331–344 (2009).</p>
Apr. 29	Voters—Vote Choice	<p>Bliss, Laurel. “Not all Democratic primary voters are as ‘woke’ as your Twiter feed.” MischiefsOfFaction.com. Dec. 3, 2019. https://www.mischiefsoffaction.com/post/not-all-democratic-primary-voters-are-as-woke-as-your-twitter-feed</p> <p>Griffin, Robert “Who’s most electable? Don’t trust polls that match Democratic candidates against Trump.” WashingtonPost.com. Nov. 21, 2019. https://www.washingtonpost.com/politics/2019/11/21/whos-most-electable-dont-trust-polls-that-match-democratic-candidates-up-against-trump/</p> <p>Skelly, Geoffrey. “What Decades of Primary Polls Tell Us About the 2020 Democratic Presidential Race.” FiveThirtyEight.com. Jan. 6, 2020. https://fivethirtyeight.com/features/what-decades-of-primary-polls-tell-us-about-the-2020-democratic-presidential-race/</p> <p>BB: Cohen, Marty, David Karol, Hans Noel, & John Zaller. “The Voters Weigh In” from <i>The Party Decides</i>. 2008. Chicago: University of Chicago Press.</p>
May 4	Presentations on Historical Campaigns	

May 6	Presentations on Historical Campaigns	
May 11	Presentations on Historical Campaigns	
May 13	Campaign Reform	<p>Kamarck, Elaine C. “The urgent need for peer review in the presidential nominating process.” Brookings Institute. https://www.brookings.edu/wp-content/uploads/2019/10/Big-Ideas_Kamarck_Presidential-Nomination-Process.pdf</p> <p>BB: Mayer, W. (2009). An Incremental Approach to Presidential Nomination Reform. <i>PS: Political Science and Politics</i>, 42(1), 65-69</p> <p>BB: Tolbert, C., Redlawsk, D., & Bowen, D. (2009). Reforming Presidential Nominations: Rotating State Primaries or a National Primary? <i>PS: Political Science and Politics</i>, 42(1), 71-79.</p> <p>Rauch, Jonathan & Ray La Raja. “Too Much Democracy Is Bad for Democracy.” <i>The Atlantic</i>. December 2019. https://www.theatlantic.com/magazine/archive/2019/12/too-much-democracy-is-bad-for-democracy/600766/</p> <p>Azari, Julia. “It’s time to switch to preference primaries.” Feb. 18, 2020. https://www.washingtonpost.com/opinions/2020/02/18/fix-primaries-let-elites-decide/</p>

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

New Course Proposal Form

Date Submitted: Feb 10, 2023

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: Dispute Resolution Program, Department of Sociology

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

Maria R. Volpe, Professor
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2. a. **Title of the course: Mindfulness and Managing Conflict**

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

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

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

This course on mindfulness and managing conflict is suited for the 200- level since students are expected to not only learn the basic knowledge of concepts related to dispute resolution, but also apply the knowledge and skills in their lives. The class activities, and reading and writing requirements are all appropriate for the 200-level. The course addresses the broad range of dispute resolution processes, while also focusing on a particular component of the Dispute Resolution (DR) continuum, namely, mediation. More specifically, it helps students deepen their knowledge and skills to conduct mediation by preparing them to understand the importance of being mindful

while managing conflicts. Most conflict resolution training focuses on the issues presented by parties. This course will enable students to better understand and appreciate the importance of paying attention to one's own experience while managing conflict by incorporating the concept of mindfulness, which means "paying attention in a particular way: on purpose, in the present moment, nonjudgmentally" (Kabat-Zinn, 2005, p. 4). Since mindfulness helps conflict resolvers "nurture greater awareness, clarity, and acceptance of present-moment reality," this concept is often employed in the context of mediation (Kabat-Zinn, 2005, p. 4). The course will provide students with an opportunity to practice mindful meditation every day. Additionally, with its emphasis on the knowledge and practice of mediation and the use of mindfulness meditation in the mediation practice, this course will provide a useful groundwork for any of the Dispute Resolution Certificate and Minor courses, namely, SOC 206, SOC 380, and SOC 381 courses. It is best that these concepts are introduced early in the program to allow students to practice them in the 300-level courses.

Reference

Kabat-Zinn, J. (2005). *Wherever you go, there you are: mindfulness meditation in everyday life*. Hachette Books.

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

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

As the preeminent college focusing on justice related issues, John Jay College values fostering an inclusive environment among a diverse body of students with a mission of educating fierce advocates for justice. This value encourages an inclusive environment where students interact and engage with other students, who may have different identities, values, cultures, and interests. These differences, however, are often considered common sources of conflict and may provide students with real-life learning opportunities of confronting and being challenged by conflictive situations.

The proposed course is designed to equip students with knowledge and skills to navigate and manage their own and others' conflict situations. For instance, the conflict resolution skills that this course teaches, such as active listening, open-ended questioning, reflection, and summarizing, can "motivate students to question their assumptions, to consider multiple perspectives, to think critically, and to develop the humility that comes with global understanding" (John Jay College Mission). The general principles of one of the conflict resolution processes central to this course, namely mediation, include self-determination, impartiality, confidentiality, and voluntariness, all which are closely aligned with the values of John Jay College, such as equity, integrity, and respect. Furthermore, knowledge and experience of mindfulness meditation better enables students to be mindful and respectful in the midst of conflict situations and in their interactions with others. This is because mindfulness meditation helps students

decrease their self-centered focus and allows space for more collaborative dialogue. It is essential for John Jay students to have the knowledge and skills that this course offers to be better prepared to be fierce advocates for justice.

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

This course focuses on the theory and practice of conflict resolution, particularly mediation, and explores how mindfulness meditation can enhance one's capacity to address inner and interpersonal conflict. It will address the interconnectedness of mediation and meditation, their similarities and differences, and their current use in Western society. The course will teach students mediation and mindfulness meditation skills to apply in their personal and professional lives to bring about positive change.

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

6. Number of:

- | | |
|----------------|---------------|
| a. Class hours | <u> 3 </u> |
| b. Lab hours | <u> None </u> |
| c. Credits | <u> 3 </u> |

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

No Yes. If yes, then please provide:

- Semester(s) and year(s): 2019 - Present
- Teacher(s): Prof. Bradley Roth
- Enrollment(s): 28-36
- Prerequisites(s): ENG 101

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

Students will:

- Identify and analyze types of conflict and the various ways of resolving them, with an emphasis on mediation.
- Explain guiding principles, types, process, skills, and theories pertaining to mediation.
- Describe the increased role of mindfulness in society and its application to the practice of conflict resolution processes.

- Articulate the interconnectedness of self-reflective practices, such as self-awareness, critical distance, mindfulness, and meditation, with conflict resolution processes.
- Integrate mediation and mindfulness meditation by conducting mediation role plays and working collaboratively with other students in a safe classroom environment.

The purpose of the Dispute Resolution Certificate and Minor program is to provide students with the following: (1) a solid conceptual understanding of the causes, complex dynamics, escalation, de-escalation, and constructive management of conflict in a variety of contexts from the interpersonal to the international level; (2) an opportunity to learn a variety of conflict resolution skills to manage conflicts effectively in a safe classroom learning environment; and (3) an opportunity to apply conflict resolution knowledge and skills at appropriate internship sites. The learning outcomes of this course are closely aligned with the first two mission statements of the Dispute Resolution certificate and minor program. Please see the below table.

Program Mission Statement	Course Learning Outcomes	Alignment
(1) A solid conceptual understanding of the causes, complex dynamics, escalation, de-escalation, and constructive management of conflict in a variety of contexts from the interpersonal to the international level	(1) Identify and analyze types of conflict and the various ways of resolving them, with an emphasis on mediation. (2) Explain guiding principles, types, process, skills, and theories pertaining to mediation. (3) Describe the increased role of mindfulness in society and its application to the practice of conflict resolution processes. (4) Articulate the interconnectedness of self-reflective practices, such as self-awareness, critical distance, mindfulness, and meditation, with conflict resolution processes.	The first learning outcome helps students fulfill the first mission statement. This is because the identification of the types of conflict and the appropriate ways to resolve them require students to analyze the causes, complex dynamics, and escalation, de-escalation, and constructive management of conflict in the context where the conflict arises. The second learning outcome also contributes to the first mission statement since the knowledge and skills of mediation will help students determine whether the mediation will be the appropriate way of managing conflict. The third and fourth outcomes are aligned since students will learn how self-reflective practices, such as mindfulness

		and meditation, are de-escalation strategies in conflict and ways to increase self-awareness and control in society and mediation.
(2) An opportunity to learn a variety of conflict resolution skills to manage conflict effectively in a safe classroom learning environment	(2) Explain guiding principles, types, process, skills, and theories pertaining to mediation. (5) Integrate mediation and mindfulness meditation by conducting mediation role plays and working collaboratively with other students in a safe classroom environment.	The second and fifth learning outcomes align with this mission statement since the course provides students with knowledge and skills to execute mediation and mediation.
(3) An opportunity to apply conflict resolution knowledge and skills at appropriate internship sites.	(4) Articulate the interconnectedness of self-reflective practices, such as self-awareness, critical distance, mindfulness, and meditation, with conflict resolution processes.	This opportunity will be available in the later course curriculum, SOC 381, when students are placed in workplace related internships. This course provides preparation for the SOC 381 course.

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

No

Yes

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

This course will be part of Part One. Required Courses area for the Dispute Resolution Certificate. It will be an alternative course to SOC 283 Selected Topics in Dispute Resolution. In the Dispute Resolution Minor it will be an elective for Part Two.

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

No

Yes

If yes, please indicate the area:

College Option:

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

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

The course learning outcomes are closely aligned with the learning outcomes of Communications under the College Option. Please see the below table.

Communications Learning Outcomes	Course Learning Outcomes	Alignment
Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.	<p>(1) Identify and analyze types of conflict and the various ways of resolving them, with an emphasis on mediation.</p> <p>(2) Explain guiding principles, types, process, skills, and theories pertaining to mediation.</p>	<p>The first and second course outcomes align well with this general education learning outcome. To achieve the first learning outcome, students are given writing assignments, such as a weekly reflection journal, and post their thoughts on a weekly topic in the discussion board. The writing prompts ask students to write on various topics, such as to explain what they have read, their thoughts about the topics, and how these are applied in their personal life and experiences related to conflict and conflict resolution. These writing assignments, such as weekly reflection journals and discussion board postings, as well as the midterm paper, will help students clearly communicate in the written form of communication.</p> <p>This course also helps students build their oral form of communication skills. As stated in the second learning outcome, students will learn a variety of communication skills that are often used in mediation, such as “I” statements, deep listening, active listening, asking open-ended and close-ended questions, reflecting, brainstorming, paraphrasing, and summarizing. By learning and practicing these skills, students will be able to express themselves clearly in the oral form of communication. They will practice</p>

		these skills during in-class practice sessions as well as in mock-mediation roleplay sessions and discuss how these communications skills can be used in reflection journals, discussion board postings, and in-class discussions. Additionally, students will briefly verbally share with the class what they found most interesting or noteworthy in their interviews of a conflict resolution professional for their midterm papers.
Maintain self-awareness and critical distance.	<p>(3) Describe the increased role of mindfulness in society and its application to the practice of conflict resolution processes.</p> <p>(4) Articulate the interconnectedness of self-reflective practices, such as self-awareness, critical distance, mindfulness, and meditation, with conflict resolution processes.</p> <p>(5) Integrate mediation and mindfulness meditation by conducting mediation role plays and working collaboratively with other students in a safe classroom environment.</p>	As students achieve the third and fourth course learning outcomes, they will learn that mindfulness and meditation increases students' self-awareness and self-control in conflict and their everyday lives. They will also learn that mindfulness is also one of the de-escalation strategies in conflict. Through learning to practice mindfulness meditation and the role of mindfulness in conflict resolution (the fifth learning outcome), students will get to learn to maintain critical distance when in the midst of conflict. Students will articulate their experiences of maintaining self-awareness and critical distance in their weekly reflection journals and discussion boards, while their knowledge of mindfulness meditation will be assessed in the final exam.
Work collaboratively.	(4) Articulate the interconnectedness of self-reflective practices, such as self-awareness, critical distance, mindfulness, and meditation, with conflict resolution processes.	The fourth and fifth learning outcomes are well aligned with this communication learning outcome. The knowledge and skills to conduct conflict resolution interventions, especially mediation, teach students to work with disputants and others collaboratively. Mediation teaches students to communicate with disputants to help them share their concerns, identify their goals, positions, and

	(5) Integrate mediation and mindfulness meditation by conducting mediation role plays and working collaboratively with other students in a safe classroom environment.	interests, and to consider options to resolve conflicts. By practicing mediation in classroom, students will be able to practice and learn how to work collaboratively with others. Their experiences of collaborating with other students will be reflected in the weekly reflection journals. Additionally, students will collaborate in responding to each other while completing their weekly discussion board assignments.
Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society.	(1) Identify and analyze types of conflict and the various ways of resolving them, with an emphasis on mediation. (2) Explain guiding principles, types, process, skills, and theories pertaining to mediation. (4) Articulate the interconnectedness of self-reflective practices, such as self-awareness, critical distance, mindfulness, and meditation, with conflict resolution processes. (5) Integrate mediation and mindfulness meditation by conducting mediation role plays and working collaboratively with other students in a safe classroom environment.	As for completing the first learning outcome, students learn the importance of understanding the context within which conflicts occur, including setting, social structures, and culture. This is one of the important parts in teaching mediation since impartiality and neutrality are two of the guiding principles of mediation—as they learn in the second learning outcome. By practicing mindfulness meditation (listed in the fifth learning outcome), students have the opportunity to reflect on their own reactivity and to discover unconscious biases and stereotypes. They also reflect on how these could potentially affect their role and qualities as a mediator—the fourth learning outcome. Students will articulate these experiences and their learning in the weekly reflection journals and discussion board postings. They will also practice these skills while completing their midterm paper of interviewing a conflict resolution practitioner, while the knowledge will be reiterated and assessed in the final exam.

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

Assessment will address the following two components:

- (1) being able to apply and analyze the concepts in a variety of personal and professional contexts and experiences
- (2) measure whether students can remember and explain the core concepts that they have learned in the course.

Students' learning will be assessed, as follows:

Weekly Reflection Journals and Discussion Boards to reflect on weekly learnings applied to their personal lives and experience, as well as Midterm Paper and Final exam to evaluate their ability to synthesize and internalize course materials and learnings.

Course Learning Outcomes	Graded SOC 2XX assignments that assess the learning outcomes:
<p>Identify and analyze types of conflict and the various ways of resolving them, with an emphasis on mediation.</p>	<p>Weekly Reflection Journals: Students are asked to describe their conflict experiences and to identify the types of conflict and possible ways that they could have resolved it.</p> <p>Discussion Board Postings: Students are asked to respond to assigned readings that identify and analyze the types of conflict and various ways of resolving conflict.</p> <p>Final Exam: Considering the alignment of Bloom's taxonomy [consisting of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation], this learning outcome focusing on knowledge can be assessed by the final exam.</p>
<p>Explain guiding principles, types, process, skills, and theories pertaining to mediation.</p>	<p>Weekly Reflection Journals: Students are asked how these elements of mediation played a role in the disputes that they were involved in.</p> <p>Discussion Board Postings: Students are asked to write about the most interesting part in their readings that explain these concepts.</p> <p>Final Exam: Considering the alignment of Bloom's taxonomy [consisting of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation], this learning outcome focusing on</p>

	comprehension can be assessed by the final exam.
Describe the increased role of mindfulness in society and its application to the practice of conflict resolution processes.	Midterm Paper: In their midterm paper, students will summarize their interview of a mediator about whether meditation or other self-reflective practice has affected their mediation practice. Final Exam: Considering the alignment of Bloom's taxonomy [consisting of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation], this learning outcome focusing on knowledge and comprehension can be assessed by the final exam.
Articulate the interconnectedness of self-reflective practices, such as self-awareness, critical distance, mindfulness, and meditation, with conflict resolution processes.	Weekly Reflection Journals: Students are asked to practice meditation and describe their experience of meditation. Students will also participate in mock-mediation sessions. They will discuss how the self-reflective practices can be applied to conflict resolution processes. Discussion Board Postings: Throughout the course, students are assigned readings that explain the interconnectedness of self-reflective practices with conflict resolution processes and write about their thoughts on them.
Integrate mediation and mindfulness meditation by conducting mediation role plays and working collaboratively with other students in a safe classroom environment.	Weekly Reflection Journals: Students will practice their meditation and mediation skills in the classroom environment. Students will be asked to reflect on their mediation and meditation practices.

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

No _____ Yes ✓

If yes, please state the librarian's name Jeffrey Kroessler

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

<https://guides.lib.jjay.cuny.edu/oer/jjoer>
<https://johnjayoer.commons.gc.cuny.edu/oer-faculty/>

No _____ Yes ✓

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

✓ OneSearch (the library discovery tool)
✓ eBooks

Subject specific library databases:

✓ Academic Search Complete ✓ Gale Reference Sources
 _____ NexisUni ✓ PsycInfo
 _____ Criminal Justice Abstracts ✓ Sociological Abstracts

Other (list them here) : Business Source Complete

General Dispute Resolution Links
 (<https://www.jjay.cuny.edu/drc-general-dispute-resolution-links>)

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

No _____
 Yes ✓

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

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval: 12/18/2022
15. **Faculty - Who** will be assigned to teach this course? Prof. Bradley Roth, Prof. Maria R. Volpe, Prof. Yeju “Chloe” Choi

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

No

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

This course is related to the other courses included in the aforementioned: SOC 206 (The Sociology of Conflict and Dispute Resolution), SOC 380 (Sociology Laboratory in Dispute Resolution Skill Building), and SOC 381 (Internship in Dispute Resolution). SOC 206 focuses on helping students understand and analyze conflict by teaching them the components, theories, behavioral and sociological concepts relating to conflict. It offers a broad overview of knowledge and skills used in the field of dispute resolution. SOC 380 is a skills-based course designed to help students practice their conflict intervention skills as a negotiator, facilitator, conciliator, conflict coach, and as a mediator. SOC 381 provides students with an opportunity to apply their knowledge and skills at relevant dispute resolution related agencies.

While it is related to the above courses, Mindfulness and Managing Conflict differs from the above courses in its goals, content, and learning outcomes. The proposed course particularly focuses on providing students with both knowledge and practice of mindfulness meditation when addressing conflict situations. The course provides students with an opportunity to deepen their knowledge and practice skills to conduct mediation and practice meditation in their daily lives.

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

No

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

While this course will be invaluable to students enrolled in a variety of programs like human services, counseling, and psychology, it is not similar to any current courses at the college. It is being designed by the Dispute Resolution Program as part of its conflict resolution offerings. Faculty teaching in the Program were consulted.

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

No

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

19. Approvals: Robert Garot, Chair, Sociology, Maria Volpe, Coordinator of Dispute Resolution

John Jay General Education College Option Course Submission Form

Course Prefix & Number	Soc 2XX (245)
Course Title	Mindfulness and Managing Conflict
Department or Program	Dispute Resolution Certificate and Minor Program
Discipline	Department of Sociology
Credits	3 Credit
Contact Hours	3 Hours
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101
Co-requisites	
Course Description	This course focuses on the theory and practice of conflict resolution, particularly mediation, and explores how mindfulness meditation can enhance one's capacity to address inner and interpersonal conflict. The course reviews mediation and meditation, their similarities and differences, and their current use in Western society. The course will teach students mediation and mindfulness meditation skills to apply in their personal and professional lives to bring about positive change.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

John Jay College Option Location

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

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

<p>I. Communications - Please explain how your course meets these learning outcomes</p> <p>Students will:</p>	
<p>The first and second course outcomes align well with this general education learning outcome. To achieve the first learning outcome, students are given writing assignments, such as a weekly reflection journal, and post their thoughts on a weekly topic in the discussion board. The writing prompts ask students to write on various topics, such as to explain what they have read, their thoughts about the topics, and how these are applied in their personal life and experiences related to conflict and conflict resolution. These writing assignments, such as weekly reflection journals and discussion board postings, as well as the midterm paper, will help students clearly communicate in the written form of communication.</p> <p>This course also helps students build their oral form of communication skills. As stated in the second learning outcome, students will learn a variety of communication skills that are often used in mediation, such as “I” statements, deep listening, active listening, asking open-ended and close-ended questions, reflecting, brainstorming, paraphrasing, and summarizing. By learning and practicing these skills, students will be able to express themselves clearly in the oral form of communication. They will practice these skills during in-class practice sessions as well as in mock-mediation roleplay sessions and discuss how these communications skills can be used in reflection journals, discussion board postings, and in-class discussions. Additionally, students will briefly verbally share with the class what they found most interesting or noteworthy in their interviews of a conflict resolution professional for their midterm papers.</p>	<ul style="list-style-type: none"> Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.
<p>As students achieve the third and fourth course learning outcomes, they will learn that mindfulness and meditation increases students’ self-awareness and self-control in conflict and their everyday lives. They will also learn that mindfulness is also one of the de-escalation strategies in conflict. Through learning to practice mindfulness meditation and the role of mindfulness in conflict resolution (the fifth learning outcome), students will get to learn to maintain critical distance when in the midst of conflict. Students will articulate their experiences of maintaining self-awareness and critical distance in their weekly reflection journals and discussion boards, while their knowledge of mindfulness meditation will be assessed in the final exam.</p>	<ul style="list-style-type: none"> Maintain self-awareness and critical distance.
<p>The fourth and fifth learning outcomes are well aligned with this communication learning outcome. The knowledge and skills to conduct conflict resolution interventions, especially mediation, teach</p>	<ul style="list-style-type: none"> Work collaboratively.

<p>students to work with disputants and others collaboratively. Mediation teaches students to communicate with disputants to help them share their concerns, identify their goals, positions, and interests, and to consider options to resolve conflicts. By practicing mediation in classroom, students will be able to practice and learn how to work collaboratively with others. Their experiences of collaborating with other students will be reflected in the weekly reflection journals. Additionally, students will collaborate in responding to each other while completing their weekly discussion board assignments.</p>	
<p>As for completing the first learning outcome, students learn the importance of understanding the context within which conflicts occur, including setting, social structures, and culture. This is one of the important parts in teaching mediation since impartiality and neutrality are two of the guiding principles of mediation—as they learn in the second learning outcome. By practicing mindfulness meditation (listed in the fifth learning outcome), students have the opportunity to reflect on their own reactivity and to discover unconscious biases and stereotypes. They also reflect on how these could potentially affect their role and qualities as a mediator—the fourth learning outcome. Students will articulate these experiences and their learning in the weekly reflection journals and discussion board postings. They will also practice these skills while completing their midterm paper of interviewing a conflict resolution practitioner, while the knowledge will be reiterated and assessed in the final exam.</p>	<ul style="list-style-type: none"> • Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society

MINDFULNESS AND MANAGING CONFLICT

SOC 2XX – Section XX

Course Syllabus & Calendar* - SEMESTER, 202X

When:	Monday, 5:55pm – 8:35pm ET
Location:	New Building Room 1.xxx
Credit Hours:	3.0
Instructor:	Prof. Bradley Roth (he/him/his)
Email address:	broth@jjay.cuny.edu
Student Hours:	Thursday, 4:30 – 5:30 pm EST via Zoom, and by appointment
Course description:	This course focuses on the theory and practice of conflict resolution, particularly mediation, and explores how mindfulness meditation can enhance one’s capacity to address inner and interpersonal conflict. The course reviews mediation and meditation, their similarities and differences, and their current use in Western society. The course will teach students mediation and mindfulness meditation skills to apply in their personal and professional lives to bring about positive change.
Objectives / Projected Learning Outcomes:	<ul style="list-style-type: none"> • Identify and analyze types of conflict and the various ways of resolving them, with an emphasis on mediation. • Explain guiding principles, types, process, skills, and theories pertaining to mediation. • Describe the increased role of mindfulness in society and its application to the practice of conflict resolution processes. • Articulate the interconnectedness of self-reflective practices, such as self-awareness, critical distance, mindfulness, and meditation, with conflict resolution processes. • Integrate mediation and mindfulness meditation by conducting mediation role plays and working collaboratively with other students in a safe classroom environment.
Format:	This in-person course is highly interactive and will include discussion, videos, guided mindfulness meditations, mediation roleplays, readings, quizzes and exams, and written work.
Required reading:	Reading assignments will be posted on Blackboard. No textbook is required.

COURSE FORMAT & ORGANIZATION

This course consists of in-class and Blackboard coursework and assignments. The Blackboard course site contains Reflection Journals and Discussion Boards, Weekly Class folders, Midterm Paper and Final Exam folders, a Meditation Resources folder, a Syllabus & Course Calendar folder, and other resources. After each class, key PowerPoint slides and other materials will be posted in the relevant Weekly Class folder on Blackboard. See “Online Learning Resources” in the Course Tools section of the Blackboard course site for information regarding technology requirements and assistance.

GRADING & COURSE EXPECTATIONS

* This syllabus and course calendar is subject to modification and may be updated frequently. The latest version will be posted on Blackboard in the Syllabus & Course Calendar folder. The date of the most recent update will be posted here: **last updated 013123**

Reflection Journals – 20%

Reflection journals invite you to further explore what was learned in classroom and/or online learning activities. There will be ten (10) reflection journals assignments, two (2) of which you may skip without penalty. Instructor will provide writing prompts for the journal in the syllabus and on Blackboard. Each entry must be a minimum of 200 words and be submitted on Blackboard by the assigned due date and time.

Discussion Board – 20%

The Discussion Board is an opportunity to reflect on your experience of course topics with your fellow students. One posting and at least one response to another student's posting per week is required. There will be thirteen (13) discussion board postings, three (3) of which you may skip without penalty. Review "Discussion Board Expectations" and the "Discussion Board Rubric," located on the Discussion Board, for further guidance.

Midterm Paper – 30%

This paper (1,000 minimum word count) will summarize your interview of a mediator or related conflict resolution professional about whether mindfulness meditation or a similar self-reflective practice has affected their mediation practice. Instructor will provide you with the name and contact information of a conflict resolution professional who has agreed to be interviewed for this class. Instructor will also provide a recommended draft email for you to send to the interviewee to arrange the interview. In an in-class exercise, you and your classmates, together with the instructor, will formulate a list of questions to ask interviewees; this list will then be posted in the Midterm Paper folder on Blackboard. The Midterm Paper folder will also contain a Midterm Paper Guide, which provides additional information regarding how the paper will be graded, as well as other resources. Instructor will be available to answer any questions you may have as you work on your midterm paper. Note that as part of the midterm paper assignment, you will be asked to briefly (3-5 minutes) and informally share with the class, in a supportive class environment, what you found most interesting or noteworthy about the interview you conducted (worth 5% of your midterm paper grade, with any good-faith effort receiving full credit). An extra credit of one (1) point added to your midterm paper grade will be provided after forwarding the thank you note that you email to your interviewee.

Final Examination – 30%

The final exam will consist of fifty (50) short questions, in multiple choice, matching, and true-false format. You will have one hour and forty minutes (100 minutes) to complete the exam. The questions will test your understanding of course material from the entire semester. Questions will be drawn from the Final Exam Review document (approximately 100 pages), which will consist of the weekly "key slides" that were provided to you throughout the semester and that were posted in the Weekly Class Folders on Blackboard. Instructor will hold an optional Q&A session via Zoom, where you will have the opportunity to ask questions regarding the final exam and to clarify your understanding of course material. A recording of this Q&A session will be posted on Blackboard in the Final Exam Review folder, which will also contain the Final Exam Review document and a ten-question optional, ungraded quiz that will enable you to become acquainted with the format and structure of the final exam.

Missed Classes/Late Work

You are expected to attend classes for the duration of the class and to submit all assignments by their due date and time. You may miss one class without penalty. Missing additional

classes (more than one) will reduce your overall grade by three (3) points for each additional missed class. Submitting an assignment late will reduce your grade for that assignment by five points per day, to a maximum of 50%. You may be able to recover points by satisfactorily completing make-up assignments (see below).

You are responsible to make arrangements to submit work due even if you cannot make it to class. You will also need to catch up/make up the work you missed by getting notes and briefings from other students about class announcements, activities, and discussion content.

If you miss a class:

1. Call/text/email a classmate to see what you missed
2. Check Blackboard for homework, updated syllabus, and other materials

Please address any scheduling conflicts before you reach a deadline so we can find a solution in advance. If you have a documented emergency, contact instructor beforehand to make special arrangements. Upfront communication works best, so be sure to communicate any issues sooner rather than later.

Make-Up Assignments

Make-up assignments may be completed to make up for a missed class or a late assignment. You can complete a make-up assignment by submitting a 2-page paper OR preparing an 8-minute audio summarizing an online or in-person conflict resolution related event you attended and that was approved in advance by instructor. Instructor will accept a maximum of two make-up assignments per student. Any make-up assignments must be submitted on Blackboard before class begins on **Monday, December 13.**

Extra Credit

Instructor may provide extra-credit opportunities which could help you improve your grade. Any extra credit coursework opportunities during the semester for a student to improve their grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

Grading Scale: Points accumulated and corresponding letter grade.

Points	Grade
93 – 100	A (Excellent)
90 – 92.9	A-
87.1 – 89.9	B+
83.0 – 87.0	B (Good)
80 – 82.9	B-
77.1 – 79.9	C+
73 – 77	C (Satisfactory)
70 – 72.9	C-
67.1 – 69.9	D+
63 – 67	D (Passing)
60 – 62.9	D-

Below 60	F (Not passing)
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Note: As per JJC policy, an F is not erased from a student's transcript when the course is taken again and passed.

Grade of Incomplete: College-wide policy for incomplete grades as stated in the course catalogue is that an Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

ACADEMIC POLICIES AND INFORMATION

Statement of the College Policy on Cheating

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

- Copying from another student during an examination or allowing another to copy your work;
- Unauthorized collaboration on a take home assignment or examination;
- Using notes during a closed book examination;
- Changing a graded exam and returning it for more credit;
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor;
- Preparing answers or writing notes in a blue book (exam booklet) before an examination;
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services;
- Giving assistance to acts of academic misconduct/dishonesty;
- Submitting someone else's work as your own;
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

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 Academic Standards & Requirements, see Chapter IV Academic Standards at <https://www.jjay.cuny.edu/academic-integrity-0#Plagiarism>).

Any written work submitted is subject to be scanned by plagiarism detection software (e.g. Turnitin.com).

Americans with Disabilities Act (ADA) Policies

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS, which is located at L66 in the new building (212-237-8144). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

INSTRUCTOR COMMUNICATIONS

- Instructor will send an average of 1-2 announcements per week, when classes are in session. You will receive these via email, and you will also find these in the Announcements section of Blackboard.
- Instructor will typically grade assignments and post comments to Reflection Journals within seven (7) days of due date, if timely submitted. Exception: the Midterm Paper will be graded within fourteen (14) days of due date, if timely submitted.
- Instructor will typically respond within 24 hours to emails sent to instructor at broth@jjay.cuny.edu and to questions posted on the Questions section of the Blackboard Discussion Board.
- Instructor will hold "Student Hours" via Zoom on Thursdays from 4:30-5:30pm ET, and will be also available to meet via Zoom by appointment.

ONLINE COMMUNICATIONS – NETIQUETTE

With the onset of the online education environment and the expansion of online courses, a new term has evolved called netiquette. Simply defined, it means etiquette on the Internet (or net). When participating in online classes, your communication skills will be tested, and it is imperative to communicate clearly and professionally. Setting and following these simple netiquette rules in your online class will ensure your success.

In order to maintain a positive online environment, we all need to follow the netiquette guidelines summarized below.

All students are expected to:

1. show respect for the instructor and for other students in the class
2. respect the privacy of other students
3. express differences of opinion in a polite, rational, and professional way
4. maintain an environment of constructive feedback when commenting on the work of other students
5. avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities

The following list summarizes the kind of behavior that is not acceptable. Each item listed below could be brought forth for judicial action and possible removal from the class.

Students will refrain from:

1. showing disrespect for the instructor or for other students in the class

2. sending messages or comments that are threatening, harassing, unprofessional, or offensive
3. using inappropriate or offensive language
4. conveying a hostile or confrontational tone when communicating or working collaboratively with other students
5. DON'T TYPE IN ALL CAPS! In online communication, typing in all caps equates to yelling or anger. Caps may be used for emphasis if it is a single word.

If the instructor feels that a student is violating any of the above guidelines, the student will be contacted to discuss the situation privately. If you feel that a fellow student is behaving inappropriately, please send your instructor a private email message explaining the situation as soon as possible.

STUDENT RESOURCES

Wellness Center

We *all* may need special support from time to time. None of us have to suffer through anything alone. Check out JJC's Wellness Center for many types of assistance:

<https://www.jjay.cuny.edu/wellness-resources>

The Wellness Center offers several FREE and CONFIDENTIAL services, including:

- Food Pantry: (212) 237-8052 (www.jjay.cuny.edu/john-jay-food-bank)
- Health services: (212) 237-8052 (www.jjay.cuny.edu/wellness-health-services)
- Mental health counseling (individual, group, couples/family): (212) 237-8111 (www.jjay.cuny.edu/counseling-services-center)

For emergencies, find the right number here: www.jjay.cuny.edu/emergency-crisis-contacts

Writing Center

The Writing Center is a free service for all John Jay students who require assistance in writing or wish to improve their writing. The Center also provide workshops aimed at teaching writing skills or enhancing those skills students already have. Contact Information: (212) 237-8569,

<http://www.jjay.cuny.edu/writing-center>

COURSE CALENDAR: CLASS TOPICS & ASSIGNMENTS by Week

Class 1 – Monday, August 30 – INTRODUCTION TO COURSE

- Class introductions and class agreements
- Course overview
- Syllabus and course calendar review
- Use of class technologies: Blackboard
- What is mediation; what is meditation

By the end of this week, you should be able to:

- Navigate and locate important sections of the Blackboard course website, including Weekly Class Folders and the Discussion Board
- Understand the learning objectives, structure and expectations of the course
- Receive emails from and have access to The 10-Minute Mind (via its website and/or the

- Kajabi app)
- Understand the definitions of mediation and meditation and the differences between them

Pre-Class Assignments (all located on Blackboard, except where otherwise noted)

- **Read following sections on left side of Blackboard course website:**
 - “Welcome to Mindfulness and Managing Conflict” (sent to you via Announcement email and posted on Announcements section of Blackboard)
 - “Welcome & Student Hours”
 - “Syllabus & Course Calendar”
 - “Weekly Class Folders”
 - “Discussion Board”
 - “Online Learning Resources”
- **Write:** Discussion Board post introducing yourself. Due **Monday, August 30, 12:00pm EST.**

Post-Class Assignments:

- **Write:** Discussion Board posts responding to at least two (2) classmates as provided in the instructions. Due **Wednesday, September 1, 11:59pm EST.**
- **Sign up:** for The 10-Minute Mind (the10minutemind.com) at <https://tinyurl.com/CUNY10MM> using your John Jay email address and forward the confirmation email that you receive to me (at broth@jjay.cuny.edu) by **Wednesday, September 1, 11:59pm EST.**
- **Review:** “Meditation Resources” folder, posted on left side of course website.
- **Review:** Class 1 key slides, in Class 1 folder.
- **Review:** the Class 2 folder, where you will find pre-class assignments for Class 2, to be held online via Zoom on **Monday, September 13 at 5:55pm EST.**

-----NO CLASS SEPTEMBER 6-----

Class 2 – Monday, Sept. 13 – THE NATURE OF CONFLICT & CONFLICT STYLES

- Class Check-In
- Guided mindfulness meditation
- Review Class Agreements
- What is conflict?
- Conflict styles
- Escalation and de-escalation of conflict

By the of this week, you should be able to:

- List the main components of conflict
- Identify the class agreements you and your classmates established
- Identify and distinguish the five major conflict styles
- Have greater awareness of your own and others’ conflict styles
- Describe how conflicts escalate and can be de-escalated
- Experience meditating using the 10-Minute Mind

Pre-Class Assignments

- **Read:** Adler, R. B., & Proctor II, R. F. (2022). *Looking out, looking in* (pp. 380-388; 391-393). Cengage Learning. (“Looking Out, Looking In” on Blackboard)
- **Read:** Rhodes, M. (2017). Introduction; What is Meditation?; What are the Benefits of Mindfulness Meditation?; How Can Working with the 10 Minute Mind Help Me?; What is Helpful to Know Before I Begin? In *The ten-minute mind guidebook* (pp. 4-12; 24-33). One People Records. (on Blackboard)
- **Take:** Conflict Styles Assessment at: www.usip.org/public-education/students/conflict-styles-assessment and record your top two (2) conflict styles (bring your results to class)
- **Write:** Discussion Board #2: Review “Looking Out, Looking In,” and in particular pp. 392-393, and then share whether you think it’s a good idea to have different conflict styles for different situations. Explain why you do or don’t think it’s a good idea, providing a specific example from your own experience or the experience of someone you know. (Initial posting due **Tuesday, September 7, 12pm ET**; response to at least one classmate due **Monday, September 13, 12pm ET**)
- **Write:** Reflection Journal #1: Provide an example of a conflict you were engaged in and identify which conflict styles were utilized by each of the disputants, what types of emotions you think you each of you had, and how the conflict was resolved (or if it wasn’t resolved, why not) (due **Monday, September 13, 12:00pm ET**)
- **Engage:** in at least two (2) 10-Minute Mind meditation sessions each week

Post-Class Assignments:

- **Review:** Class 2 key slides, in Class 2 folder
- **Review:** the Class 3 folder, where you will find pre- and post-class assignments for Class 3

Class 3 – Monday, September 20 – THE RELATION BETWEEN INNER & OUTER CONFLICT

- Class Check-In
- Discussion of midterm paper
- Relationship between inner and outer conflict
- The “Third Side” of Conflict and “Inner Social Responsibility”

By the end of this week, you should be able to:

- Be familiar with the midterm paper assignment
- Better understand the relationship between inner and outer conflict, including the role emotions play in conflict
- List the capacities of emotionally intelligent people
- Understand more about how the way we address conflict might affect those around us
- Discuss your experience meditating using the 10 Minute Mind program

Pre-Class Assignments:

- **Read:** Leary, K., Pillemer, J., & Wheeler, M. (2013). Negotiating with emotion. *Harvard Business Review*, 91(1-2), 96-103. (“Negotiating with Emotion” on Blackboard)
- **Read:** Rhodes, M. (2017). Tips and Frequently Asked Questions; Integration; A

Final Word. In *The ten-minute mind guidebook* (pp. 34-47). One People Records. (on Blackboard)

- **Engage:** in at least two (2) 10-Minute Mind meditation sessions each week
- **Write:** Reflection Journal #2: Describe what you have found most interesting, notable, or challenging about your experience of mindfulness meditation so far in this course (be sure to refer to one of the 10 Minute Mind guided meditations in your response). Please be honest in your response (due **Monday, September 20, 12pm ET**)
- Write:** Discussion Board #3: Review "Negotiating with Emotion," and then share whether you think being "emotionally intelligent" enables us to better address conflicts with other people. Be sure to refer to one or more of the readings or videos provided so far in the course. Initial post due by **Friday, September 17, 12pm ET**; response to at least two (2) other postings due by **Monday, September 20 at 12pm ET**.

Post-Class Assignments:

- **Review:** Class 3 key slides, in Class 3 folder.
- **Read:** the Class 4 folder, where you will find pre- and post-class assignments for Class 4.

Class 4 – Monday, September 27 –MEDITATION & MINDFULNESS

- Class Check-In
- What is meditation?
- What is mindfulness?

By the end of this week, you should be able to:

- Recognize definitions of meditation and mindfulness
- Distinguish between meditation and mindfulness
- Better understand some of the major benefits of meditation

Pre-Class Assignments:

- **Bring to Class:** the names of two (2) potential interviewees for your midterm paper (note: if you do not have any potential interviewees, this will *not* be a problem, as instructor will then assign you an interviewee to contact)
- **Read:** Smith, L. (2022, November 11). *28 meditation statistics: How many people meditate?* The Good Body. Retrieved January 19, 2023, from <https://www.thegoodbody.com/meditation-statistics/>. (“28 Meditation Statistics: Data and Trends Revealed for 2022” link located on Blackboard)
- **Read:** Thakar, V. (n.d.). *Inner Social Responsibility*. Awakin RSS. Retrieved January 19, 2023, from <https://www.awakin.org/v2/read/view.php?tid=392>. (slides containing reading located on Blackboard).
- **Write:** Reflection Journal #3: In Class 3, we discussed how others outside our immediate conflict (e.g. friends, family, neighbors, the larger community) may be affected by a conflict we are engaged in. Do you think your awareness of how others are affected by how you respond to conflict, changes the way you respond to conflict? Provide a specific example from your own life experience illustrating how it does or does not. (**Due Monday, March 1, 5:55 pm ET**)
- **Write:** Discussion Board #4: Do you think we have an "inner social responsibility" in the way that Vimala Thakar says that we do? Why or why not? Be sure to

specifically reference one or more of the slides we reviewed in Class 3 (see Class 3 – key slides document, located in the Class 3 folder) (**Initial posting due Friday, September 24, 11:59 pm ET; response to classmate due Monday, September 27, 5:55 pm ET**)

- **Engage:** in two (2) 10-Minute Mind online meditation sessions

Post-Class Assignments:

- **Review:** Class 4 key slides, in Class 4 folder
- **Read:** Class 5 folder, where you will find pre- and post-class assignments for Class 5

Class 5 – Monday, October 4 – MEDITATION & MINDFULNESS (continued)

- Class Check-In
- Meditation and mindfulness in secular society (continued)
- Relationship between meditation and mediation

By the end of this week, you should be able to:

- Describe ways in which meditation and mindfulness are used in modern secular society
- Better understand how meditation and mindfulness can help us to address conflict within and outside ourselves

Pre-Class Assignments:

- **Research:** utilizing the Internet (e.g., Google), identify how meditation is being used in a secular setting (e.g., a company, school, sports team, health care organization). Be prepared to share your findings in class—including the reason(s) meditation is being used in that setting—as well as the source of your findings.
- **Read:** Riskin, L. L. (2006). Knowing yourself: mindfulness. In Honeyman, C. & Schneider, A. K. (Eds). *The negotiator's fieldbook* (pp. 239-250). American Bar Association. Available at <https://ssrn.com/abstract=1465190>. (include in your reading the first three lines of pg. 240; the remainder of that page is not required)
- **Read:** Cloke, K. (2003). What are the Personal Qualities of the Mediator? In Bowling, D. & Hoffman, D. (Eds.). *Bringing Peace Into the Room: How the Personal Qualities of the Mediator Impact the Process of Conflict Resolution* (pp. 49-56). Wiley. (on Blackboard)
- **Write:** Reflection Journal #4: Experiment with the STOP technique (described on page 247 of “Knowing Yourself: Mindfulness,” located in the Class 4 folder on Blackboard) and write about one of the times you chose to try it. You may want to include in your description: why you chose to try the STOP technique at that time; what your experience was while you were doing it and afterward, and whether you found it useful or not. As always, be honest about your experience. (**Due Monday, October 4, 5:55 pm ET**)
- **Write:** Discussion Board #5: Share what you found most interesting in your reading of “24 Meditation Statistics: Data and Trends Revealed for 2021” and why (located on Blackboard in the Class 4 folder), and respond to at least one (1) other posting. (**Initial post due Thursday, September 30, 11:59pm ET; response to classmate's post due Monday, October 4, 5:55pm ET**)
- **Engage:** in at least two (2) ten-minute mindfulness meditation sessions

Post-Class Assignments:

- **Review:** Class 5 key slides, in Class 5 folder

- **Read:** Class 6 folder, where you will find pre- and post-class assignments for Class 6

-----NO CLASS OCTOBER 11-----

Class 6 – Monday, Oct. 18 – MEDIATION

- Class Check-In
- Three approaches to conflict resolution (power, rights, and interests)
- Dispute resolution processes (negotiation, mediation, arbitration, litigation)
- Choosing the appropriate dispute resolution process
- Role of the mediator
- Steps of the mediation process

By the end of this week, you should be able to:

- Identify and distinguish between three approaches to dispute resolution (power, rights, and interests)
- Begin to be able to select which type of conflict resolution process might work best for different types of disputes
- Understand and distinguish between different styles of mediation (facilitative, evaluative, transformative)
- Know the key steps in the mediation process

Pre-Class Assignments:

- **Read:** Goldberg, S. B., Brett, J. M., Blohorn-Brenneur, B., & Rogers, N. H. (2017). *How mediation works: Theory, research, and practice* (pp. 1-14, 17, 27-31). Emerald Group Publishing. (on Blackboard)
- **Read:** U.S. EEOC. (n.d.) *10 reasons to mediate*. Retrieved January 19, 2023, from: <https://www.eeoc.gov/10-reasons-mediate>. (on Blackboard)
- **Write:** Reflection Journal #5: Describe how one or more of the principles of mediation we discussed (confidentiality, voluntariness, self-determination, impartiality, neutrality) played a role in a dispute you were involved in, either as a disputant or as a third-party. **(Due Tuesday, October 12, 5:55pm ET)**
- **Write:** Discussion Board #6: Select a scene from a series, play, or film, briefly describe a conflict it depicts, and share whether you think mindfulness/meditation or *mediation* (or both, or neither) could have helped the characters to better address their conflict (and if so, how, and if not, why not). Be sure to respond to at least one (1) other posting **(first post due Friday, October 8, 11:59pm ET; response to classmate's post due Tuesday, October 12, 11:59pm ET)**
- **Write:** Discussion Board #7: "How Mediation Works" (located in the Class 6 folder) discusses three approaches to dispute resolution (see pp. 2-3): power, rights, and interests. Which of these do you think is most effective in resolving disputes, and why? Be sure to respond to at least one (1) other posting **(first post due Friday, October 15, 11:59pm ET; response to at least one other posting due Monday, October 18, 5:55pm ET)**.
- **Engage:** in at least two (2) ten-minute mindfulness meditation sessions (or the equivalent amount of time in shorter sessions)

Post-Class Assignments:

- **Review:** Class 6 key slides, located in Class 6 Weekly Folder

- **Read:** Class 7 folder, where you will find pre- and post-class assignments for Class 7

Class 7 – Monday, October 25 – PERSONAL QUALITIES & VALUES OF THE MEDIATOR

- Personal qualities and values of the mediator
- Mindfulness meditation and the personal qualities of the mediator
- “I” Statements

By the end of this week, you should be able to:

- Reflect on how certain qualities and values may better enable mediators to resolve disputes
- Understand how mindfulness meditation can help one develop or reinforce these qualities and values
- Distinguish between “I” statements and “you” statements

Pre-Class Assignments:

- **Read:** Bowling, D. & Hoffman, D. (2003). *Bringing Peace into the Room: How the Personal Qualities of the Mediator Impact the Process of Conflict Resolution* (pp. 21-44). Wiley. (on Blackboard)
- **Read:** Cloke, K. (2003). What are the Personal Qualities of the Mediator? In Bowling, D. & Hoffman, D. (Eds.). *Bringing Peace Into the Room: How the Personal Qualities of the Mediator Impact the Process of Conflict Resolution* (pp. 49-56). Wiley. (on Blackboard)
- **Write:** Reflection Journal #6: "How Mediation Works" (located in the Class 6 folder) discusses three approaches to dispute resolution (see pp. 2-3): power, rights, and interests. Identify a quality or value in yourself OR in someone you admire that helps you/them to resolve conflicts internally or with others. Please provide a specific example drawn from your experience. (Note: You may wish to review the assigned readings in the Class 7 folder prior to drafting your journal.) (**Due Monday, October 25, 5:55pm ET.**)
- **Write:** Discussion Board #8: Which of the three approaches to dispute resolution -- power, rights, or interests -- do you think is most effective in resolving disputes, and why? You may want to consult pp. 2-3 of "How Mediation Works" and the Class 6 key slides (both located in the Class 6 folder). Be sure to respond to at least one (1) other posting (**First post due by Thursday, October 21 at 11:59pm ET; response to classmate’s post due by Monday, October 25, 5:55pm ET.**)
- **Engage:** in at least two (2) ten-minute mindfulness meditation sessions (or the equivalent amount of time in shorter sessions)

Post-Class Assignments:

- **Review:** Class 7 key slides, located in Class 7 Weekly Folder
- **Read:** Class 8 folder, where you will find pre- and post-class assignments for Class 8

Class 8 – Monday, November 1 - COMPETENCIES OF THE MEDIATOR

- Mediator Competencies: deep and active listening, open-ended questions

By the end of this week, you should be able to:

- Better appreciate the importance of “I” statements
- Know the definitions and importance of deep listening and active listening

- Distinguish between open-ended and closed-ended questions
- Understand how deep and active listening and asking open-ended questions can help the mediator gather information

Pre-Class Assignments

- **Read:** Frenkel, D.N., & Stark, J.H. (2018). Active Listening. In *The Practice of Mediation: A Video-Integrated Text* (3rd Ed., pp. 165-167). Aspen Publishing. (on Blackboard)
- **Read:** Moore, C.W (2014). Open-ended Questions. In *The Mediation Process: Strategies for Resolving Conflict* (4th Ed., pp. 261-262). Jossey-Bass. (on Blackboard)
- **Read:** Stulberg, J.B. & Love, L.P. (2013). Chapter 7: Accumulate Information. In *The Middle Voice: Mediating Conflict Successfully* (2nd Ed.). Carolina Academic Press. (on Blackboard)
- **Write:** Reflection Journal #7 - Provide a specific example of your using an “I” statement instead of a “you” statement, and describe what difference this made in the communication, OR provide a specific example where a “you” statement instead of an “I” statement was used—either by you or towards you—and what you think might have been different had an “I” statement been used instead. **(Due Monday, November 1, 5:55pm ET.)**
- **Write:** Discussion Board #9 - Reflect on and share what you've found most interesting, unexpected, or unclear in the course so far. Be sure to respond to at least one (1) other posting **(first post due by Friday, October 29 at 11:59pm EST; response to classmate's post due by Monday, November 1, 5:55pm ET.)**
- **Engage:** in at least two (2) ten-minute mindfulness meditation sessions (or the equivalent amount of time in shorter sessions)

Post-Class Assignments:

- **Review:** Class 8 key slides, located in Class 8 Weekly Folder.
- **Prepare:** Midterm Paper, to be submitted by **Monday, November 8, 5:55pm ET** and Midterm Paper presentation (sharing findings with the class).

Class 9 – Monday, Nov. 8 – MIDTERM PAPERS - SHARING OUR FINDINGS

- Midterm paper presentations
- Guest speakers

By the end of this week, you should be able to:

- Have had the experience of briefly sharing a summary of your midterm paper with the class
- Understand how mediators interviewed by your classmates view the relationship between mediation and mindfulness meditation

Pre-Class Assignments (*note: no Reflection Journal or Discussion Board assignments due this week*)

- **Submit:** Midterm Papers (submission folder located in Midterm Paper folder) **(Monday, November 8, 5:55pm ET)**
- **Reflect:** on what you found most interesting about your interview for the midterm paper so that you can share this with the class in an informal oral presentation (3-5 minutes maximum duration)
- **Engage:** in at least two (2) ten-minute mindfulness meditations (or the equivalent amount of time in shorter sessions)

Post-Class Assignments:

- **Read:** the Class 10 Weekly Folder, where you will find pre- and post-class assignments for Class 10.

Class 10 – Monday, Nov. 15 – MEDIATOR COMPETENCIES (cont.); MEDIATOR’S OPENING STATEMENT; IDENTIFYING ISSUES

- Mediator Competencies: reflecting/summarizing, distinguishing positions from interests
- Mediator’s Opening Statement
- Identifying issues
- Role-play agreements
- Mediation Role Plays

By the end of this week, you should be able to:

- Engage in the practice of active listening and asking open-ended questions
- Better understand how to reflect and summarize
- Define and distinguish positions and interests
- Understand the structure and importance of the mediator’s opening statement
- Know our class agreements for mediation role plays

Pre-Class Assignments

- **Read:** Fisher, R. & Ury, W. & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3rd Ed., pp. 3-15, 42-57) Penguin Books. (on Blackboard)
- **Read:** Frenkel, D.N., & Stark, J.H. (2018). The Mediator’s Opening Statement. In *The Practice of Mediation: A Video-Integrated Text* (3rd Ed., pp. 165-167). Aspen Publishing. (on Blackboard)
- **Write:** Reflection Journal #8: Provide a specific example of your using active listening and describe what you think might have been different had you not responded in this way OR provide a specific example of your using an open-ended question instead of a closed-ended question, and describe how you were able to obtain more information this way. (**Due Monday, November 15, 5:55pm ET**)
- **Write:** Discussion Board #10 – In our reading of “The Middle Voice” (located in Weekly Class Folder 8), the authors write that to accumulate information effectively, a mediator should: (1) Listen carefully; (2) Record notes effectively; (3) Ask helpful questions; (4) Support communication in nonverbal and verbal ways; and (5) Mine the conversation for “gold.” Select one of these and share what you find most interesting in the section of the reading that addresses it, and why. (**First post due by Friday, November 12 at 11:59pm ET; response to classmate’s post due Monday, November 15, 5:55pm ET.**)
- **Engage:** in at least two (2) ten-minute mindfulness meditation sessions (or the equivalent amount of time in shorter sessions)

Post-Class Assignments:

- **Review:** Class 10 key slides, located in Class 10 Weekly Folder.
- **Read:** the Class 11 Weekly Folder, where you will find pre- and post-class assignments for Class 11.

Class 11 – Monday, Nov. 22 – MEDIATION ROLE PLAYS; MEDIATOR'S OPENING

STATEMENT

- Review positions and interests
- Using issues to build an agenda
- Mediator's opening statements
- Mediation roleplays

By the end of this week, you should be able to:

- Understand what issues are and how to identify them
- Better appreciate the differences between positions and interests
- Participate in a mediation role play
- Create your own Mediator's Opening Statement

Pre-Class Assignments

- **Read:** Class "Handouts" - 6 Stages of Mediation; Mediation Notetaking Chart; Sample Mediator's Opening Statement; Mediator's Opening Statement Checklist (on Blackboard)
- **Read:** Class "Handout": Mediation Roleplay (on Blackboard)
- **Prepare:** Your own Mediator's Opening Statement (see Sample Mediator's Opening Statement; and Mediator's Opening Statement Checklist to use as a guide, as well as sample Mediator Opening Statement videos posted in Class 10 Folder).
- **Write:** Reflection Journal #9: Provide an example of a dispute that involved you or someone you know, identify the positions and interests of the parties, and discuss how the dispute was or might have been resolved by focusing on interests rather than positions. (**Due Monday, November 22, 5:55pm ET**)
- **Write:** Discussion Board #11: Share what you found most interesting, surprising or notable about the readings from "Getting to Yes" (posted in the Class 10 folder) and also share the reason(s) behind your selection. (**First post due Friday, November 19 at 11:59pm ET; response to classmate's post due Monday, November 22, 5:55pm ET**)
- **Engage:** in at least two (2) ten-minute mindfulness meditation sessions (or the equivalent amount of time in shorter sessions)

Post-Class Assignments:

- **Review:** Class 11 key slides, located in Class 11 Weekly Folder.
- **Read:** the Class 12 Weekly Folder, where you will find pre- and post-class assignments for Class 12.

Class 12 – Monday, November 29 – MEDIATION ROLEPLAYS; DIVERSITY IN MEDIATION

- Implicit Association
- Diversity in mediation
- Mediation role plays

By the end of this week, you should be able to:

- Understand why embracing the importance of diversity is critical for a mediator
- Reflect on the importance of learning about implicit association
- Deliver a Mediator's Opening Statement
- Better know how to participate in mediation role plays

Pre-Class Assignments

- **Review:** Handouts from **Class 11:** Sample Mediator's Opening Statement; Mediator's Opening Statement Checklist; Apartment Building Roleplay and others (in Class 11 folder, on Blackboard)
- **Read:** Stulberg, J.B. & Love, L.P. (2013). Chapter 12: Embracing Diversity Dynamics. In *The Middle Voice: Mediating Conflict Successfully* (2nd Ed.). Carolina Academic Press. (on Blackboard)
- **Read:** Magee, JD., R. (2015, May 14). How mindfulness can defeat racial bias. *Greater Good Magazine*.
https://greatergood.berkeley.edu/article/item/how_mindfulness_can_defeat_racial_bias. (on Blackboard)
- **Take:** The Harvard Implicit Association Test (IAT). The purpose of this test is to help people from “all backgrounds recognize unconscious/hidden biases which may unknowingly distort our objective evaluation and treatment of others based upon race, gender, religion, culture, etc.” The IAT is located at:
<https://implicit.harvard.edu/implicit/takeatest.html> (choose at least one test to take, *other than the test on Presidents*)
- **Write:** Reflection Journal #10: Reflect on your experience of mediation role plays so far in this class. Are there any aspects that surprise you or that you have questions about, or that you find particularly challenging? (**Due Monday, December 6, 5:55pm ET**)
- **Write:** Discussion Board #12 – Share what you think about the Implicit Association Test (IAT) you took (no need to mention which specific test you took, unless you wish to disclose this information). Do you think the IAT is a helpful or useful exercise? If so, why? If not, why not? The IAT is located at:
<https://implicit.harvard.edu/implicit/takeatest.html> (choose at least one test to take, *other than the test on Presidents*) (**First post due by Friday, December 3 at 11:59pm ET; response to classmate’s post due Monday, December 6, 5:55pm ET.**)
- **Watch:** (optional): Seeing through Unconscious Bias with Sebene Selassie (located in Class 12 folder)
- **Watch:** (optional): Sample Workplace Mediation video (located in Class 12 folder)
- **Engage:** in at least two (2) ten-minute mindfulness meditation sessions (or the equivalent amount of time in shorter sessions)

Post-Class Assignments:

- **Review:** Class 12 key slides, located in Class 12 Weekly Folder.
- **Read:** the Class 13 Weekly Folder, where you will find pre- and post-class assignments for Class 13.

Class 13 – Monday, December 6 – MEDIATION ROLEPLAYS; THE INTERNAL V

- Class Check-In
- The Internal V
- Mediation roleplays

By the end of this week, you should be able to:

- Focus on recognizing judgments, feelings and emotions that arise in mediation
- Use the Internal V to better relate to parties in mediation

- Better know how to participate in mediation roleplays

Pre-Class Assignments

- **Read:** Friedman, G. J. (2014). Inside out: How conflict professionals can use self-reflection to help their clients. American Bar Association, Section of Dispute Resolution. (Please read excerpts from Introduction and Chapter 1; excerpts from Chapter 2; and excerpts from Chapter 3 (pg. 35 to middle of pg. 46, and pp. 58-59). on Blackboard)
- **Write:** Reflection Journal #11 (optional for extra credit): Experiment with the 5-step "Internal 'V'" (see pg. 38 and pp. 58-59 of "Inside Out" in the Class 13 folder) and share whether this technique helped shift a judgment or feeling about another person into understanding and connecting with them. If so, how did this technique help, and if not, why do you think that was the case. (**Due by Monday, December 6, 5:55pm ET**)
- **Write:** Discussion Board #13: Share your thoughts about the relationship between mediation and meditation/mindfulness, or if you don't think there's any relationship between them, share why not. (**First post due Friday, December 3 at 11:59pm ET; response to classmate's post due by Monday, December 6, 5:55pm ET**)
- **Engage:** in at least two (2) ten-minute mindfulness meditation sessions (or the equivalent amount of time in shorter sessions)

Post-Class Assignments:

- **Review:** Class 13 key slides, located in Class 13 Weekly Folder

Class 14 – Monday, December 13 - MEDIATION ROLEPLAYS; COURSE REVIEW, EVALUATIONS & CLOSING

- Mediation roleplays
- Course review
- Final Exam discussion
- Course Evaluations

By the end of this week, you should be able to:

- Better know how to participate in mediation roleplays
- Understand the content and format of the final exam

Pre-Class Assignments

- **Engage:** in at least two (2) ten-minute mindfulness meditation sessions (or the equivalent amount of time in shorter sessions)

Post-Class Assignments:



- **Review:** Class key slides in the Final Exam Folder

FINAL EXAMINATION – Monday, December 20 – 6:00pm – 7:40pm ET

Screenshots of Midterm Paper Blackboard Folder

Midterm Paper Folder


Build Content - Assessments - Tools - Partner Content - Discover Content

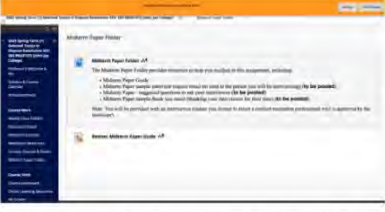
Midterm Paper Folder Overview  

The Midterm Paper Folder provides resources to help you succeed in this assignment (due **Monday, April 3, 11:59pm ET**), including:

- Midterm Paper Overview video (**5:40**)
- Midterm Paper Guide ("MTG") - important information about the midterm paper assignment
- Midterm Paper sample interview request email (to send to the person you will be interviewing) **Posted 022823**
- Midterm Paper Questions - suggested questions to ask your interviewee **Posted 030123**
- Midterm Paper sample thank you email (thanking your interviewee) **Posted 031323**



Note: You will be provided with an interviewee (unless you choose to select a conflict-resolution professional who is approved by the instructor).



Watch: Midterm Paper Folder overview (5:40) 






This video provides a brief overview (5:40) of the Midterm Paper folder



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Review: Midterm Paper Guide ("MTG")  

Attached Files:  Midterm Paper Guide - Spring 2023.pdf  (225.789 KB)







Review: Midterm Paper Sample Interview Request Email  

Attached Files:  Sample Interview Request Email - Spring 2023.pdf  (40.311 KB)

After your interviewee is assigned or confirmed, you can use the following email template to draft your own email to send to your interviewee.

Please note: be sure to retype (rather than cut-and-paste, due to potential font and formatting issues) and to both remove the brackets and triple-check your email before emailing your request to your interviewee.

Review: Midterm Paper Questions  

Attached Files:  Midterm Paper Questions - Spring 2023.pdf  (81.166 KB)

This document provides recommended questions to ask your interviewee; these questions can also be found in the Midterm Paper Guide ("MTG").

**Write: Thank You Email (extra credit)**

Attached Files: Sample Thank You Email.pdf (49.313 KB)

Your interviewee will appreciate your courtesousness if you send them a brief thank you email. Here you will find a sample email you can modify in order to draft your own thank you email.

Important Note: If you use this sample email, **be sure to modify it and NOT cut-and-paste it** (i.e., select one of the choices inside the brackets (and be sure to delete the brackets!), and select "Best regards" or "Sincerely" (or some other closing) to end your letter, rather than write "Best regards/Sincerely"). If you have any questions, let me know!

Bonus Extra Credit: forward to me the thank you email you sent to your interviewee by **Monday, April 10 at 11:59pm ET** to add one (1) point to your midterm paper grade. Reminder: my email address is broth@jjay.cuny.edu

Midterm Paper Guide

Paper Topic: Summarize your interview of a mediator or related conflict resolution professional¹ about whether mindfulness or a similar meditative practice has affected their mediation practice. If so, how. If not, what techniques or approaches, if any, do they use to maintain awareness in mediation.

The paper must be a minimum of 1,000 words and is due in class **Monday, April 3 at 5:55pm ET**.

Papers will be graded as follows:

Paper Content – 60%

Your paper must address the paper topic (see above) and should:

- Identify or describe the interviewee²
- Provide background on organization's and interviewee's experience with mediating disputes, including how long they have mediated and what types of matters they mediate
- Describe what type of meditation or other self-reflective practice they engage in (or not)
- Describe the effects of meditation or similar practice on their practice of mediation (if any³). You might also include a specific example shared by the mediator of how their meditation practice helped or could have helped the mediator in a particular mediation.

Paper Format – 10%

Paper should meet the minimum word count and be in Word or pdf format, using 12 pt. Times New Roman font, double-spaced with 1-inch margins, and have numbered pages. Any citations should utilize APA citation style (see APA guide sheet at http://guides.lib.jjay.cuny.edu/ld.php?content_id=44028142).

Paper Organization – 15%

Paper should have an introductory and concluding paragraphs, and the body of the paper should have clearly defined sections/paragraphs.

Style – 10%

Correct spelling, grammar, punctuation, subject/verb agreement, and free of slang. (Be sure to use a spell-check/grammar check program.)

Informal Class Presentation – 5%

Share with the class in an informal oral presentation what you found most interesting about your interview for the midterm paper (3-5 minutes maximum duration) (to be shared in class **Monday, April 3**).

If you have any questions regarding the paper, including contacting your interviewee, conducting interviews, your class presentation, or any other questions, let the instructor know in advance.

¹ Instructor will provide you an interviewee and their contact information, a suggested draft email to send to your interviewee to request an interview, and a list of recommended questions to ask your interviewee. If you would like to interview a different conflict resolution professional, instructor must approve the interviewee in advance.

² Upon request of your interviewee, you may keep their identity confidential (with the exception of disclosing to instructor), and describe them in generalized terms. For example, if you interview Pat Robinson, a mediator with the Equal Employment Opportunity Commission (EEOC), your description might be: "The interviewee is a mediator with ten years of experience conducting mediations for a government civil rights enforcement agency." Ask instructor if you have questions regarding honoring requests for confidentiality.

³ If the mediator does not currently or has never engaged in meditation or a similar meditative practice, it is not a problem; if that is the case, you may want to ask them: what techniques or approaches do they use to maintain awareness in mediation, particularly in difficult mediation sessions; do their own thoughts, feelings or emotions ever get in their way when mediating, and if so, how do they deal with this happening, and if not, why not; what is their opinion of mindfulness practices and do they think such practices would be helpful to mediators, and the reasons for their opinions. Note: these questions might be helpful to ask mediators who *do* meditate as well!

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 Academic Standards & Requirements, see Chapter IV Academic Standards at <https://www.jjay.cuny.edu/academic-integrity-0#Plagiarism>). Any written work submitted by the student is subject to be scanned by plagiarism detection software (e.g. Turnitin.com).

Reminder about the Writing Center:

“The Writing Center provides tutoring, writing consultation, and ESL support services to all undergraduate and graduate students enrolled in the College. Trained tutors work with students on conceptual and sentence level skills, rules of grammar and style. ... Throughout the year, the Writing Center offers numerous writing-oriented workshops, some specific to writing in the individual disciplines, as well as intensive CUNY Assessment Test in Writing (CATW) preparation. All are conducted by faculty and staff and are open to all students.”

Writing Center Workshops include:

- Decoding Your Assignments: First Steps in Writing
- Thesis, Development, Clear Organization
- Writing Introductions & Conclusions
- Generating a Workable Thesis Statement
- Generating Effective Topic Sentences
- Developing Ideas in Paragraphs
- Improving Writing Quality: Unity, Coherence, Clarity
- Avoiding Sentence Errors: Major Error Types
- Making Sentences Coherent & Clear
- Sentence Proofing & Editing for Grammar Errors
- Useful Essay Proofing & Editing Techniques
- Avoiding Sentence Errors: Subject-Verb Agreement; Wrong/Missing Verb Endings; Types of Run-Ons; The Sentence Fragment; The Correct Uses of Commas

The Writing Center's ESL specialists provide one-on-one and group tutoring for students who learned English as a second language. The E-Resource Center (<http://jjc.jjay.cuny.edu/erc/>) has online tutorials for writing, grammar, and preparing for the CUNY Assessment Tests in Reading and Writing. For more information on support services for students who learned English as a second language, visit <http://www.jjay.cuny.edu/esl-support-services>.

To find out more about the Writing Center, see: <http://jjcweb.jjay.cuny.edu/writing/homepage.htm>

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. 24, 2023

1. Name of Department or Program: English

2. Contact information of proposer(s):

Name(s): **Victoria Bond**

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

Phone number(s): 212.621.3725 or 917.533.2207

3. Current number and title of course: **LIT 270: Children's Literature**

4. Current course description: Analysis of the best classical, contemporary, and multicultural children's literature, with a view toward imitation. Reading of works such as the Grimm fairy tales, Tom Sawyer, The Wizard of Oz, Sounder, Charlotte's Web, and Bravo's Book of Fables; instruction in writing types such as beast fables, teenage problems stories, nonsense verse, and fantasies.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101 and ENG 201

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

Strategically aimed at incoming students who are building college-level literacy, this revised course will introduce and guide students through the process of thinking critically, reading closely, analyzing and writing about literature and movies, as well as generating creative works themselves, through carefully scaffolded assignments, at an introductory level. This is in sharp contrast to the existing version of this course currently on the books, which relies heavily on

students having well-developed rhetorical and research skills.

To explicitly meet the aims of this proposed revision, I have created new assignments, given this course a new title and description, am proposing it be moved to the 100 level, and be listed under Communications in the College Option.

6. Rationale for the proposed change(s):

This course will prepare students to succeed in their further general education coursework, and eventually in their major studies, by developing communication skills such as listening, presenting, reading, writing and, if they so choose, by creating visual work. Through a wide range of instructive modes, including collaboration, students will learn to compose for different media as a way of developing their communication skills generally. Importantly, this course will support academic success by imparting practices to students that will ease their transition to the standards of college-level work, expressly teaching them those standards in a literacy context many of them will already be familiar with. Also, this iteration addresses students' interest in diversity, identity and justice in a contemporary context, and how texts of different genres can reflect, challenge and shape larger cultural norms. As a result of this course, students will be more prepared to succeed in college because they've learned how to analyze and interpret literary and visual texts, navigate the writing process, and craft thesis-driven, self-designed arguments, while also gaining guided experience in the process of successful collaboration.

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

a. Revised course description:

The stories we read as children stay with us because of how they point to adult themes. This class will explore what diverse depictions of young people in popular books and movies reveal about justice, how these stories define childhood, and why race, gender and class are vital lenses for examining what is simply part of experience for kids. Students will be guided through composing argument-based projects and the class will include a group creative project, such as writing and illustrating an original children's story based on their own experiences growing up.

b. Revised course title: **LIT 1XX (170) Stories for Young People on Page and Screen**

c. Revised short title (the original can be found on CUNYfirst, max of 30 characters including spaces!): **Stories for Young People**

d. Revised learning outcomes

All learning outcomes of the course correlate to the general education outcomes for the Communications area of the John Jay College Option.

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic
 - Specifically, students will express themselves in weekly class discussions and by taking notes and making memos on the visual and textual elements of the children’s literature we will study. Students will fulfill argument-driven assignments that emphasize clarity and structure across forms, including writing, audio, and video submissions. Students will also be required to present to the class and in small groups on their progress with assignments.

- Work collaboratively
 - Specifically, students are required to complete at least two of the four formal assignments as a small-group collaboration. In addition, collaborative learning is integrated throughout the course, as students work together on in-class peer reviews, group thesis statement writing, and group plot diagramming, which serve as collective brainstorming for larger projects.

- Maintain self-awareness and critical distance
 - Specifically, students will read a wide range of genres for young people such as picture books, short chapter books, novels, and graphic novels, and will be asked to critically interpret the strength of each genre and examine the choices writers make to create meaning for their intended audience. Weekly low stakes reflective and meta-cognitive writing assignments will require students to demonstrate the ability to look at texts from various perspectives.

- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society
 - Students will engage with a wide range of literature and media for young people and will be asked to interpret the artistic merits from their perspective and for the intended audience, all while weighing the analysis of their colleagues and instructor. This work will enable students to approach works and ideas from multiple points of view, allowing them to observe how different cultural contexts, rhetorical occasions, and audiences shape works and their reception. The course will offer valuable insight about the creative process itself: the imagining of a diverse audience’s needs.

e. Revised assignments and activities related to revised outcomes

Please also see Sample Syllabus.

- 1) By requiring students to communicate clearly in a medium of their choice, **The Reader-Response argument-based project on picture books** (2-3 page essay, 1-2 minute audio

recording, 4-6 slides, and 1-2 minute video are all acceptable mediums) addresses these learning outcomes:

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic
- Maintain self-awareness and critical distance
- Work Collaboratively

The assignment requires students to read and closely analyze a picture book in order to develop a thesis about the picture book genre consisting of a claim, information about how the student will prove the claim and why their claim is important in the larger context of picture books. The student can design or deploy visuals or aesthetics to convey the validity of their argument, and may complete the assignment collaboratively. Students may elect to complete this assignment in group as one of the two required collaborations. When electing to complete an assignment as a group, all group members are additionally required to submit a meta-critical assessment of their group collaboration as well as identifying and evaluating their own individual contribution to the project.

2) **The Argument-based Essay Assignment** requiring students to compare and contrast a literary text to its film version fulfills the following learning objectives:

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic
- Maintain self-awareness and critical distance
- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society
- Work Collaboratively

The classic 3-5 page essay will require students to read novels, watch films, and use secondary sources in a written product as a means of framing the conversation around their argument as well highlighting how their individual perspective differs or overlaps with popular cultural criticism. Students may elect to complete this assignment in a group as one of the two required collaborations, with each contributing student's work documented in a Google doc.

3) A **Creative Project** for which students can create a literary or visual work either about their own childhoods, for children of a specific age (early readers, picture book, early chapter book, middle grade, young adult), or about the process of producing such a work. In order to complete this assignment, students must:

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic
- Maintain self-awareness and critical distance

- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society
- Work Collaboratively

For this project students may collaborate or not, and they can choose to produce an actual creative work or a work instead about the creative process, which enables students to practice meta-cognition, listen to each other, decide on a target audience, and communicate clearly with their collaborators orally, in writing, and also visually. Students may elect to complete this assignment in a group as one of the two required collaborations. When electing to complete an assignment as a group, all group members are additionally required to submit a meta-critical assessment of their group collaboration as well as identifying and evaluating their own individual contribution to the project.

4) **The Reflective Piece** where students discuss their understanding of audience, age-level and genre (2-3 page essay, 1-2 minute audio recording, 4-6 slides, and 1-2 minute video recording are all acceptable mediums), requires students to read, watch and analyze a range of works for young audiences of different ages. The assignment enables students to

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic
- Maintain self-awareness and critical distance
- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society

This assignment, which must be completed individually, asks students to probe their awareness of their own thought and writing process as a means of better analyzing audience impact. The concept of meta-cognition is introduced and practiced as a means of examining the space between authorial intention and audience response.

f. Revised number of credits: 3

g. Revised number of hours: 3

h. Revised prerequisites: **None**

8. Enrollment in past semesters: The enrollment history for LIT 270 is as follows:

Fall 2017 – 20 students / 21 seats

Fall 2015 – 30 students / 36 seats

Fall 2014 – 14 students / 21 seats

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: JJ College Option.

College Option:

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

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

This course uses a scaffolded model of learning that instructs students in the process of generating academic work, from the brainstorming stage to polishing a final product. The skill of generating an idea, developing it, and then synthesizing it into a final form of the student's choice, is the process that underwrites clear communication generally. Instruction and practice in thinking critically, writing well and producing assignments in different mediums – regularly in collaboration with each other – supports academic success for students acclimating to the rigors of undergraduate work by giving them skills that enable ownership of their intellectual lives.

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

Every semester X Number of sections: 2-3

Fall semesters only Number of sections:

Spring semesters only Number of sections:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: Feb. 24, 2023

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

Jean Mills, English Department chair

John Jay General Education College Option Course Submission Form

Course Prefix & Number	
Course Title	LIT 170 270 Stories for Young People on Page and Screen
Department or Program	English
Discipline	
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	None
Co-requisites	
Course Description	The stories we read as children stay with us because of how they point to adult themes. This class will explore what diverse depictions of young people in popular books and films reveal about justice, how these stories define childhood, and why race, gender and class are vital lenses for examining what is simply part of experience for kids. Students will be guided through composing argument-based pieces and the class will include a group creative project, such as writing and illustrating an original children's story based on their own experiences growing up.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

John Jay College Option Location

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

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

<p>I. Communications - Please explain how your course meets these learning outcomes</p> <p>Students will:</p>	
<p>Students will express themselves in weekly activities, such as class discussions, note-taking, and memo-making. These exercises emphasize clarity and structure across forms, including writing, audio, and video submissions. Additionally, by completing scaffolded assignments in preparation for the reader-response project, such as visiting a local branch of The New York Public Library (Weeks 1, 2, 3), students will use visuals and illustrations to demonstrate and support their ideas; work on the thesis-driven argumentative essay (Weeks 4, 5) will require clear written and oral communication. Brainstorming, outlining, drafting and producing the creative project (Weeks 9, 10, 11,12), will require students to communicate clearly in written, oral and visual forms.</p>	<ul style="list-style-type: none"> Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.
<p>Students will read a wide range of genres for young people, such as picture books, short chapter books, novels, graphic novels and, in the four required assignments as well as weekly class discussion, will be asked to critically interpret the strength of each genre and examine the choices writers make, such as point of view, tone, voice, and testimony, to create meaning for their intended audience. Weekly low stakes reflective, meta-cognitive writing assignments (Weeks 2, 7,10, 11), preparation for the reader-response piece (Weeks 1, 2, 3), and the reflective piece (Weeks 11, 12, 13) will require students to demonstrate the ability to look at texts through various perspectives in a self-aware manner.</p>	<ul style="list-style-type: none"> Maintain self-awareness and critical distance
<p>Students will be required to complete at least two of the four formal assignments with collaborators. As outlined on page 3 of the syllabus, all group projects will require students to pick texts to analyze, craft an argument or creative work, choose a modality for the assignment, from traditional text to a digital visual work, and figure out how each collaborator can meaningfully contribute. Additionally, collaborative work is integrated into every class session, most notably with frequent Think-Pair-Share discussions (Weeks 1, 4, 6, 8, 9,11), peer-reviewing tasks (Weeks 3, 10, 12), and collective brainstorming sessions (Weeks 7, 9).</p>	<ul style="list-style-type: none"> Work collaboratively
<p>In weekly class discussions and the required four assignments, students will discuss immigration and imperialism (Week 2), representations of difference in literature (Weeks 3, 4, 5), police brutality (Weeks 6, 7), banned books (Week 6), and the juvenile justice system (Weeks 8, 9). Students will interpret the artistic merits from their perspective and for the intended audience, all while weighing the analysis of their colleagues and instructor. This work, especially in the contexts of the reader-response, argument-essay, and creative project assignments will enable students</p>	<ul style="list-style-type: none"> Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society

to approach works and ideas from multiple points of view, allowing them to observe how different cultural contexts, rhetorical occasions, and audiences shape works and their reception. The course will offer valuable insight about the creative process itself by requiring students to imagine a diverse audience's needs.

Lit 1XX (170), Stories for Young People on Page and Screen

Instructor: Victoria Bond
MW 10:50-12:05
Lit 1XX
Fall, 2024

Course Prerequisite
None

Course Description

The stories we read as children stay with us because of how literature for young people points to adult themes. This class will explore what diverse depictions of young people in popular books and films reveal about justice, how these stories define childhood, and why race and gender are vital lenses for examining what is simply part of experience for kids. Students will be guided through composing argument-based projects, and the class will include a collaborative creative work, such as writing and illustrating an original children's story based on their own experiences growing up.

Learning Objectives

This course is designed to satisfy the John Jay College Option "Communications" requirement.

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic
- Work collaboratively
- Maintain self-awareness and critical distance

- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society

Course Texts

An Elephant & Piggie Biggie! Volume 1, Mo Willems. ISBN-13: 978-1484799673

The Paddington Treasury: Six Classic Bedtime Stories, Michael Bond. ISBN-13: 978-0062312426

Frizzy, written by Claribel A. Ortega, art by Rose Bousamra. ISBN-13:978-1250259639

We're All Wonders, R.J. Palacio. ISBN-13:97815247666498

The Hate U Give, Angie Thomas. ISBN-13:978-0062498540

Monster, Walter Dean Myers. ISBN-13:978-0064407311

The Lightning Thief (Percy Jackson and the Olympians, Book 1), Rick Riordan. ISBN-13: 9788-0786838653

*Readings are available on Reserve and e-Reserves in the library, and additional excerpted readings are posted on Bb and my Digication page.

Course Movies

Paddington Bear 1 & 2

The Hate U Give

Monster

The Wizard of Oz

Willy Wonka and the Chocolate Factory

Percy Jackson & the Olympians: The Lightning Thief

Harry Potter and The Sorcerer's Stone

Formal Projects

Lit 1XX students are responsible for a variety of assignments including four formally graded projects and a presentation. Only the Reflective Piece must be completed individually. Two of the other three assignments must be completed in a group. When electing to complete an assignment as a group, all group members are additionally required to submit a meta-critical assessment of their group collaboration as well as identifying and evaluating their own individual contribution to the project.

- 1) A reader-response argument-based project (essay, audio, slideshow, and video are all acceptable mediums) which may be completed in a group on picture book(s) and your experience of a visit to your local library branch
- 2) An argument based 3-4 page essay that compares and contrasts a literary text to its film version that may be completed in a group, including a meta-cognitive reflection on the collaborative process
- 3) A creative project for which students may generate in a group a literary or digital work either about or for children of a specific age (early readers, picture book, early chapter book, middle grade, young adult)
- 4) A reflective piece where students discuss their understanding of literature for young people, citing 2-3 works discussed in class, (essay, audio, slideshow, and video are all acceptable mediums)

Each of these assignments will incorporate text analysis and be generated from smaller, scaffolded assignments completed in class and for homework. Instruction will include preliminary writing steps, in-class collaborations, and analysis of specific models to prepare students for each step of their assignments. Readings, writing exercises, collaborations, outlines and rough drafts will be regularly assigned.

Grading Policy

You will be graded on your participation as well as your completion of several assignments over the course of the semester.

Attendance: 10%

Homework & Class Participation: 10%

Reader-Response Project: 20%

Argumentative Essay: 20%

Creative Project: 20%

Reflective Piece: 20%

Formal Assignment Submission & Late Papers

- All 4 formal assignments (Reader Response, Argumentative Essay, the Creative Project, and Reflective Piece) should be posted on Blackboard, your ePortfolio, and shared with bondeng201@gmail.com
- 10-points will be deducted from your grade for each week a formal assignment is late

Attendance

Attendance is required for all scheduled meetings.

Accessibility

Students With Disabilities: If you think you may need to request accommodations and academic adjustments, please notify me as soon as possible. Students may request such accommodations for issues such as, (a) disability, (b) pregnancy, childbirth or a related medical condition, (c) religion, and (d) status as a victim of domestic violence, sex offense or stalking. If you think these or any other issues may affect your performance in this class, please notify me as soon as possible, and contact the appropriate office. For accessibility accommodations for disability, pregnancy, or any medical condition, see <http://www.jjay.cuny.edu/accessibility>, and contact JJay's Office of Accessibility Services. OAS is located at L66 in the new building (212-237-8031). For religious accommodations, contact the Office of Student Affairs. Victims of domestic violence, sex offense, or stalking, should contact JJay's Title IX Coordinator. Prior to granting accommodations in this course, the instructor should receive written verification of a student's eligibility. "Qualified students . . . will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services. It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor." Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p. 3. ([http://www.jjay.cuny.edu/studentlife/Reasonable Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

The Writing Center

The Writing Center is a service that provides free tutoring in writing to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. **The Writing Center is a valuable resource for any student, and 10-points will be added to a formal assignment for attending a workshop or tutoring session.**

Plagiarism & Academic Dishonesty

Plagiarism and cheating are violations of CUNY's policy on academic integrity:

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

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

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotations are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (http://www1.cuny.edu/portal_content/2004/policies/image/policy.pdf)

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalties, including disciplinary action. See also <http://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/> for further explanation.

Class Schedule

Unit 1: Readings on Media for Young People, Fairytales, Picture Books & Early Chapter Books

Week 1

Monday: Introduction to class & Think-Pair-Share about early literacy experiences.

HW: Picture Books and Emotional Literacy: <https://www.readingrockets.org/article/picturebooks-and-emotional-literacy>

Read Mo Willems' *Today I Will Fly!* and *Can I Play Too?*

Wednesday: Discussion of characterization, personality types, visuals and use of language in Mo Willems

HW: Read Bettelheim's "The Uses of Enchantment" and "Hansel and Gretel" and "Death's Messenger" selected from *Grimm's Fairy Tales* posted on Bb

Week 2

Monday: Discussion of Bettelheim's "The Uses of Enchantment" and selected Grimm's Fairy Tales

HW: Read selections from *The Paddington Treasury* + visit the Children's Room in your local library branch. Compose or record a brief memo noting size, organization of titles, patrons and books on

display

Wednesday: Discussion topics for Reader-Response, such as the use of illustrations in *Paddington*, enchantment, and what young readers can glean about immigration and imperialism from the *Paddington* stories. **HW:** Draft Reader-Response paragraph on *The Paddington Treasury* + visit the Children’s Room in your local library branch. Compose or record a brief memo noting size, organization of titles, patrons and books on display

Week 3

Monday: Peer-review of Reader-Response draft, discussion of library visit, and viewing & reviewing scenes from *Paddington 1*

HW: Read Vol 1 of *Henry & Mudge* & Vol 1 of *Poppleton* posted on Bb

Wednesday: Compare & contrast realistic use of animals versus anthropomorphizing & “the white boy and his dog” trope

HW: Read position pieces on diversity and children’s lit in larger culture:

“R.J. Palacio and Meg Medina Talk Diversity and Children’s Books”

<https://www.nytimes.com/2016/12/20/books/review/rj-palacio-and-meg-medina-talk-diversity-and-childrens-books.html?smid=nytcore-ios-share&referringSource=articleShare>

“Against YA”

<https://slate.com/culture/2014/06/against-ya-adults-should-be-embarrassed-to-read-childrens-books.html>

“The Death of Adulthood in American Culture”

<https://www.nytimes.com/2014/09/14/magazine/the-death-of-adulthood-in-american-culture.html?smid=nytcore-ios-share&referringSource=articleShare>

Week 4

Monday: Think-Pair-Share discussion of diversity and YA & review elements of a good thesis/argument

HW: Read *We’re All Wonders*

Wednesday: Reflections on Monday’s discussion, practice thesis writing in groups, and discussion of *We’re All Wonders* and representations of “difference”

HW: Read *Frizzy* and compose 2-3 working thesis statements about the graphic novel

Week 5

Monday: Discussion of characterization, visual representations of “difference” in *Frizzy*, and thesis statements

Wednesday: Work in computer lab

Reader-Response Project Due

Unit 2: Literature to Film

Week 6

Monday: Viewing and discussion of interviews with Tupac Shakur & “Thug Life” and banned books

HW: Read *The Hate U Give*, Chapters 1-15

Wednesday: Discussion of point-of-view, plot and police brutality in *The Hate U Give* Chapters 1-15 & Think-Pair-Share comparing & contrasting scenes from novel to the film

HW: Read *The Hate U Give*, Chapters 16-26

Week 7

Monday: Discussion of the Argumentative Essay, *The Hate U Give*, Chapters 16-26 & Angie Thomas' Twitter Feed

Wednesday: Reflections on Thomas' Twitter feed, discussion of visual editing versus textual editing, voice & testimony & continue brainstorming for the Argumentative Essay

HW: Read *Monster*, Chapters Prologue-Saturday July 11

Week 8

Monday: Discussion of setting, voice, tone, and depiction of the juvenile justice system in *Monster* Chapters Prologue-Saturday July 11

HW: View & read Walter Dean Myers interviews excerpted on Bb

Wednesday: Discussion of integrating quotes from Myers and Thomas in the Argumentative Essay & Think-Pair-Share comparing and contrasting scenes from *Monster* the novel to the film

HW: Read *Monster* Chapters Sunday July 12-December 5

Week 9

Monday: Discussion of *Monster* novel to film continued and thesis brainstorm

Wednesday: Argumentative Essay Due. Think-Pair-Share & reflective writing on testimony, voice, point of view & plot in *The Hate U Give* and *Monster* **HW:** Brainstorm genre, characters & audience age for Creative Project

Week 10

Monday: Peer edit work on Creative Project Brainstorm in computer lab

Wednesday: Diagramming the Creative Project using group work & scenes from *The Wizard of Oz* and *Willy Wonka and The Chocolate Factory*

HW: Read *Percy Jackson*, Chapters 1-11, answer prelim questions re: Creative Project

Unit 3: The Magical Project

Week 11

Monday: Think-Pair-Share discussion of myths, magic and plot in *Percy Jackson* & reflecting on Creative Project

HW: Read *Percy Jackson*, Chapters 12-22 & work on Creative Project

Wednesday: Continued discussion of myths, magic and plot in *Percy Jackson* & threading your Argumentative Essay thesis into your Creative Project

HW: Draft Creative Project

Week 12

Monday: Comparing & contrasting film scenes from *The Lightning Thief* and *Harry Potter & The Sorcerer's Stone* + peer edit Creative Project draft

Wednesday: Myths, magic and plot in *Percy Jackson* & using reflection to jumpstart Creative Project edits

HW: View scenes from *The Wizard of Oz* and *Willy Wonka and The Chocolate Factory* & complete your Creative Project

Week 13

Monday: Creative Project Due & 1st round of Creative Project Presentations

HW: Work on Reflective Piece, integrating what you learned from the presentations

Wednesday: 2nd round of Creative Project Presentations

HW: Work on Reflective Piece, integrating what you learned from presentations

Week 14

Monday: Conferences

Wednesday: Conferences

Week 15

Monday: Class wrap-up & **Reflective Piece Due**

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

Course Revision Form

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

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

Date Submitted: February 28, 2023

1. Name of Department or Program: Public Administration

2. Contact information of proposer(s):

Name(s): Glenn Corbett

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

Phone number(s): 212-237-8092

3. Current number and title of course: **PAD 402 Seminar and Internship in Public Administration**

4. Current course description:

The Seminar and Internship in Public Administration exposes students to the daily routines, processes, procedures, and expectations and work life in the public sector. Students meet once a week in seminar. The seminar seeks to integrate public administration concepts and theories learned in the classroom with practical experience. The seminar meets once a month at the CUNY Graduate Center with students who are in similar programs at other senior colleges of the university. Students are required to intern a minimum of 12 to 16 hours per week at a government agency or nonprofit organization. Placement is arranged by the instructor in consultation with the individual student.

a. Number of credits: 6

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

c. Current prerequisites: ENG 201 and senior standing

5. Describe the nature of the revision (what are you changing?): Updating the course description and pre-requisites.

6. Rationale for the proposed change(s): We are removing outdated information from the course description. Students work with the Center for Career and Professional Development to identify potential sites for their fieldwork. Class meetings are held at John Jay, not CUNY and are weekly. We are also changing the prerequisite to require at least junior class standing to make the course accessible to a wider group of students.

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

a. Revised course description:

The Seminar and Internship in Public Administration exposes students to the daily routines, processes, procedures, and expectations and work life in the public sector. **Students meet once a week in a seminar.** The seminar seeks to integrate public administration concepts and theories learned in the classroom with practical experience **while providing an opportunity to consider future career options.** **Students completely weekly assignments and complete a final paper.** Students are required to intern a minimum of **180 hours** per week at a government agency or nonprofit organization. **Field placement is arranged by the student in consultation with the Office of Career and Professional Development.**

b. Revised course title: N/A

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

d. Revised learning outcomes: N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: **ENG 201, junior standing or above, and permission of the Center for Career and Professional Development or the department**

8. Enrollment in past semesters: S23: 8; F22: 6; S22: 6;

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

No Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: February 28, 2023

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Glenn Corbett, Public Administration BS Major Coordinator

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

Course Revision Form

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

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

Date Submitted: 2/28/2023

1. Name of Department or Program: Public Management, Criminal Justice Management Program

2. Contact information of proposer(s):

Name(s): Henry Smart
 Email(s): hsmart@jjay.cuny.edu
 Phone number(s): 212-393-6865

3. Current number and title of course: **PAD 445 Seminar in Justice Administration and Planning**

4. Current course description: Seminar in selected problems involved in planning and administration of programs and agencies involved in criminal justice. Students examine actual and simulated cases involving the development and implementation of criminal justice policy. Cases require the analysis of management technique and policy strategy in the context of theory and practice in public administration and criminal justice.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, CJM 348 Justice Planning and Program Evaluation

5. Describe the nature of the revision (what are you changing?): The prefix for the course would change from "PAD" to "CJM".

6. Rationale for the proposed change(s): There are six core courses in the CJM curriculum. Of the core courses, PAD 445 is the only course that has a "PAD" prefix. To streamline the registration process for students, and to reduce the likelihood of administrative errors, it would be wise to change the course prefix for "PAD" 445 to "CJM" 445. The CJM prefix was created a few years ago when the major went under a significant revision.

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

a. Revised course description: N/A

b. Revised course title: **CJM 445 Seminar in Justice Administration and Planning**

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

d. Revised learning outcomes: N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: Spring 2022 = 7, Fall 2022 = 17, Spring 2023 = 45

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 2/3/2023

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Henry Smart, Major Coordinator, Criminal Justice Management

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

Memorandum

Date: March 24, 2023

To: Alena Ryjov
Secretary to the College Council

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

Re: Commencement Awards 2022 - 2023

The Committee on Honors, Prizes and Awards met on Tuesday, March 20 and March 24, 2023 to vote on the Commencement Awards applications. With quorum present, the committee recommends the following award recipients:

1. Graduate Veteran Award – **Nhu Phan - 23362459**
2. Undergraduate Veteran Award – **Hei Man Yeung – 23850176**
3. Graduate Achievement Award (3 Winners nominated) –
 - a. **Brianna Sampson - 24227589**
 - b. **Ebony Strachan - 14215933**
 - c. **Rhonda Longard - 24178565**
4. Graduate Peer Mentoring Award (2 Winners) –
 - a. **Meghan Scarlott - 24231879**
 - b. **Dawoon Lee - 23341674**
5. Graduate Student Service Award – **Shania Roseborough - 23490376**
6. Leonard E. Reisman Medal – **Reem Hamaida - 23927039**
7. Howard Mann Humanitarian Award – **Gavallia Beauvais - 23912676**
8. Scholarship & Service Award – **Bibi Hetnarine - 23897280**
9. Distinguished Service Award (5 Winners) –
 - a. **Alyza Anderson - 24057847**
 - b. **Cynthia Gonzalez - 23787091**
 - c. **Fay Forde - 23743612**
 - d. **Hanna Yeum - 23696872**
 - e. **Sara Elshaer - 23724787**

To: College Council
From: Faculty Senate
Date: April 4, 2023

Amend Section I.1 of the College Council Bylaws by adding the following:

xv. For the governance bodies and committees listed below, a positive vote by a majority of the membership, including vacancies, of the governance body or committee is required to pass a motion or to fill positions by election. A greater proportion can be required pursuant to approved bylaws.

- College Council
- College Council Executive Committee
- Committee on Undergraduate Curriculum and Academic Standards
- Committee on Faculty Personnel
- Budget and Planning Committee
- Committee on Graduate Studies
- Academic departments, graduate programs, non-departmental academic programs, for elections, curricular proposals, and for revisions of bylaws.

Rationale: This aligns college voting practices with expectations since 2004. The effect is to ensure that elections and motions reflect the positive votes of a majority of the membership of a committee including vacancies. The expectation promotes collegial consensus.

